RWANDA POLYTECHNIC

Skills for a better destiny

Executive Summary & Rationale for the Revision of the Strategic Plan

2019-2024

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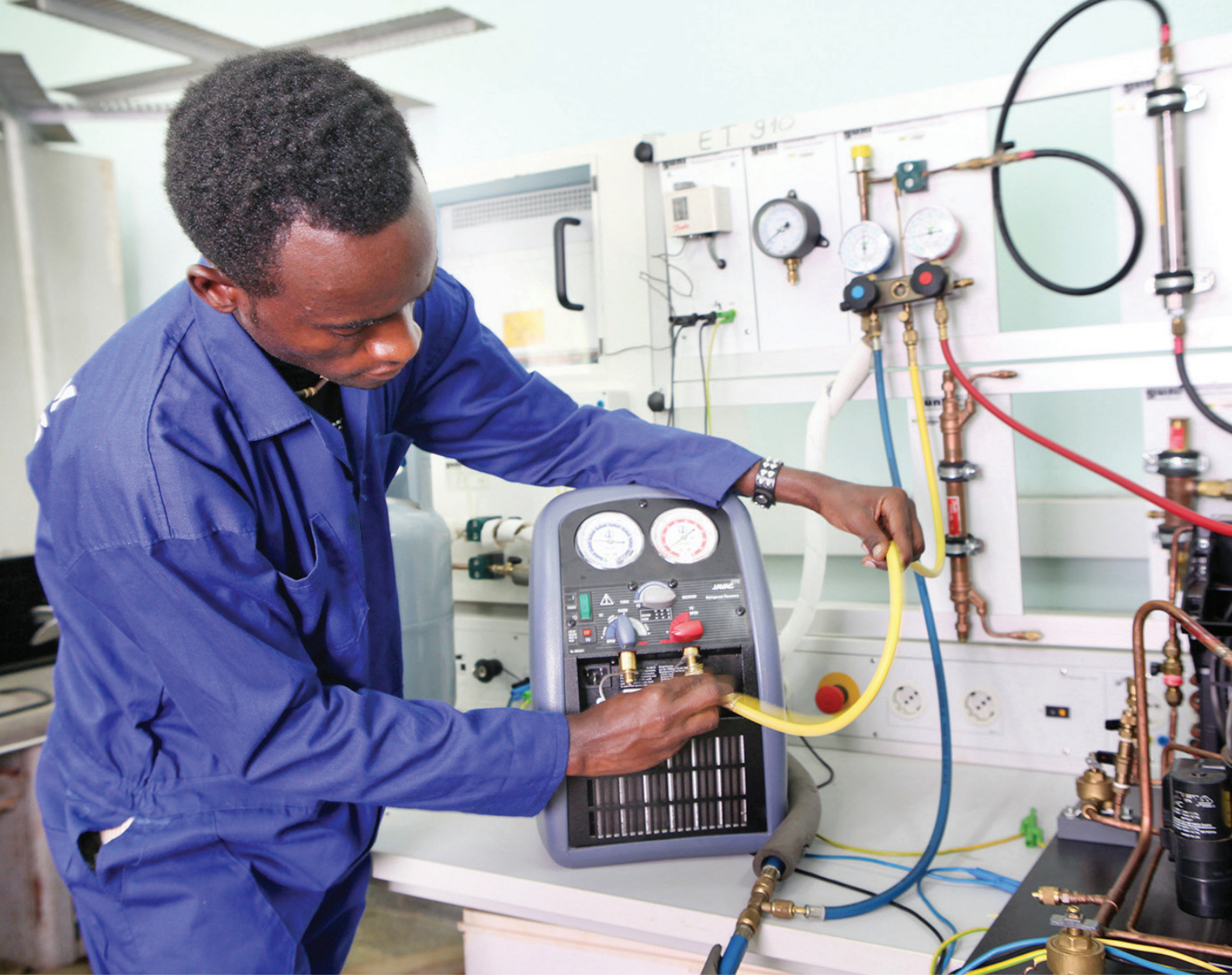


FORWARD

by the Vice-Chancellor of Rwanda Polytechnic

Rwanda Polytechnic is only recently created (in May 2017) and its vision is to provide quality education that complies with international standards through technical and vocational educational training that enables the beneficiary to acquire skills required to create jobs and compete in the labor market.

Rwanda Polytechnic is made up of eight Integrated Polytechnic Regional Colleges (IPRCs), at least one IPRC in each province and the City of Kigali, plus two institutes, the Rwanda TVET Trainer Institute (RTTI) and Hospitality Management Institute (HMI) which is dedicated to training the teachers and instructors both in educational institutions and industry in order to deliver on high standards of hands-on skills development through a competency-based training and assessment program.

Rwanda is going through a rapid socio-economic transformation such that the skills to cope with this development must be availed quickly and efficiently. Rwanda Polytechnic has been created to deliver on this goal by empowering existing structural entities by harnessing both local and global resources. We are mindful that a lot is expected of RP, especially considering the past and continuing investment by government in good, modern infrastructure for the TVET sector. This infrastructure positions Rwanda Polytechnic right in the centre of the evolution of Rwandan economy to a knowledge-based and ICT-driven economy.

According to the recently concluded study entitled "the impact of Covid-19 on skills development in technical and vocational training in Rwanda" which was commissioned by the African Development Bank and Rwanda Polytechnic, it was revealed that when Covid-19 struck, Rwanda Polytechnic was not ready and did not have any mechanism to deal with the subsequent fallout to ensure continuity of online training and learning and there is evidence that some students did not participate wholly because they lacked the equipment or access to electricity and internet. The report recommended that blended learning is the only way to ensure continuity of business in pandemics that require confinement or social distancing.

Rwanda Polytechnic is determined to create an environment and community where young people flourish through a competency-based teaching and assessment; an industrial or work apprenticeship program, and an active entrepreneurship system involving producing real products for the "Made in Rwanda" market in our well-equipped workshops and business incubation centres. We want the profile of a Rwanda Polytechnic graduate to be defined by a high work ethic, professionalism, good citizenship and aspiring to the highest standards.

I am excited about the possibilities, notwithstanding the challenges; I know that there is a lot of goodwill from all our stakeholders, because a lot is at stake for the development of our economy as we enter the digital era. Come, let us together embrace the vision and get to work.

Dr. James GASHUMBA
Vice Chancellor, Rwanda Polytechnic

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 and Rationale for the Revision of the Strategic Plan

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 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 and two institutions namely Rwanda TVET Trainer Institute and Hospitality Management Institute.

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, an 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.

It is important to note RP strategic Plan was developed and validated in 2019 and was expected to cover the period between 2019 to 2024. After 3 years of its implementation in 2021, the management of Rwanda Polytechnic decided that this Strategic Plan could be revised and put in the current context.

It important to note that education sector in Rwanda has undergone through major changes since the writing of this strategic plan. Notably, these changes relate to the Education Sector restructuring and to the establishment of the Rwanda TVET Board (RTB) as new institution in charge of all TVET schools after dissolving Workforce Development Authority. It is also important to note that some new other institutions were created among them we can talk of National Examination and Schools Inspection Authority (NESA) which will be in charge of Quality standards and inspections of Basic Education including TVET schools. The Higher Education Council was also mandated to ensure Quality standards and inspections of Higher Learning Institutions including TVET polytechnics and IPRCs.

Other prominent changes in the sector included the transfer of TVET schools from RP to RTB. In addition to this, the TVET has now a Minister of State in Charge of ICT and TVET.

In additional to these changes in the education sector and TVET sub-sector, the Covid 19 pandemic has completely affected the TVET training delivery in general but has also paralyzed the implementation process of the RP strategic Plan. Most of the activities could not be implemented on time as planned because of preventive measures to contain the spread of Covid 19. We can give examples of activities which were affected such as training of trainers, staff capacity building, TVET awareness campaigns, national and regional skills competitions, etc

It is also important to mention that consequences of covid 19 have contributed to the current global financial crises which hampered the implementation of some TVET projects, especially the ones related to ICT and TVET infrastructure development (Schools constructions, supply of training equipment, etc). Therefore, this strategic plan was revised to show the current status of each every planned activity and show the overall progress and hence know the remaining works to be done. Some targets have been revised or adjusted and put in current socio-economic context. All target will be planned for the remaining 3 years (2021-24) and hence only the most urgent, important and relevant activities will be considered in the revised strategic plan.

The revised 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 note that this 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.

The blended learning with more focus on online learning, ICT and Internet penetration in TVET will be given special attention in the current TVET delivery. 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 nº 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 related to 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).

1 *Concept Note for Development of Rwanda Polytechnic Strategic Plan*

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 405 by 2024 with the aim of maximising 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) and Hospitality Management Institute (HMI)

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 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 following [3]:

The Rwanda Basic Education Board (REB) which was established for having national oversight for coordinating and implementing general education activities at pre-primary, primary and secondary level.

Rwanda TVET Board (RTB) established to provide the institutional framework to provide a strategic response to the skills development challenges facing the country across all sectors of the economy. The main functions now include developing TVET schools; monitoring implementation of basic TVET delivery (Level 1 to 5)

National Examinations and Schools Inspections Authority (NESA) : established to set education standards, inspections , examinations and certification for both basic general education and TVET (Level 1 to 5)

2 *Concept Note for Development of Rwanda Polytechnic Strategic Plan*
3 *Education Sector Strategic Plan. 2018/19 to 2023/24. Final Draft (2019)*

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

The Higher Education Council (HEC) is responsible for securing coherent provision of quality higher education including higher TVET (Level 6 and beyond) 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) and Rwanda Polytechnic (RP). 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.

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 and Rwanda TVET Board 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 and the management of Rwanda Polytechnic. The stakeholders also identified Successes and Challenges which are reflected below.

Table A: Strengths, Weaknesses, Opportunities and Threats

STRENGTHS	WEAKNESSES

• Political will
• Committed trainers and students
• Courses are available at various colleges
• Legal frame
• Development Partners
  o Strong and many DPs
  o Positive engagement of DPs
• Established colleges
  o Basic infrastructure
	• 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

- Infrastructure in some colleges
- Availability of CBT/CBA at some levels Young and dynamic human resources

OPPORTUNITIES

- East Africa Community (EAC) integration
  - 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
  - Progress of ToT L3-L5
- New priority economic sectors
- "Made in Rwanda" promotion
- High Demand
  - By private sector
  - Government policy level
  - Students are interested
- Foreign Direct Investment
  - Private sector needs skilled workforce
- Revised RTQF
  - Rwanda TVET Qualification Framework
- Youth Population
  - Youth dividend
  - Young and Dynamic human resource
  - Many new fields-skills needs

- No consumables and running costs Implementation of CBT/CBA
- Budget constraint
  - 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
- Insufficient ICT infrastructure
- Poor & Insufficient internet connectivity
- Lack of ICT skills
- Limited online learning facilities and platforms

THREATS

- Logistical coordination of services needs to be improved, duplication of activities, interventions
  - Need a balance between centralized coordination and empowered principals
  - RP not coordinating DPs well enough
  - Need to differentiate coordination levels.
- Mindset about TVET
  - 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
  - Qualified workforce from EAC competing for local jobs
- 60% of basic education graduates to TVET by 2024
  - 60% of basic education graduates to go to TVET means there is a shortage of TVET schools from approximately 300 to approximately 2,000

Table B: Successes and Challenges

SUCCESSES	CHALLENGES
• 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	• 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 conductive to private sector participation o CBT/CBA implementation issues • CPD • TVET data collection needs improvement

6. Key Stakeholder Framework

The Key Stakeholder Framework was developed using information provided by Rwanda Polytechnic staff and affiliated stakeholders during various consultation meeting. 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	• Students • Parents • Training Providers • Academic and Research Institutions • Districts • Employers (Industries, Companies) • Relevant Government Departments	• Make Policies • Develop TVET Infrastructure • Law Enforcement • Budget Allocation • Consumers of TVET • Manage the learning and training of TVET	• 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	• Workers • Employers • Communities • Civil Society • Local Communities • State Owned Enterprises • Non-Profit Organizations	• Support Implementation of Programs	• Benefit for TVET Programs at Local Level

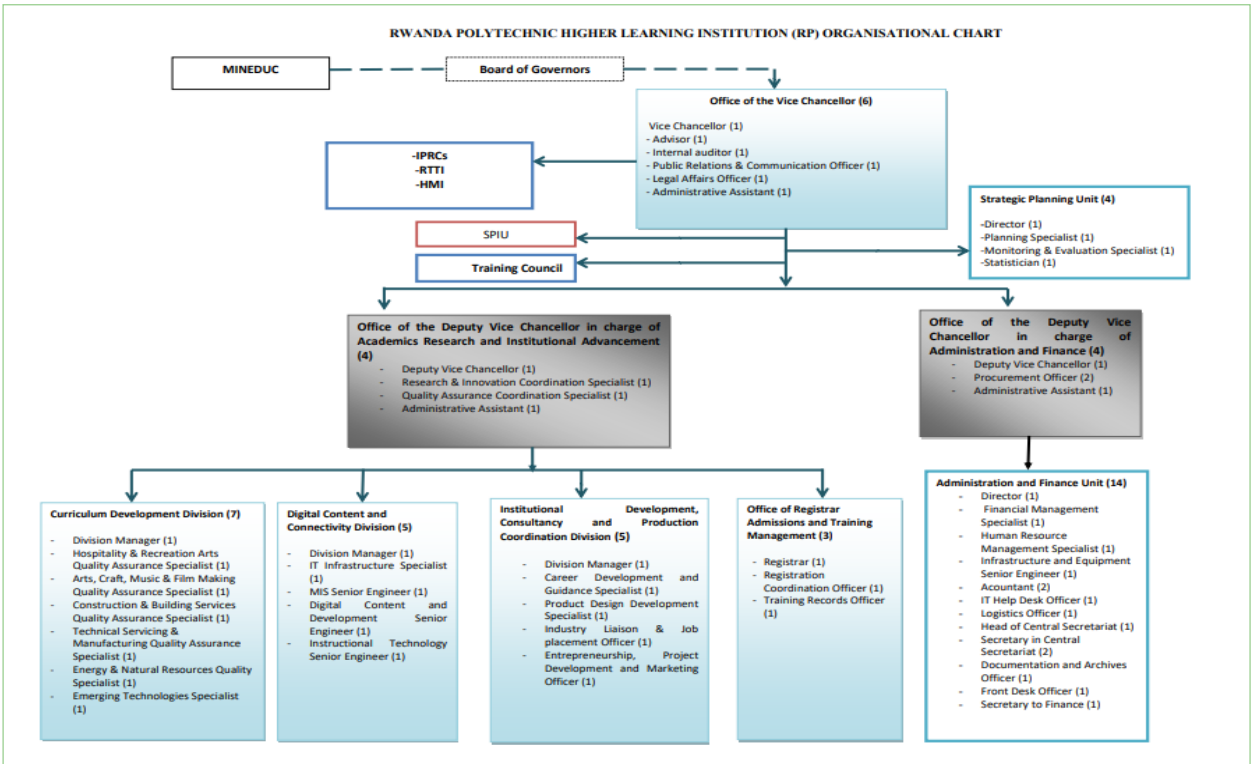
Suppliers of Resources	• Financial Institutions • Sponsors, Banks, Large Companies • Genocide Survivors' Fund • Research/Academic Centers • Providers of Infrastructure/ Facilities	• Provision of relevant, quality, and accessible financial services • Research means to improve utilization of financial resources • Fund national skills development priorities	• Support cooperatives, small enterprises, and community training • Effective internal management of funds administered • Achieve national priorities in increasing skill based competencies
Regulators	• Central Governance • Higher Education Council • Workforce Development Authority • Rwanda Development Board • Rwanda Standards Board	• Implement the system of quality assurance • Monitor the state of education	• Establish credible institutional mechanism for oversight
Ministries and Affiliated Institutions	• MINEDUC • Ministry of Finance and Economic Planning (MINECOFIN) • Ministry of Public Service and Labor (MIFOTRA • 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 Basic Education Board • National Examination and Schools Inspection Authority (NESA) • Higher Education Council • University of Rwanda • HEIs	• Facilitate conducive policies and standards for implementation of quality TVET • Implement capacity building programs • Enacting laws and adopting regulations for the promotion of national education • Overseeing formal education	• Implementing public agencies • Responsibility to coordinate government programs • Address national priorities on annual basis

Strategic Partners	• 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) • European Union • Agence Francaise de Development (AFD) • African Development Bank (AfDB) • Mastercard Foundation • Indian Government • Embassies • USAID Huguka Dukore Akazi Kanoze • Swiss Contact • Faith Based Organizations • Hotels	• Resource Mobilization • Offer Technical Assistance	• Funding Quality Assurance Programs • Supporting TVET Development
Affiliated Projects	• USAID Huguka Dukore Akazi Kanoze • KIVUBELT Project (GIZ, I&M Bank) • Bee 5 • WADWAHN • RISA • Jinhua Polytechnic	• Offer Technical Assistance • Train Youth • Make TVET visible	• Official Development Priorities • Increase capacity of local population
	• Akazi Kanoze Access • NCPD, NUD, NUDOR • GMO • WASAC • SEAD Project		

Service Providers Outbound	• Contractors • Consultants • Academic and Research Institutions	• Make TVET Visible • Internal Quality Assurance • Approved Program Implementation	• Participate in re-branding TVET • Institution meet set quality standards • Sound management of TVET institutions
Media	• Rwanda Broadcasting Agency	• Publishing of Information	• Enhanced Publicity • Advocacy • Communication Platform

7. Rwanda Polytechnic Organizational Structure

The following organogram is the officially approved Structure for Rwanda Polytechnic:



8. Risk Management and Analysis

The SWOT that was developed 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	• Local labor market assessment mechanisms created with private sector stakeholders by 2022
2. Career guidance needs improving for students	• Career guidance personnel to be appointed in all Rwanda Polytechnic institutions by 2023
3. Inadequate linkages with industries	• Private sector engagement plan created in 2022 • Private sector engagement plan approved and implemented in 2020
4. Shortage of infrastructure – building, modern equipment, and raw materials	• 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 • Online / blended learning and ICT infrastructure developed
5. Poor human resource management	• 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	• 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	• Resource mobilization training for all Rwanda Polytechnic institutions by 2022
8. No equity in access (female inclusion, rural populations, people with disabilities)	• Policies on gender and inclusion in TVET implemented by 2023 • Awareness campaigns to attract special populations by 2024 • 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	• M&E framework for effective implementation of TVET system oversight by 2024
10. Policy gaps/legal framework not up to date	• ESSP 3 implemented from 2018-2024 • NST 1 implemented from 2017-2024
11. Lack of coordination within Rwanda Polytechnic and with Development Partners	• 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	• National policy on creative innovation to be approved and published • National and institutional level applied research as well as innovation plans to be developed • Community needs assessment mapping to be conducted

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					
Impact of Risk Occurring - Impact		Unlikely	Possible	Likely	Very Likely	Almost Certain
	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	Lack of e-learning facilities and poor ICT infrastructure to allow blended learning	

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 Thirteen	To expand and promote e-learning
Strategic Objective Thirteen	Set up Strategies for financial resources mobilization
Strategic Area Fourteen	Financial Resources Mobilization
Strategic Objective Fourteen	To develop and implement financial resources mobilization strategies

Completed and transferred activities

During this mid-term evaluation of the RP strategic Plan, all activities were deeply analysed and it was found that some of them have been accomplished, others are still ongoing whereas many of them have not yet started. It is important to note that some activities are no longer under RP mandate and will be implemented by new responsible institutions such as Rwanda TVET Board (RTB) and National Examinations and Schools inspection Authority (NESA).

The following are some completed activities, and these being implemented by other institutions:

Completed activities

S/N	Sampled Completed Activity	Observation
1	Establishment a working group to review and/or extend RTQF by 2019.	The RTQF is now aligned to Rwanda National Education Qualification Framework
2	Approve the formation of an ICT planning office within Rwanda Polytechnic by 2019	RP has now a Division in charge of ICT related activities
3	Revise, update, and submit proposal for revision of RP mandate by 2020	The new structure was published with mandate for coordinating public IPRCs only
4	Approve the delegation of responsibility for Planning to a Rwanda Polytechnic Office by 2019	RP has got now a new department in charge of planning
5	Establish a working group to develop and finalize a Rwanda Polytechnic Social Inclusion and Disability policy by 2019	The Social Inclusion and Disability policy was developed and approved
6	Review, update and publish communication procedures and guidelines for Rwanda Polytechnic and its institutions by 2020	The RP communication and marketing strategy was approved
7	Review, update and publish an internal policy and guidelines for the administration/ management of student admissions for Rwanda Polytechnic and its Institutions by 2022	The Student handbook was developed and approved by RP management
8	Review, update and publish a policy and guidelines for results based / performance reporting for TVET Institutions by 2022	All RP staff have been capacitated to use RBM for contract signing and management
9	Develop and implement capacity building program on procedures and guidelines for curriculum developers and facilitators by 2021	All curriculum developers and facilitators have gone annual CBT/CBA training in partnership with RDB and RMI

10	Ensure curricula development procedures and guidelines are approved by the relevant bodies, including by 2021	The curricula development procedures and guidelines have been developed
11	Create and conduct a tracer survey to ensure competency-based training by 2020	The RP tracer survey was conducted early 2021 and reports are available
12	Review and update existing curricula to ensure work readiness, entrepreneurial, as well as technical relevance by 2022	Curricula for diploma level have been revised accordingly
13	Review, restructure, and approve student welfare support unit by 2021	All IPRC have a specific unit in charge of students affairs
14	Develop and approve student academic support guidelines by 2021	The student handbook was developed and is being used
15	Review, approve and integrate an improved work readiness program into all curricula by 2020	All developed curricula have work readiness components
16	Develop, approve and integrate a student work exposure and experience program guidelines into all curricula by 2020	All developed curricula have industrial attachment components
17	Review, improve and approve guidelines for industrial attachments program by 2021	The guidelines for industrial attachments program have been developed
17	Develop, approve, and implement a work exposure program for all staff by 2020	The guidelines for industrial attachments program have been developed
18	Develop, approve, and implement a work experience program for technical training by 2021	The Dual Training program was launched as part of implementation of work experience program for technical training
19	Support innovative entrepreneurial student projects at institution level by 2022	The policy for innovative entrepreneurial student projects was developed and approved
20	Implement innovative entrepreneurial projects at institution level by 2022	The policy for innovative entrepreneurial student projects was developed and approved
21	Ensure activities conducted at institution level by development partners and donors align with those of Rwanda Polytechnic by 2022	RP organizes annual joint planning sessions with its stakeholders
22	Design and approve an ICT system for use by TVET institutions by 2020	The RP Management Information System was developed and now fully operational
23	The Review the existing learner registration Management Information System by 2020	The RP Management Information System was developed and now fully operational even for students matters
24	Develop and approve a format for institutional level management reports by 2022	The template for activity reporting were developed and now usable
25	Develop, approve and publish bi-annual reports on TVET statistics (enrolments, staffing provision, and resources) by 2022	The reporting on statistics is done on quarterly basis
26	Develop a public awareness and promotion strategy by 2021	The communication and marketing strategy was developed and now usable

Transferred activities

The following activities were transferred to their respective institutions because they no longer fall under responsibilities of RP:

SN	Sampled activities no longer under RP mandate	Observation
1	Conduct annual visits to surrounding feeder schools by 2020.	TVET schools are no longer under RP Mandate they are now under RTB

2	Approve the working group to develop and finalize RPL guidelines by 2020	The RPL guidelines not developed and this should be under National Examination and Schools Inspection Authority (NESA)
3	Establish a working group to develop and finalize a Recognition of Prior Learning (RPL) policy by 2019	This activity is no longer under RP mandate, NESA is responsible.
4	Review, update and publish an internal policy and guidelines on financial management for Rwanda Polytechnic and its institutions by 2020.	RP has developed Internal Operational Manual but not internal policy and guidelines on financial management because this is a responsibility for the MINECOFIN
5	Develop annual budgeting policy guidelines by 2020	The annual budgeting policy guidelines is a responsibility for the MINECOFIN
6	Conduct needs assessment, and where applicable, develop and implement a finance capacity building and support program by 2024.	The finance capacity building and support program is a responsibility for the MINECOFIN
7	Review, update and publish an institutional and national audit and accountability system by 2021.	Institutional and national audit and accountability system is a responsibility of Office of Auditor General and MINECOFIN
8	Review, update and publish a results-based performance evaluation management system by 2021.	The results-based performance evaluation management system (RBM) is under Ministry of Public Service and Labour. What RP does is the follow the process and guidelines from MIFOTRA, like any other public institution.
9	Review, update and publish policy directives for TVET Institution information's technology systems (ICT) by 2022.	RP has fully operationalized its TVET Management Information Systems. However, the directives for Institution information's technology systems (ICT) are set by RISA (Rwanda Information Society Authority)
10	Develop and implement guidelines for the procurement, management and maintenance of hardware, software and networks by 2024.	The guidelines for the procurement, management and maintenance of hardware, software and networks are set by RISA (Rwanda Information Society Authority). However, for maintenance no guidelines exist, it is contractual.
11	Review, update and publish a results-based monitoring and evaluation system by 2021.	There is results-based monitoring and evaluation system set by MINEDUC & MINECOFIN. RP reports on weekly, quarterly and annually to MINEDUC using the provided templates
12	Develop and implement a capacity building program on results-based monitoring and evaluation system by 2024.	The capacity building program on results-based monitoring and evaluation system are always under Rwanda Development Board (RDB) and MIFOTRA.
13	Conduct sectoral skills surveys to identify requirements for new curricula by 2022.	Conduct sectoral skills surveys to identify requirements for new curricula was not fully done and requires other institutions engagements (E.g : RDB).
14	Avail and train career guidance officers in all TVET schools and IPRCs by 2024.	Activity needs to be rephrased because all TVET schools are under RTB, but RP has staff responsible for career guidance
15	Develop, approve, and implement a plan to improve the human resource recruitment and selection process by 2024.	The guidelines for human resource recruitment and selection process are in presidential order and basically monitored by MIFOTRA and Public Service Commission
16	Develop, approve, and implement an Individual Performance Management Development System by 2024.	The Individual Performance Management Development System is part of RBM and it is under MIFOTRA's responsibility.
17	Conduct and report on simple community mapping and needs assessment by 2020.	The simple community mapping and needs assessment has never been done and has nothing to do with RP mandate

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 higher 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 2024	1.1.1 Submit the revision of RTQF and a Rwanda TVET Trainer Qualification Framework by 2022	DVCTIDR	By end of 2022	2022: Working group submits Trainer Qualification Framework
	1.1.2 Approve the revision of RTQF and a Rwanda TVET Trainer Qualification Framework by 2024	MINEDUC	By end of 2024	2024: Trainer Qualification Framework approved and published
1.2 Review and approve the law establishing / governing Rwanda Polytechnic by 2023	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 2022	VC Office, Legal Advisor	3 Months	2022: Process approved
	1.2.2 Submission of the draft to the ministry of Education and Rwanda Polytechnic to follow up by 2023	VC Office, Legal Advisor	3 Months	2022: Draft law 1 2023: Draft law 2
	1.2.3 Approve and publish a revised law by 2024	Prime Minister Office	Annual	2024: Law approved and published
1.3 Review and confirm the five-year Budget for Rwanda Polytechnic by 2022	1.3.1 Confirm a timeline for the development of a Five-Year Budget by 2022	DVCAF	By end of 2022	2022: Responsible departments identified for development of five-year budget
	1.3.2 Develop and approve a Five-Year Budget by 2022	Council of RP	Bi-annually until end of 2022	2022: Draft five-year budget 2022: Approve and implement five-year budget

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
	1.3.3 Develop and approve guidelines and templates for institution level three-year and one-year budgets by 2022	DVCAF	Bi-annually until end of 2022	2022: Review current institutional guidelines and update templates 2022: Updated three-year and one-year guidelines with input from financial officers at all institutional levels 2022: Guidelines approved and distributed at all institutional levels
1.4 Develop and approve a Rwanda Polytechnic Information and Communications Technology (ICT) Policy by 2023	1.4.1 Develop a Rwanda Polytechnic ICT policy by 2022	DVCTIDR	Bi-annually until end of 2022	2022: Develop an ICT policy for IPRC institutions 2022: ICT policy approved and implemented
	1.4.2 Approve and publish Rwanda Polytechnic ICT Policy Framework by 2023	RP Council	Bi-annually Until end of 2023	2022: Develop an ICT policy framework policy for Rwanda Polytechnic 2023: ICT policy framework approved and implemented
	1.4.3 Approve and implement Anti-plagiarism Policy by 2022	DVCTIDR	Bi-annually until end of 2022	2022: Approved and implemented Anti-plagiarism Policy
	1.4.4 Approve and implement Online learning Policy by 2022	DVCTIDR	Bi-annually until end of 2022	2022: Approved and implemented Online learning Policy
1.5 Implement Existing Workplace Based Learning Policy and Guidelines by 2024	1.5.1 Effective Implementation of Workplace Based Learning by 2024	MINOFTRA, DVCTIDR, MINICOM	Annually	2022: 100% of students perform WBL

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
1.6 Develop and approve a Rwanda Polytechnic Policy Framework on Social Inclusion and Disability by 2024	1.6.1 Policy Framework on Social Inclusion and Disability approved by 2024	RP Academic Senate	Annually	2022: Policy Framework reviewed and 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
1.1 Develop and approve an internal policy and guidelines on financial management for Rwanda Polytechnic and its institutions by 2022	2.1.1 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 2022	DVCAF	Quarterly until end of 2022	2022: Operational manuals approved and distributed to all RP institutions
1.2 Develop and approve governance policies and guidelines for Rwanda Polytechnic and its Institutions by 2023	2.2.1 Review, update and publish governance policies and guidelines for Rwanda Polytechnic by 2023	DVCAF	Bi-annually until end of 2023	2022: 50% of governance policies and guidelines for Rwanda polytechnic updated and published 2023: 100% of governance policies and guidelines for Rwanda polytechnic updated and published

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
	2.2.2 Develop and approve institutional capacity building package for Rwanda Polytechnic and its institutions and stakeholders at all levels by 2023	DVCAF	Annually until end of 2023	2022: Draft institutional capacity building package based on national audit 2023: Institutional capacity building package approved
	2.2.3 Implement Rwanda Polytechnic governance capacity building program by 2022	DVCAF, HRM	Annually	2022: 100% of staff undergo capacity building training
1.3 Develop and approve policy directives for TVET Institutions information technology systems by 2024	2.3.1 Develop a plan and procure appropriate ICT infrastructure by 2024	DVCAF	Quarterly	2022: Create working group with members consisting of finance officials, ICT staff, and infrastructure management and Working group meets quarterly and develop guidelines on procurement,

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
				assess ICT infrastructure needs, and produce plan 2023: Plan approved and disseminated throughout Rwanda Polytechnic and 80% of all IPRCs have procurement plans approved and acquire necessary ICT infrastructure 2024: 100% of all institutions have procurement plans approved and acquire necessary ICT infrastructure
	2.4.4 Develop and implement a capacity building and support program by 2022	DVCAF	Bi-annually until end of 2022	2022: 100% of ICT staff receive capacity building support
1.4 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	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
1.1 Review and update existing Competency - Based Curricula development and procedures and guidelines (CBC Framework) by 2022	3.1.1 Review existing curricula development procedures and guidelines by 2022	DVCTIDR,	Quarterly	2022: Competency based curricula guidelines approved and procedures to improve are implemented
	3.1.2 Update existing curricula development procedures and guidelines by 2022	DVCTIDR,	Bi-Annually	2022: Updated work place learning program approved and implemented
1.2 Review and update existing competency-based curricula by 2024	3.2.3 Ensure all revised curricula are accredited by 2024	DVCTIDR,	Annually	2022: 80% of all updated curricula accredited 2023: 90% of all updated curricula accredited 2024: 100% of all updated curricula accredited
1.3 Develop new competency-based curricula for emerging priority areas by 2024	3.3.2 Review matrix of all curricula available for all RTQF levels and programs and develop gap analysis by 2022	DVCTIDR REB,	Quarterly until end of 2022	2022: Technical committee conducts gap analysis; Gap analysis is reported and disseminated amongst relevant Rwanda Polytechnic officials
	3.3.4 Develop teacher guides for new curricula by 2024	DVCTIDR	Annually	2022: Update teacher guides to reflect updated curricula and 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	2022: Working group created to review curricula; working group develops tools and guidelines for accreditation of curricula and Tools and guidelines approved for curricula inspection and accreditation 2023: 80% of all updated curricula accredited 2024: 100% of all updated curricula accredited

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
1.4 Teacher and Student manuals for all available competency-based curricula developed and distributed for use by 2024	3.4.1 Develop teacher guides for new curricula by 2024	DVCTIDR, RP Trainer of Trainers	Annually	2022: Update curricula with private sector collaboration and identify emerging priority areas and 100% of work readiness curricula updated to ensure competency 2023: Emerging technical skills occupational standards created and 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	2022: Update student guides to reflect updated curricula and 70% of students undergo training with updated guides 2023: 80% 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	2022: Develop a plan on teacher capacity building program and Teacher capacity building program plan approved 2022: 80% 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
1.1 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 2022	IPRCs, RP Trainer of Trainers, RTTI, HMI	Quarterly until end of 2021	2022: Working group has 4 quarterly meetings and develop plan and 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, RP Trainer of Trainers, RTTI, HMI	Annually	2022: Approve project plan and begin implementation; 70% of teachers receive ICT skills support 2023: 80% of teachers receive ICT skills support 2024: 100% of teachers receive ICT skills support
1.2 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, RP Trainer of Trainers, RTTI	Bi-annually	2022: Plan approved 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	2022: Plan approved 2023: 50% lecturers reached 2024: 75% lecturers reached

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
1.3 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 2024	Rwanda Polytechnic	Bi-annually until end of 2024	2022: Develop an implementation plan for ICT in classrooms of RP institutions with input from schools and ICT division 2023: Plan approved and budgeted and 60% of all RP institution classrooms have necessary ICT tools 2024: 80% of all RP institution classrooms have necessary ICT tools
	4.3.2 Equip all classrooms with necessary ICT resources by 2024	IPRCs, and Rwanda Polytechnic	Annually	2022: Develop an ICT provision plan for both IPRCs as well as TVET secondary schools and create proposed budget and Approve ICT provision plan and budget annually 2023: Provision plan implemented; 70% of all ICT resources provided and Provision plan implemented; 80% of all ICT resources provided 2024: Provision plan implemented; 100% of all ICT resources provided
1.4 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 2022	RP competence-based Assessment Unit,	Bi-annually until end of 2022	2022: Approve, and publish internal and external verification guidelines
	4.4.2 Implement CBA and verification plan to support all TVET trainers by 2024	IPRCs, and Rwanda Polytechnic	Annually	2022: Facilitate focus group discussions with teacher in 5 regions and develop a plan on teacher capacity building support based on feedback and Teacher capacity building support approved and begin implementation; 60% of all teachers receive support 2023: 80% 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
1.1 Develop and approve student welfare support guidelines by 2024	5.1.1 Review and approve student welfare support guidelines by 2023	Rwanda Polytechnic, IPRCs	Quarterly until end of 2023	2022: Review student support guidelines with solicited student input and Updated student support guidelines approved at all TVET levels 2023 Welfare support guidelines implemented in 100% of all campuses
1.2 Develop and approve student academic support guidelines by 2024	5.2.1 Develop and improve ICT tools for student support services by 2024	Rwanda Polytechnic, IPRCs, TVET Schools	Quarterly until end of 2024	2022: Develop appropriate ICT tools for student use and ICT tools approved 2023: 50% of students receive new ICT tools 2024: 100% of students receive new ICT tools
	5.2.2 Develop and approve an academic mentoring program in TVET institutions by 2024	Rwanda Polytechnic, IPRCs, TVET Schools	Quarterly until end of 2024	2022: Develop guidelines and protocols for peer-to-peer academic mentoring program and approved at all TVET levels; 60% of students receive peer-to-peer academic mentoring 2023: 70% of students receive peer-to-peer academic mentoring 2024: 100% of students receive peer-to-peer academic mentoring

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
1.3 Develop and approve a student work-based learning program by 2024	5.3.1 Review, improve and approve a private sector engagement program guidelines by 2024	Rwanda Polytechnic, IPRCs, PSF, MIFOTRA	Bi-annually until end of 2024	2022: Technical committee established to identify key private sector stakeholders 2023: Identified stakeholders review and update private sector engagement program guidelines 2024: Private sector engagement program implemented in 70% of all TVET institutions
1.4 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 2023	Rwanda Polytechnic, IPRCs,	Quarterly until end of 2023	2022: Career guidance officers meet quarterly to develop national guidance policy and framework 2023: Policy and framework approved and implemented in 100% TVET institutions
	5.4.2 Develop and approve an appropriate funding model for student career development services at all TVET institutions by 2024	Rwanda Polytechnic, BRD, PSF, IPRCs	Annually	2022: Review funding and service fee model for career development services and Provide costing and budget forecast 2023: Develop and Approve new funding model with forecasted projections 2024: Funding secured for 100% of student career development services
1.5 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	2022: Create focus groups of students in 5 districts to solicit input on student leadership programs and Develop leadership capacity development strategy and plan based on focus group feedback; Tools created to assess student capacity 2023: Plan, tools approved and 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
1.1 Review and establish funding models for TVET institutions by 2024	6.1.1 Conduct appropriate infrastructure feasibility studies by 2023	DVCF	Annually	2022: Finance feasibility studies for infrastructure developed 2023: Feasibility studies approved and implemented
	6.1.2 Review, update and establish infrastructure funding models for TVET institutions by 2024	Institutional Development, Applied Research, Consultancy & Production Coordination Division	Bi-annually	2022: Review and Update current TVET funding model 2023: Consultative meetings held with relevant stakeholders, Funding priorities identified and mechanism approved 2024: TVET funding model published
	6.1.3 Develop a capacity building and support plan on resource mobilization for TVET institutions by 2024	Institutional Development, Applied Research, Consultancy & Production Coordination Division	Bi-annually	2022: Develop mechanisms to assess capacity building needs and Perform audit of TVET capacities utilizing developed mechanisms 2023: Draft institutional capacity building package based on national audit 2024: Institutional capacity building package approved
1.2 Implement resource mobilization activities in TVET institutions by 2024	6.2.1 Train appropriate staff to engage and implement in resource mobilization activities for TVET institutions by 2024	Institutional Development, Applied Research, Consultancy & Production Coordination Division	Annually	2022: Train 50% 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

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
1.3 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 2024	IPRCS, Institutional Development, Applied Research, Consultancy & Production Coordination Division	Bi-annually Until end of 2024	2022: Needs assessment on infrastructure and learning equipment performed in 50% of all TVET institutions 2023: Needs assessment on infrastructure and learning equipment performed in 75% of all TVET institutions 2024: 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 & Production Coordination Division	Annually	2022: Review audit report on current state of national infrastructure and Develop improvement plan for existing facilities in TVET sector 2023: Plan approved and budgeted nationally and 30% 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	2022: Review audit report on current state of national infrastructure and Develop maintenance plan for existing facilities in TVET sector 2023: Plan approved, budgeted nationally, Implement plan to improve maintenance TVET facilities nationally, 50% of all institutions implement updated maintenance plans 2024: 100% of all institutions implement updated maintenance plans

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
	6.3.4 Develop and approve a plan to address student accommodation issues at IPRCs by 2024	DVCAF	Annually	2022: Review student accommodation planning, perform audit of infrastructure and Create focus group discussions with students who utilize accommodation in 5 regions and solicit feedback on improvements 2023: Utilize feedback from student focus groups and create plan, Plan approved and implemented; 60% of student accommodation issues resolved 2024: 100% of student accommodation issues resolved
	6.3.5 Develop and approve a National Infrastructure Asset Management System for the TVET sector by 2024	DVCAF	Annually	2022: Develop web portal national asset management system, approve asset management system and pilot online portal 2023: 80% of assets reported on online portal 2024: 100% of assets reported on online portal
1.4 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 2024	Institutional Development, Applied Research, Consultancy & Production Coordination Division	Bi-annually until end of 2024	2022: Needs assessment on learning materials and consumables performed in 50% of all TVET institutions 2023: Needs assessment on learning materials and consumables performed in 75% of all TVET institutions 2024: Needs assessment on learning materials and consumables performed in 100% of all TVET institutions

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
	6.4.2 Develop and implement a national provision plan for learning materials and consumables for IPRCs by 2024	Institutional Development, Applied Research, Consultancy & Production Coordination Division	Annually	2022: Review audit report on current state of STEM resources available to IPRCs, Develop budget and plan to improve STEM resources 2023: Approve both plan and budget to begin implementation; 10 workshops constructed and equipped 2024: 60 workshops constructed and equipped
	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	2022: 88,000 textbooks supplied 2023: 110,000 textbooks supplied 2024: 132,000 textbooks supplied
	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	2022: Review existing stock management system for learning materials and consumables to identify gaps, update it and disseminate to all RP TVET institutions 2023: 75% of all TVET institutions utilize updated stock management system 2024: 100% of all TVET institutions utilize updated stock management system
1.5 Improve and Provide appropriate ICT to TVET institutions by 2024	6.5.1 Conduct needs assessment on ICT in TVET institutions by 2023 (Plan to include SMART classroom numbers, internet connectivity, student computer ratio, Digitized content for TVET curricula)	Digital Content & Connectivity Division	Quarterly until end of 2023	2022: Needs assessment on ICT systems performed in 75% of all TVET institutions 2023: Needs assessment on ICT systems performed in 100% of all TVET institutions

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
	6.5.2 Develop and implement a national plan for ICT improvement and provision to TVET institutions by 2024	Digital Content & Connectivity Division	Annually	2022: Approve ICT provision plan and budget; 50 SMART classrooms, 2500 Positivo laptops 2023: 58 SMART classrooms and 4300 Positivo laptops 2024: 60 SMART classrooms, and 5000 Positivo laptops,
1.6 Fusing all companies existing different IPRCs and set up a single company for RP, development and approval of its operational manual by 2024	6.6.1 Streamline the activities of private companies and other income generating activities existing in different IPRCs (dissolve companies in existing different IPRCs and set up a single company for RP) by 2022	DVAF, Institutional Development, Applied Research, Consultancy & Production Coordination Division	Annually	2022: Working group identified and all companies existing in different IPRCs dissolved to make a single company for RP
	6.6.2 Develop and approve a single company's operational manual by 2024	DVAF, Institutional Development, Applied Research, Consultancy & Production Coordination Division	Annually	2022: Review of existing operation manuals in different IPRCs to come up with draft single company's operational manual 2023: Submission of draft single company's operational manual 2024: Approved single company's operational manual
	6.6.3 Develop and approve the operational plans for RP company by 2023	DVAF, Institutional Development, Applied Research, Consultancy & Production Coordination Division	Annually	2022: Developed the draft operational plan 2023: Approved operational plan
1.7 Approve and operationalize consultancy policy by 2024	6.7.1 Review, approve and operationalize consultancy and incubation policy which provides a conducive environment and motivation for the academic staff to engage in consultancy activities by 2024	DVAF, Institutional Development, Applied Research, Consultancy & Production Coordination Division	Annually	2022: Approved Entrepreneurship, consultancy & incubation policy 2023: Entrepreneurship, consultancy & incubation policy implemented in all IPRCs 2024: Approved policy operationalized 100%

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
1.1 Review and approve Human Resource Development Plan that meets the needs of the sector by 2024	7.1.1 Conduct an annual review of the Human Resource Development Plan by 2022	Rwanda Polytechnic HR Directorate	By end of 2022	2022: Create review process of annual plan
1.2 Develop and approve a staff capacity building mechanism for academic staff and administrative staff by 2024	7.2.1 Develop, approve, and implement a competency-based staff capacity building plan for academic staff and administrative staff by 2024	Rwanda Polytechnic HR Directorate	Annually	2022: Develop and approve occupational standards and quality assurance manuals 2023: Mechanism created to ensure professional development trainings for teaching and administrative staff and 80% of staff set to have bi-annual professional development trainings 2024: 100% of staff set to have bi-annual professional development trainings
	7.2.2 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	2022: Develop and approve occupational standards and quality assurance manuals 2023: Pilot bi-annual professional development trainings with 80% of staff 2024: 100% of staff receive bi-annual professional development training
	7.3.3 Develop and implement a staff retention program by 2024	Rwanda Polytechnic, HR Directorate	Annually	2022: Human resource policy and salary considerations revised and 10 focus group discussions conducted to solicit feedback from staff 2023:85% of staff retained 2024: 95% of staff retained

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
	7.3.4 Approve and implement Academic staff appointments, development, career path & promotion policy by 2023	Rwanda Polytechnic, HR Directorate	By end 2023	2022: Approve Academic staff appointments, development, career path & promotion policy 2023: Academic staff appointments, development, career path & promotion policy implemented in all IPRCs

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
1.1 Develop an applied research, innovation, and entrepreneurship plan by 2024	8.1.1 Approve Rwanda Polytechnic Applied Research & Innovation Policy by 2022	DVCTIDR	Quarterly until end of 2022	2022: DevelopApplied Research and Innovation policy as well as entrepreneurship at institutional level with a minimum of 5 TVET research projects per year published in recommended peer review Journals 2022: AR&I Policy approved and formalized
	8.1.2 Strengthen the AR&I coordination framework at institutional level by 2024	DVCTIDR	Quarterly until end of 2023	2022: Appoint a AR&I coordinator at IPRC level 2023: Foster the creation of Research Clusters, Research Groups, and Research Centers
	8.1.3 Develop and approve long-term and short- term AR& I institutional agenda by 2024	VC DVCTIDR Principals	Quarterly until end of 2023	2022: Develop and approve Long- term and short-term AR&I institutional agenda 2022: Develop and approve annually the AR&I institutional agenda

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
	8.1.4 Establish and operational the internal AR&I funding scheme by 2023	DVCTIDR, Principals,	Quarterly until end of 2023	2022: Allocate a budget line for internal AR&I funding 2022:Establish a platform for scanning funding opportunities 2022: Mobilize external funds for AR&I projects
	8.1.5 Establish Communication and dissemination mechanism by 2024	DVCTIDR, Principals,	By end of 2024	2022: Create AR&I portal and a database of AR&I projects 2024: Conduct a minimum of five Seminars /Public lectures and Exhibitions
1.2 Build capacity of TVET staff to conduct research, innovation, and entrepreneurship by 2024	8.2.1 Develop and approve institutional level capacity building plans by 2023	DVCTIDR, Rwanda Polytechnic, Deputy Principal in charge of Academics and Training	Quarterly until end of 2023	2022: Mechanisms to assess capacity building needs developed; Perform audit of TVET capacities utilizing developed mechanisms 2023: Drafted institutional capacity building package based on audit
	8.2.2 Conduct staff capacity building in research, innovation, and entrepreneurship at institutional level by 2023	DVCTIDR, Rwanda Polytechnic, Deputy Principal in charge of Academics and Training	Bi-annually until end of 2023	2022: Develop plan on improving staff capacity in Applied research, innovation, and entrepreneurship; Assess staff capabilities 2023: Approved and implemented Capacity Building Plan Implementation begins in 100% of IPRCs
1.3 Implement new AR&I projects and engage the private sector in development and commercialization of AR&I products by 2024	8.3.1 Engage the private sector in development and commercialization of AR&I products by 2023	DVCTIDR Institutional Development, Consultancy & Production Division	Bi-annually	2024: Identify 10 AR&I projects for commercialization 2024: Identify and 50 private sector partners for development and commercialization of AR&I products
	8.4.6 Organize a National TVET skills competiton and Participate in the Africa Skills Competition	DVCTIDR	Annually	2022: Organize a National TVET skills competition annually 2023: Participate annually in Africa Skills Competition annually

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
1.1 Develop, approve, and implement a strategy on effective partnerships with key stakeholders by 2023	9.1.1 Develop and approve a national strategy on effective partnerships with key stakeholders by 2023	RP SPIU	Quarterly until end of 2023	2022: Technical committee established to identify key stakeholders 2023: Identified stakeholders develop national strategy on strategic partnerships
	9.1.2 Develop and approve an institution level strategy for effective partnerships with key stakeholders by 2023	Principals	Quarterly until end of 2023	2022: Technical committee established to identify key stakeholders 2023: Identified stakeholders develop institutional strategy on strategic partnerships
	9.1.3 Develop and approve a private sector engagement plan at institution level by 2023	Principals	Quarterly until end of 2023	2022: First draft of private sector engagement plan presented to technical committee 2023: Approve and publish institutional level private sector engagement plan
	9.1.4 Develop and approve a community outreach plan at institution level by 2023	Principals	Quarterly until end of 2023	2022: 30 community assessment committees created 2023: Community committees develop and publish institutional level community outreach plan
1.2 Establish a mechanism for improving student engagement with the local community that results into partnerships by 2024	9.2.1 Develop guidelines for institutional level community mapping to identify relevant partnerships by 2023	Principals	Quarterly until end of 2023	2022: 30 community assessment committees created 2023: Community committees develop guidelines for mapping relevant partnerships

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
	9.2.2 Develop resources for communicating opportunities for local partnerships to students (job placement services both for self-employment and wage-employment) by 2023	Principals	Quarterly until end of 2023	2022: Create SMS and online web portal for employment opportunities 2023: 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	Annually	2022: Create, approve and implement local labor market assessment mechanism with private sector stakeholders; 50 MoUs signed with companies 2023: Career guidance offices sign MoUs with 150 companies 2024: Career guidance offices sign MoUs with 300 companies
1.3 Establish a coordinating structure for stakeholder engagement by 2024	9.3.1 Ensure Rwanda Polytechnic SPIU is operational and effectively coordinates strategic partnerships by 2023	DVCTIDR, RP SPIU	Quarterly until end of 2023	2022: Internal audit of Rwanda Polytechnic departments conducted 2023: 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 2024	RP SPIU, Planning Unit	Quarterly until end of 2024	2022: Development partners and donors present activities and plans to Rwanda Polytechnic; Activities and plans modified to ensure they are aligned with Rwanda Polytechnic and 2023: 50% of activities approved by development partners, donors, and Rwanda Polytechnic 2024: 100% of activities approved by development partners, donors, and 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	Quarterly until end of 2023	2020: Institutions without career centers identified; all career guidance officers trained 2023: 8 IPRC guidance centers established
	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 2024	DVCTIDR	Annually	2022: Pilot first company registry for student exposure and 25% of all RP institutions have industrial exposure programs for students and trainers 2023: 75% of all RP institutions have industrial exposure programs for students and trainers 2024: 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
1.1 Design and approve a management information system for TVET institutions by 2024	10.1.1 Ensure regular maintenance and update of the ICT system by 2024	Rwanda Polytechnic Digital Content and Connectivity Division, Principals, School Managers	Bi-annually until end of 2024	2022: ICT system budget developed and approved 2023: ICT system budget reviewed and updated 2024: ICT system budget reviewed and updated annually
	10.1.2 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%

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
	10.1.3 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; 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
1.2 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

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
	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
1.3 Development of ICT infrastructure by 2024	10.3.1 Strengthen/ upgrade the already existing platforms	Connectivity Division	Annually	2021: Platforms developed and approved
	10.3.2 Build the staff capacity in e-learning & blended learning and other platforms to be able to provide services online	Connectivity Division	Annually	2022: staff capacity in e-learning & blended learning conducted
	10.3.3 Increase ICT infrastructure (internet connectivity, the number of classrooms or lecture rooms that are equipped with E-learning facilities, etc by 2022	Connectivity Division	Annually	2021: Needs assessment conducted 2022: ICT Infrastructure developed at 50% 2023: ICT Infrastructure (internet connectivity, the number of classrooms or lecture rooms that are equipped with E-learning facilities) developed at 100%
	10.3.4 Increase Wi-Fi coverage across all IPRC campuses by 2022	Connectivity Division	Annually	2022: Wi-Fi coverage across all IPRC campuses increased
	10.3.5 High speed internet access in computer labs and other essential areas in the campus for teaching and learning purposes by 2023	Connectivity Division	Annually	2023: High speed internet access in computer labs and other essential areas availed in all IPRCs

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
	1.4.6 Build ICT solutions that are responsive to the needs of research and innovations across all IPRCs (AR & I portal/ database..) by 2024	Connectivity Division	Annually	2024: ICT solutions that are responsive to the needs of research and innovations built
1.4 Set a road map for digitization of some of the courses/ modules to embark on easing remote learning and self-Services 2024	10.4.1. Set a road map for digitization of some of the courses/modules to as we embark on easing remote learning and self-learning by 2022	Connectivity Division	Annually	2024: ICT solutions that are responsive to the needs of research and innovations built
	10.4.2. Set a road map for providing most of the services online (students' transcripts, students' clearance, digital libraries, evaluation of lecturers by students, tracer surveys, subscription to various online resources) by 2023	Connectivity Division	Annually	2023: Road map set for providing most of the services online
1.5 Enhance access to quality and reliable information by 2024	10.5.1 Develop and approve a format for institutional level management reports by 2024	Rwanda Polytechnic Digital Content and Connectivity Division	Annually	2022: Review existing institutional level management reports 2023: Develop, approve updated templates and distributed 2024: 100% of institutional level reports submitted with new template
	10.5.2 Develop, approve and publish bi-annual reports on TVET statistics (enrolments, staffing provision, resources) by 2024	Principals, School Managers	Bi-annually	2022: Develop, approve reporting template, published, and disseminated to all RP institutions 2023: 50% of all RP institutions produce bi-annual reports on TVET statistics 2024: 100% of all RP institutions produce bi-annual reports on TVET statistics

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
	10.5.3 Develop, approve and publish Annual Reports on TVET statistics and achievements by 2024	Rwanda Polytechnic Public Relations Office	Annually	2022: Public relations office reviews existing reports, identifies improvements, Collect success stories, relevant data, and impact reports of effectiveness 2023: Utilize collected information to create pilot annual report template, Annual report template approved; First TVET annual report published 2024: Second annual report published for regional distribution and online, Third annual report published for regional distribution and online
	10.5.4 Develop, approve and publish reports on student results by 2024	Principals, School Managers	Annually	2022: IPRCs review existing student reporting procedures 2023: Reporting templates approved and implemented and 80% of IPRCs schools report student results utilizing new templates 2024: 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
1.1 Conduct community awareness campaigns by 2022	11.1.1 Develop and approve plans for national level community awareness campaigns by 2023	VC Office	Quarterly until end of 2023	2022: Public relations office creates national community awareness campaign plans 2023: Communication strategy for community awareness reviewed and approved

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
	11.1.2 Develop and approve plans for institution level community awareness campaigns by 2023	VC office	Quarterly until end of 2023	2022: Public relations office creates institutional community awareness campaign plans 2023: Communication strategy for institutional community awareness reviewed and approved
	11.1.3 Conduct annual community awareness campaigns at national level by 2024	VC Office	Bi-annually	2022: Public relations office creates 30 community assessment committees and 2023: Communication strategy for community awareness developed regionally 2024: Communication strategy approved and materials created for distribution
	11.1.4 Conduct bi-annual community awareness campaigns at institution level by 2024	VC Office	Bi-annually	2022: Public relations office creates 30 community assessment committees and Community committees develop community awareness campaigns strategy 2023: Communication strategy approved and materials created for distribution; Pilot 5 regional bi-annual events 2024: Bi-annual community events launched in 70% of all provinces
	11.1.5 Review and approve Outreach & Extension Services Policy by 2023	VC Office	By end 2023	2022: Review and approve Outreach & Extension Services Policy 2023: Outreach & Extension Services Policy implemented in all IPRCs
1.2 Implement public awareness and promotion strategy by 2024	11.2.1 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	2022: Public relations office develops institutional level marketing plan and Public relations team implements approved marketing plan, awareness campaigns, and distributes materials 2023: Public awareness and promotion strategy evident in 5 national events and 20 district events 2024: Public awareness and promotion strategy evident in 9 national events and 30 district events

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
	11.2.2 Organize events to promote TVETs such as TVET expositions, symposiums, skills competitions, forums with stakeholders, and awarding best performing TVET graduates by 2024	VC Office	Quarterly	2022: Public relations office designs promotion and awareness 2023: TVET promotion and awareness campaigns implemented 2024: 5 national events organized; 20 district events
	11.2.3 Organize annual open days at institution level by 2023	VC Office	Annually	2022: Delegate responsibility to appropriate Rwanda Polytechnic department 2023: First annual open days programming operates at institutional level
1.3 Publicize success stories of TVET by 2024	11.3.1 Establish annual publication plans for success stories on TVET institutions, graduates, and students by 2024	VC Office	Annually	2022: Public relations office develops national publication template 2023: National publication template approved and piloted in 5 districts 2024: 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	2022: Public relations office develops institutional publication template 2023: Institutional publication distributed in 15 districts and published online 2024: Institutional publication distributed in 30 districts and published online
	11.3.3 Publish TVET related careers and pathways by 2024	VC Office	Annually	2022: Develop TVET career guidance standards and expectations 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

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
	11.3.4 Design and arrange annual career fairs at all institutions by 2024	VC Office	Annually	2022: All institutions to be informed to organize annual career fairs and Institutions delegate responsibilities to internal staff members and receive guidelines from public relations department 2023: 75% of all institutions have annual career fairs 2024: 100% of all institutions have annual career fairs
1.4 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 2023	VC Office	Annually	2022: Gender mainstreaming strategy developed; Public relations office creates awareness campaign for young women 2023: 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	2022: Review current policy and standards of enrolment of youth with disabilities 2023: Update policy and standards on access for 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	2022: Assess capacity of TVET institutions and teachers to deliver instruction to youth with disabilities and Develop a framework for TVET instruction for people with special needs 2023: Framework for TVET instruction for people with special needs implemented and 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%

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
1.5 Ensure improved Regional and African linkages by 2024	11.5.1 Develop national relationships with regional and African partners by 2024	VC Office	Annually	2022: Public relations office identifies most prominent relationships to engage with and Message 15 countries in Africa on participating in TVET conferences; Secure participation in 5 countries 2023: Message 30 countries in Africa on participating in TVET conferences; Secure participation in 20 countries 2024: Message 35 countries in Africa on participating in TVET conferences; Secure participation in 25 countries
	11.5.2 Apply for membership of regional and international accreditation bodies by 2024	VC Office	Annually	2022: Working group created to review curricula; working group develops tools and guidelines for accreditation of curricula and Tools and guidelines approved for curricula inspection and accreditation 2023: 80% of all updated curricula accredited regionally and internationally 2024: 100% of all updated curricula accredited regionally and internationally
	11.5.3 Benchmarked programs with regional and international TVET institutions by 2024	VC Office	Annually	2022: Working group created to benchmark programs 2023: 80% of all programs benchmarked regionally and internationally 2024: 100% of all programs benchmarked regionally and internationally
1.6 Develop improved linkages with private sector stakehold-ers by 2024	11.6.1 Develop improved linkages with private sector stakeholders by 2024	VC Office	Bi-annually	2022: First draft of private sector engagement plan presented to technical committee, Approve and publish institutional level private sector engagement plan 2023: 15 new private sector stakeholder relationships created 2024: 20 new private sector stakeholder relationships created

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
1.7 Develop improved linkages with community stakeholders by 2024	11.7.1 Develop improved linkages with community stakeholders by 2024	VC Office	Bi-annually	2022: Create local labor market assessment mechanism with private sector stakeholders; 50 MoUs signed with companies 2021: Career guidance offices sign MoUs with 150 companies 2024: Career guidance offices sign MoUs with 250 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
1.1 To create a conducive learning environment for all by 2024	· 12.1.1 Develop and implement a plan for improving accessibility for all IPRCs by 2024	Rwanda Polytechnic, IPRCs,	Annually	2022: Establishing working group to conduct focus groups on accessibility of IPRCs and Working group develops plan on improving accessibility based on focus group results 2023: Plan on improving accessibility approved and implementation begins and Accessibility in IPRCs 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	2022: Career guidance personnel position established in all RP institutions 2023: 100% of all RP institutions employ career guidance staff

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
1.2 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 2023	Rwanda Polytechnic, IPRCs,	Quarterly until end of 2020	2022: Gender mainstreaming strategy developed; Public relations office develops awareness campaign for young women 2023: Gender mainstreaming strategy approved; Public relations department conducts awareness campaign
1.3 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	2022: Social inclusion and disability guidelines and policies updated and Public relations office utilizes updated guidelines to develop awareness campaign 2023: Awareness campaign approved and disseminated to all RP institutions 2024: Awareness campaign aids in rise in enrollment rate of students with disability by 10%
1.4 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 2023	Rwanda Polytechnic, GMO, NCPD	Quarterly until end of 2023	2022: Review existing policies on gender inclusion in TVET institutions to identify gaps 2023: Policies updated and disseminated to all RP institutions
	12.4.2 Mainstream gender and inclusion in curricula and all levels of TVET by 2024	Rwanda Polytechnic, GMO, NCPD	Annually	2022: Review existing policies on gender inclusion in TVET institutions to identify gaps within curricula and Submit plan on improving curricula to reflect updated gender and inclusion policies 2023: 50% of all curricula updated to reflect gender and inclusion provisions 2024: 100% of all curricula updated to reflect gender and inclusion provisions
1.5 Having realistic growth in line with the academic/ training vision and national targets by 2024	12.5.1 Set target enrolment growth rates annually (per College and possibly per program) Enrolment plans versus the future shape of Rwanda Polytechnic Colleges by 2022	Planning Unit	Annual	2022: RP targets aligned to national targets

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
	15.1.2 Develop, approve and implement IPRC's Expansion plans in terms of infrastructure to cater for the enrolment growth rates at various levels by 2023	Principals, Planning Unit,	Annual	2021: RP & IPRC Expansion Plans available
	15.1.3 Introduce B-TECH and M-TECH to allow vertical mobility of IPRCs' brilliant graduates by 2024	DVC TIDT	Annual	2022: B-TECH and M-TECH introduced in IPRCs

Strategic Area Thirteen: e-Learning

Strategic Area Thirteen	e-Learning
Strategic Objective Thirteen	To develop, maintain and update ICT training facilities to allow e-learning in all RP colleges
Justification	Rwanda Polytechnic will respond to the changing needs of e-learning, blended learning and online teaching and learning support services to equip students with competencies and attributes required to successfully progress in the world of work. Parts of TVET programmes can be made digital and offered online, integrated with face-to-face learning on hybrid or blended learning scenarios. Thus, digital education is available during any future disruptions, and also significantly contributes to improved capacity in TVET institutions.

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
13. 1 Develop eLearning systems	13.1.1 Develop and Customize Moodle eLearning platform user interface for each IPRC and integrate tools based on international standards and definitions.	"Organ" eLearning development team and elearning champion from each college / facilities teams	Quarterly	2022: Customized user interfaces of the eLearning Platform for each IPRC 2023: Acquire and Integrate eLearning tools including Proctoring solution, e-Portfolio, and Anti-Plagiarism. 2024: Implement a single sign-on for users of RP systems.
	13.1.2 Establish the management team and unified user support system that handles the needs of eLearning users at RP	DVCTDIR	Annually	2022: Train administrators, managers and user support staff to handle technical aspects and support.

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
13.2 Developing locally relevant blended-learning curricula that results in CBT/CBA	13.2.1 Develop and acquire locally relevant digital content, aligned with the curriculum	DVCTIDR/ Digital Content and Connectivity/ RP	Annually	2022: Update curricula with private sector and DP collaboration and identify emerging priority areas 2023: Introduce multibranch videos, Unity for virtual 3D environments, virtual reality, open-source authoring tools (H5P), gamification elements
	13.2.2 Establish a quality assurance process aligned with CBT/CBA	DVCTDIR	Annually	2022: Conduct an annual review of courses with Curriculum development division to ensure the effectiveness of blended learning courses and evaluate competency based outcomes
	13.2.3 Implement learning analytics tools in compliance with international standards to monitor student engagement and learning progress.	eLearning Coordination team	Quarterly	2022: Apply learning analytics for the evaluation of blended learning courses
13.3 Establish the RP central eLearning organ	13.3.1 Identify the location, related equipment, and personnel for the establishment of a central eLearning organ at RP Headquarters	RP Council; DVCTIDR	Annually	2022: Define mission/vision statement and create an organizational chart for the eLearning centre/ organ. -Create specification for the center, covering space needed, personnel, supporting equipment and related infrastructure (eg.. internet broadband) in or near the RTTI 2022: Update the existing capacity building Plans to include digital education comprehension and application
	13.3.2 Develop and implement the eLearning policy	DVCTIDR	Annually	2021: eLearning Policy developed and approved 2022: ICT policy approved and implemented

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
	13.3.3 Conduct research on relevant emerging technologies	eLearning Coordination team/Digital Content and connectivity Division	Annually	Coordinate with the division of digital content and connectivity and the DVC-TDIR to liaise with the industry and development partners (UNESCO and World Bank) to track emerging technologies relevant to digital education
13.4 Providing adequate bandwidth/ internet connectivity and internet capable devices at each campus and related facilities	13.4.1 Provide internet bandwidth in every college with minimum capacity of 2Mbps per user in 2024.	IPRCS, Institutional Development, Applied Research, Consultancy & Production Coordination Division	Annually	2024: Provide internet bandwidth in every college with minimum capacity of 2Mbps per user in 2024.
	13.4.2 Develop Infrastructure for internet connectivity on an individual basis by students, faculty, and staff	IPRCS,	Annually	2023: Identify potential partners / funding for smartphone and laptop donations to enable student access
	13.4.3 Establish an eLearning organ (ICT Lab/smart classroom) at each college	IPRCS,	Annually	2023: Establish or Upgrade ICT Labs and or Smart classrooms as needed for eLearning
	13.4.4 Determine appropriate hosting solutions for the RP eLearning platform and content.	Digital content and Connectivity Division	Annually	2022: Identify the best cost-effective hosting solutions that also comply with GoR Data Privacy and security
13.5 Proactive development of inclusive education with supported eLearning Systems for disadvantaged students by 2023	13.5.1 Establish individual campus-based eLearning coordinators for the implementation of policy goals and strategic objectives	IPRCS,	Annually	2022: eLearning Focal persons/ Coordinators at each college
	13.5.2 Train all teaching staff and students on use of eLearning platforms and related project-based and student-centred pedagogy for achieving CBT/CBA learning outcomes	DVCTDIR, eLearning Coordination team- / - IPRCs, RP Trainer of Trainers, RTTI,	Quarterly	2022: Trained eLearning Champions to train teaching staff at all IPRCs Annual:-Orientation/ Induction weeks for students about eLearning Platforms
	13.5.3 Establish an incentive framework and usage guidelines for students and teaching staff.	DVCTIDR, IPRCs	Annually	2022: Modify workload requirements to accommodate eLearning responsibilities 2022: Create a rewarding system for teachers, students and staff for outstanding achievements

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
13.6 Ensuring sustainability of the policy goals	13.6.1 Establish appropriate government budgetary support and coordination with other government supported ICT projects	DVCAF	Annually	2021: Modify RP annual budget to accommodate eLearning development
	13.6.2 Coordinate development partner projects that support eLearning development	DVCTIDR	Quarterly	2022: Point focal persons to liaise with Development partners eLearning Projects
	13.6.3 Review and update the policy and action plan on annual basis	DVCTIDR	Annually	2024: Identify a team to review and update the action plan on annual basis

Strategic Area Fourteen: Financial Resources Mobilization

Strategic Area Fourteen	Financial Resources Mobilization
Strategic Objective Fourteen	To develop and implement financial resources mobilization strategies
Justification	The key mandate for Rwanda Polytechnic is increase access, quality and relevancy for all public Higher TVET learning institutions across the country. Considering that TVET is very expensive, this section will describe some important and relevant strategies to mobilize funds for effective implementation of TVET programs.

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
14. 1 Rwanda Polytechnic Financing Model operational	14.1.1 Review, harmonize and validate RP-IPRC Training Unit costs by program	DVC-AF	Quarterly	2022: Technical meeting to review and update the RP-IPRC Training Unit costs by program organized 2022: RP-IPRC Training Unit costs by program Validated 2022: The revised and validated Training Unit costs by program submitted to MINEDUC and MINECOFIN for final approval

Five Year Outcomes	Activity	Responsible Party	Progress Reporting Timeframe	Five Year Targets
	14.1.2 Introduce a TVET training levy	DVC-AF	Quarterly	2022: Make detailed proposal for TVET Training levy. 2022: Organize a high level meeting with other stakeholders on detailed proposal for TVET Training levy. 2023: Submit the proposal for TVET Training levy to MINECOFIN and Cabinet for review and approval
	14.1.3 Organize stakeholders' consultation meetings for financial resources mobilization	DVC-AF	Twice a year	2022: Develop RP resource mobilization tool comprising all priorities and related costs for the next 3 years (3-Years Costed Joint RP-DPs Plan). 2023: Two consultation meetings for financial resources mobilization organized. 2024: Two consultation meetings for financial resources mobilization organized
14.2 RP Business Private company operational	14.2 1 Develop proposal for RP Private company operational	DVC-AF	Annually	2021: RP private Company proposal Developed
	14.2.2 Develop and Submit the cabinet paper to RP private company	DVC-AF	Annually	2022: The cabinet paper for RP private company Developed and Submitted
	14.243 Operationalize RP Private Company	DVC-AF	Quarterly	202: RP Private company operationalized

Part C:

Beyond the Strategic Planning Process

1. 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 2021 – 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 3-Year Budget that aligns to the National Strategic Plan (To be done by Independent consultant)
- 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 3-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 year one (2022-23) for the revised SP, 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

5.3: Useful Resources for Planning Implementation

5.4: Resource Considerations and costed plan. Towards a 3-Year Budget (To be done by an Independent consultant)

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

5.3: 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 Three-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 2022 – 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 2022-23 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														
	Fiscal year 1			**Fiscal year 2**			**Fiscal year 3**			**Fiscal year 4**			**Fiscal year 5**		
	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															

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