

RWANDA MANAGEMENT INSTITUTE

DIAGNOSTIC ASSESSMENT REPORT

—

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Table of content

Table of content	2
Executive Summary	3
1. Introduction	5
2. Assessment framework	7
2.1. Theoretical framework.....	7
2.2. Conceptual framework.....	8
2.2.1. Overview.....	8
2.2.2. Description of the conceptual framework.....	10
2.2.2.1. Independent variables featured in the conceptual framework.....	10
2.2.2.2. Moderator variables.....	12
2.2.2.3. Dependent variables.....	12
3. Methodology	13
3.1. Data collection method.....	13
3.2. Analysis.....	13
4. Results	15
4.1. Demographics.....	15
4.2. Organizational capacity comparative thematic analysis.....	16
4.3. Findings & Analysis.....	18
4.3.1. Strategic Leadership.....	18
4.3.2. Organizational Structure.....	19
4.3.3. Human Capital.....	21
4.3.4. Financial Management.....	22
4.3.5. Infrastructure.....	24
4.3.6. Program Management.....	25
4.3.7. Inter-institutional linkages.....	29
4.3.8. Enabling environment.....	30
4.3.9. Organizational Performance.....	31
4.3.9.1. Effectiveness.....	31
4.3.9.2. Relevance.....	32
4.3.9.3. Financial viability.....	33
5. Best practices to learn from:	34
6. Conclusion and Recommendations	39
6.1. Conclusion.....	39
6.2. Recommendations.....	40
7. References	41
8. Appendices	42
8.1. Comparative thematic analysis scoring board rubric.....	43
8.2. Case studies list.....	49
8.3. People consulted.....	64

Executive Summary

This report presents the capacity gaps analysis of the feasibility study commissioned by the Rwanda Management Institute (RMI) in the context of revamping and modernisation of RMI. The primary objective of this diagnostic assessment is to meticulously uncover prevailing institutional, organizational, and individual capacity gaps, providing critical insights to guide the modernization efforts of RMI.

The assessment is grounded in a robust research methodology designed to understand the organization's capacity and performance thoroughly. The research methodology employed a multi-faceted approach, combining quantitative and qualitative data collection methods. The study evaluated RMI's performance in critical areas, including strategic leadership, organizational structure, human capital, financial management, infrastructure and training facilities, program management, and inter-institutional linkages. A total of 183 RMI training beneficiaries participated in an online questionnaire administered through the Kobo Collect tool, offering valuable insights into the perspectives of those directly impacted by RMI's programs. Key informant interviews involving 40 individuals from diverse sectors, such as local government entities, ministries, NGO/civil society, private sector, and public agencies, were pivotal in gathering qualitative data. In addition, a comprehensive literature review of relevant documents, including laws, policies, strategies, and reports, was conducted. This literature review contributed to a thorough analysis of the institutional landscape surrounding RMI, shaping the context for its strategy and business plan development.

A conceptual framework was established in [section 2.2](#) after thoroughly reviewing the literature to illustrate the expected relationship between the identified variables that affect organizational performance. The premise of the conceptual framework is that the independent variables including strategic leadership, organizational structure, human capital, financial management, infrastructure, program management, and inter-institutional linkages, along with the enabling environment operating as a moderator variable affect organizational performance (effectiveness, relevance, financial viability).

Furthermore, comparative benchmarking helped to identify best practices to learn from including industry performance standards, products, services, or methods. Therefore, consultants developed a scoring board to help them compare the current institutional performance of RMI against benchmark examples found in Ghana, Singapore, Rwanda, and Australia pursuing missions similar to RMI's. A comparative thematic analysis was applied

to the case studies to visualize RMI's performance against these institutions, and identify pillars for its ten-year strategic plan and business strategy, turning RMI into a world-class management training institution.

Overall, the organizational performance (relevance, financial viability, and effectiveness of RMI) are hampered because of frequent leadership changes believed to have negatively impacted the achievement of results, high staff turnover culminating to 17 in five years, non-compliance with financial reporting, and insufficient funding/revenues to carry out all necessary activities to deliver desirable training products and services, as well as underperforming IT systems including limited campus internet coverage and obsolete desktops and laptops. Additionally, a budget has yet to be allocated for capacity development across public sector entities in the 2023-2024 fiscal year, limiting capacity to serve the diverse pool of public servants.

Finally, recommendations outlined in this report aim to significantly impact public servant management training in Rwanda, focusing on strategic areas such as financial management models, leadership strategies, infrastructure optimization for training delivery, human and overall training, and research program management. The recommendations are carefully crafted to align with Rwanda's Vision 2050 and ensure the Rwanda Management Institute (RMI) emerges as a center of excellence in professional skills development through enhancing innovative skills primarily for civil servants in Rwanda and beyond.

1. Introduction

Capacity building is a pillar to realizing nation-wide strategic priorities. It plays a pivotal role in all sectors due to its cross-cutting nature. The government of Rwanda's (GoR) Vision 2050 targets upper middle-income status by 2035 with a GDP per capita of over USD \$4,036, and high-income status by 2050 with a GDP per capita of over USD \$12,476. It acknowledges the central role of accountable and capable state institutions and skilled workforce for reaching these ambitious targets.

In the past decades, the GoR has taken a number of steps to address the country's public sector administration challenges. A set of reforms focused on capacity building led to the establishment of Rwanda institute of administration and management (RIAM) in 2001 to train civil servants, the initiation of a multi sector capacity building program (MSCBP) in 2005, and the establishment of the Human Resources and Institutional Capacity Development Agency (HIDA) to coordinate the MSCBP. In 2009, the Public Sector Capacity Building Secretariat (PSCBS) took over HIDA's responsibilities. Sitting under the Ministry of Finance, its mandate was to coordinate capacity development across the public sector and to manage a national capacity-building fund (CBF). In 2015, PSCBS was transformed into the NCBS with an expanded mandate to coordinate training for the public sector, private sector, and civil society. In 2016, the GoR established "Capacity Development and Employment Services Board (CESB)" under the Law N°43/2016 of 18/10/2016 to take over NCBS's role. Strategically positioned under the Ministry of Public Service and Labour, CESB's mandate was to coordinate and oversee capacity development, strategic human resources planning and advising on how to match human resources with employment opportunities. In 2018, the CESB was transformed into the Chief Skills Office under the Rwanda Development Board to align skills development with labor market demands. The Chief Skills Office (CSO) is mandated to provide effective oversight and coordination in the skills development and employment promotion ecosystem. To complement CSO's work the Rwanda Management Institute (RMI) initiated under Law N°52/2013 of 28/06/2013, was set forth as a public Capacity Development agency with a close affiliation to the Ministry of Public Service and Labour (MIFOTRA) with legal personality, financial and administrative autonomy. It is mandated to organize and conduct training in management and administration disciplines for public services, private sector, and civil society organization personnel. RMI is the successor

organization to the Centre Rwandais de Formation des Cadres (CRFC), an institute originally established in 1963. In 2001, as part of structural reforms of government, the CRFC was reestablished as the RIAM by law No 25/01 of 19/04/2001. In 2013, the decision was made to turn RIAM to RMI under Law N°52/2013 of 28/06/2013, a public corporation with training, research, and consultancy departments.

RMI seeks to establish itself as a trusted, internationally recognized professional management development institution that offers training, consultancy, research and advisory services to the public, private sectors and the civil society in the fields of administration and resources management for national development¹¹. Its head office is located at Murambi in Muhanga district and a branch at Muhima in the City of Kigali. The institute has six (6) e-learning centers, namely, Nyarugenge at Muhima, Muhanga, Nyanza, Karongi, Musanze, and Kayonza Districts. These e-learning centers were established to ensure training delivery of beneficiaries is near their workplace and enhance efficiency and effectiveness in service delivery.

While RMI is championing the implementation of the capacity development agenda for civil servants across central and local government entities, several challenges related to the institute's lack of adequate capacity in strategic leadership, human resources, program, and financial management hinder the achievement of its long-term vision. These challenges include instability in leadership, with the institution experiencing frequent changes in leadership believed to have negatively impacted the achievement of results. Additionally, the institution is at a critical junction, compelling it to achieve financial viability for its survival through diversifying its funding sources with the proposition of products and services that will create new revenue streams and meaningful partnerships to build internal capacity. Achieving the latter will require RMI to uncover prevailing organizational and individual capacity gaps, providing critical insights to guide the modernization efforts of the Rwandan Management Institute (RMI). Hence, this report seeks to achieve the following:

- Assess RMI's organizational capacity and recommend pathways towards upgrading it into a center of excellence for Rwanda's public service training and beyond.
- Upon completion, the findings and proposed solutions should serve as the basis for developing RMI's strategic and business plans and setting the path forward.

2. Assessment framework

2.1. Theoretical framework

The effectiveness of an organization consists of a range of factors, including the performance of staff, the efficiency of its operations, and its ability to anticipate future needs financially and operationally and act to meet them to remain consistent with its long-term vision. Several studies have proposed ways to understand organizational performance through the lens of management. Hannan and Freeman's theory of organizational effectiveness posits that the environment of operations of the organization affects its effectiveness. Therefore, adoption should be a factor of the organization's ability to curb what they coined as "organization inertia", the obstacle that blocks the way towards adaptation for an organization (Frenken, 2011). Therefore, in their paradigm, effectiveness should be measured based on factors that affect the behavior of the staff and the operations. Bowers and Seashore's (1966) four-factor theory of leadership narrowed down the factors influencing organizational effectiveness into support, interaction facilitation, goal emphasis, and work facilitation. Support is defined as a leadership trait whereby one acts to increase teammates' value and feelings of self-worth. Interaction facilitation is the ability to communicate effectively and build relationships. Goal emphasis describes an attitude that encourages teammates and increases their commitment to achieving goals. Work facilitation is when a leader assists teammates through efficient planning, resource allocation, and operations management. These various theories have informed the design of this organizational assessment study in addition to Lusthaus et al., (2002) work in assessing corporate performance, which we have privileged in this study. In their research, organizational performance is defined as "*effectiveness (mission fulfillment), efficiency, and ongoing relevance (the extent to which the organization adapts to changing conditions in its environment)*". It is a factor of three organizational dimensions: Enabling environment, Organizational capacity, and motivation.

The enabling environment refers to the external environment in which the organization operates. This cuts across the economic, political, administrative, and socio-cultural factors comprising features of the environment where the organization operates, mainly the country. Organizational motivation entails factors such as organizational evolution and history, in addition to its mission and values, which are considered factors that drive members of an organization to perform. Organizational capacity covers strategic leadership, program management, structure, and human capital, and inter-institutional linkages determining the

ability of an organization to mobilize resources and turn them into results with effective systems and processes. This research focuses on assessing the organizational capacity of RMI, therefore covering all internal factors that prevent RMI from achieving its mission to come up with evidence that will help formulate recommendations that will serve as a basis for developing RMI's strategic and business plans. The conceptual framework developed by the consultants is underpinned by the theoretical framework provided by Lusthaus et al. (2002).

2.2. Conceptual framework

2.2.1. Overview

A conceptual framework was established after thoroughly reviewing the literature to illustrate the expected relationship between the identified variables that affect organizational performance. Further, it assisted in defining the relevant objectives for the entire report and mapped out how they all came together to draw coherent conclusions. The premise of this conceptual framework is that strategic leadership, organizational structure, human resources, financial management, infrastructure, program management, and inter-institutional linkages affect organizational performance (effectiveness, relevance, economic viability). The enabling environment where the organization exists sets the context politically, economically, administratively, and in terms of the quality of human capital, shaping the organization's performance in what it produces and how it operates. The environment becomes a moderator variable that also affects organizational performance. An overview of the conceptual framework is provided below, with a detailed description of the appropriate ways to interpret the conceptual framework in the next section.

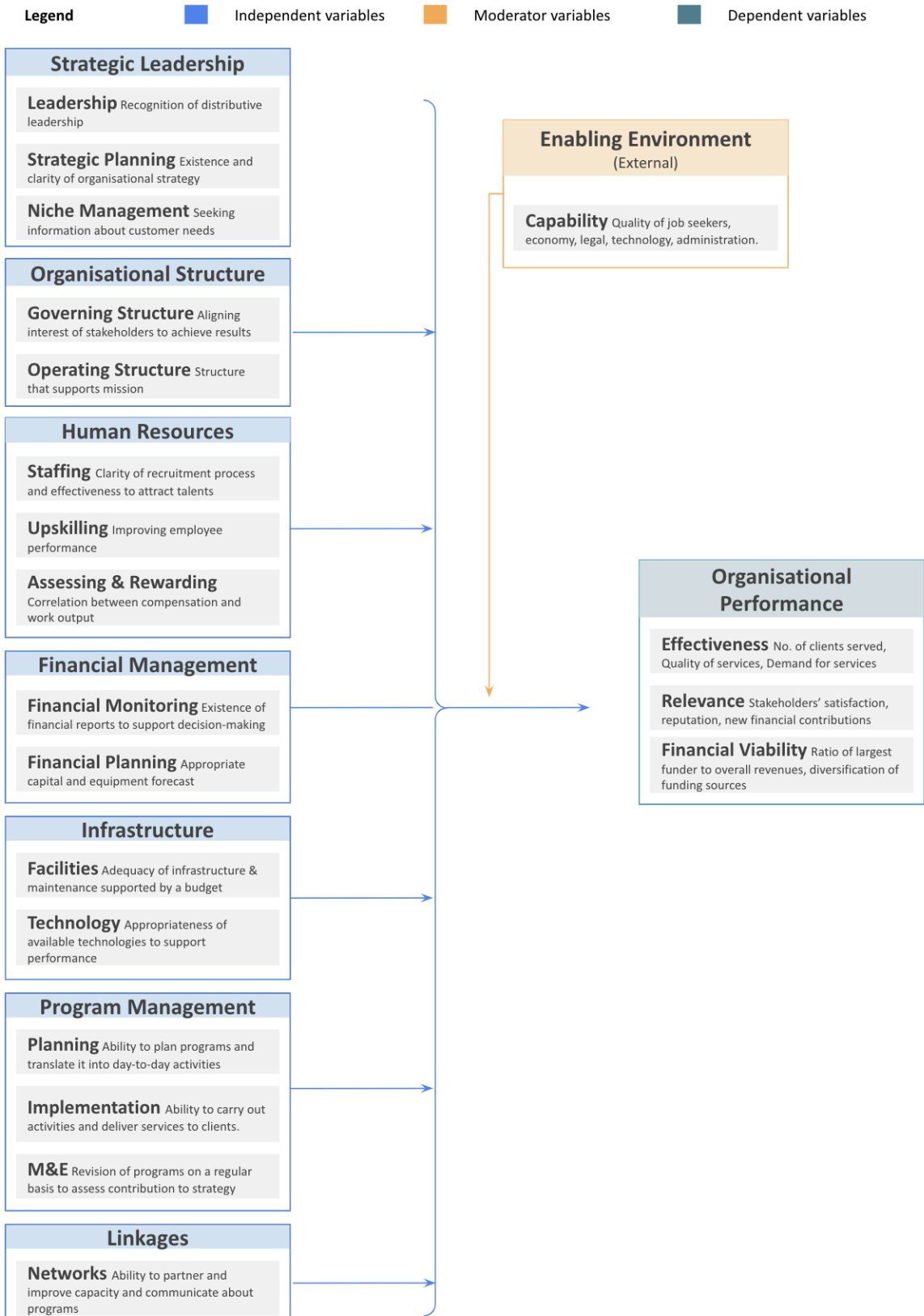


Figure 1. Organizational assessment conceptual framework

2.2.2. Description of the conceptual framework

A conceptual framework helps to establish relationships between the variables of the study to inform the development and analysis of the research. Three types of variables are to be taken into account as part of this study:

- Independent variables. It is considered to be the “cause” variable. For instance, in this research strategic leadership is a category that entails variables such as decision-making, communication that can influence the dependent variables (relevance, financial viability) under the organizational performance.
- Moderator variables. It is a type of variable that affects the relationship between independent (cause) and dependent variable (effect). In our case, the enabling environment is a moderator variable that can affect the way the internal capacity (strategic leadership, human resources etc) of the organization translate into performances or results
- Dependent variables are “effect” factors influenced by the moderator and independent variables.

2.2.2.1. Independent variables featured in the conceptual framework

Category	Sub-category	Description	Variables
Strategic leadership	Leadership	Leaders can influence the attitudes and values of others toward organizational goals.	-Decision-making -Communication -Value-driven
	Strategic planning	Clarity in the goals and the deployment of the resources in a well-defined strategy.	-Organisational strategy -Process for clarifying/revising strategy
	Niche management	Ability to leverage distinctive competence to gain a competitive edge in the marketplace.	-No. of customer needs assessment surveys
Organizational structure	Governing structure	Presence of a transparent accountability system with the board of	-Competencies/experience of Board of Directors

		directors, executives, and team leaders to align stakeholders' interests around organizational goals.	-Organisational accountability system
	Operating structure	The division and coordination of tasks at different positions/roles.	-Roles -Responsibilities -Authority
Human resources	Staffing	Ability to recruit and train new people to carry out the work.	-Job advertising -Selection process -Onboarding process
	Upskilling	Ability to assess needs for skills among staff and make recommendations of relevant training to pursue upskilling.	-Needs assessment -Job/staff training
	Assessing & rewarding	The process used to collect information and provide feedback about work output and reward systems.	-Job performance management -Rewards, Incentives, Promotion
Financial Management	Financial monitoring	Development, and communication of timely financial reports.	-Financial reports
	Financial Planning	Ability to forecast future monetary needs.	-Budgetary planning
Infrastructure	Facilities	Quality of facilities to support the aspirations of the organization	-Quality of building and design -Water -Electricity
	Technology	Presence of information and communication technologies that support the aspirations of the organization	- Hardware systems -Software -Connectivity
Program Management	Planning	Ability to know what to do to create its services and resources needed to do so.	-Program plans -Timelines -Budgets -clarity of

			results and responsibilities
	Implementation	Ability to put plans into practice.	-Working relationships -Staff motivation -Productivity
	Monitoring and evaluation	Ability to keep track of progress and ensure goals are met promptly.	-Perception of monitoring and evaluation -M&E process
Linkages	Networks	Contact with other institutions or partners to secure resources as well as communicate compelling services to the public	-No. Partnerships -Presence in the public audience (digital and offline)

Table 1. List of independent variables assessed as part of this study

2.2.2.2. Moderator variables

Category	Sub-category	Description	Variables
Enabling environment	Capability	The political, economic, legal, technological, and labor market (competencies) context of the country of operation.	-Macroeconomic policies -Infrastructure -Human capital -Legal framework

Table 2. List of moderator variables assessed as part of this study

2.2.2.3. Dependent variables

Category	Sub-category	Description	Variables
Organisational Performance	Effectiveness	Ability to define goals and achieve them within the designated timeline	-Achievement of goals -No. of clients served -Quality of services -Demand for services
	Relevance	Stakeholders' satisfaction with	-Stakeholders' satisfaction

		program design and delivery.	-Reputation, new financial contributions,
	Financial viability,	Profitability, and ability to cover all operational costs.	-Ratio of the largest funder to overall revenues -Diversification of funding sources

Table 3. List of dependent variables assessed as part of this study

3. Methodology

3.1. Data collection method

This study assesses RMI's organizational capacity and recommends pathways toward upgrading it into a center of excellence for Rwanda's public service training and beyond. It seeks to assess RMI's performance in strategic leadership, organizational structure, human resources/capital, financial management, infrastructure, program management, and inter-institutional linkages. An online questionnaire was administered through the Kobo Collect tool to 183 RMI training beneficiaries. Key informant interviews were conducted with 40 individuals in local government entities, ministries, NGO/civil society, private sector, and public agencies. Additionally, a literature review of relevant documents, including laws, policies, strategies, and reports, was performed, enabling a thorough analysis of all relevant documentation to inform the development of RMI's strategy and business plan.

3.2. Analysis

To analyze the data, a combination of comparative thematic analysis and Strength, Opportunity, Aspirations, and Results (SOAR) analysis was applied to help draw insights and understanding into:

- How well RMI is performing against the benchmark institutions we have identified.
- Upon review of current performance, what opportunities should RMI's leverage as part of its strategic plan? This is achieved through SOAR analysis.

Data from key informant interviews and questionnaires are codified using the conceptual framework while considering categories such as strategic leadership, organizational structure, human resources/capital, etc. These represent themes upon which we are basing our analysis while considering different variables that fall under each. The Strength, Opportunity,

Aspirations, and Results (SOAR) analysis is applied to assess RMI's internal capacity by answering the following questions:

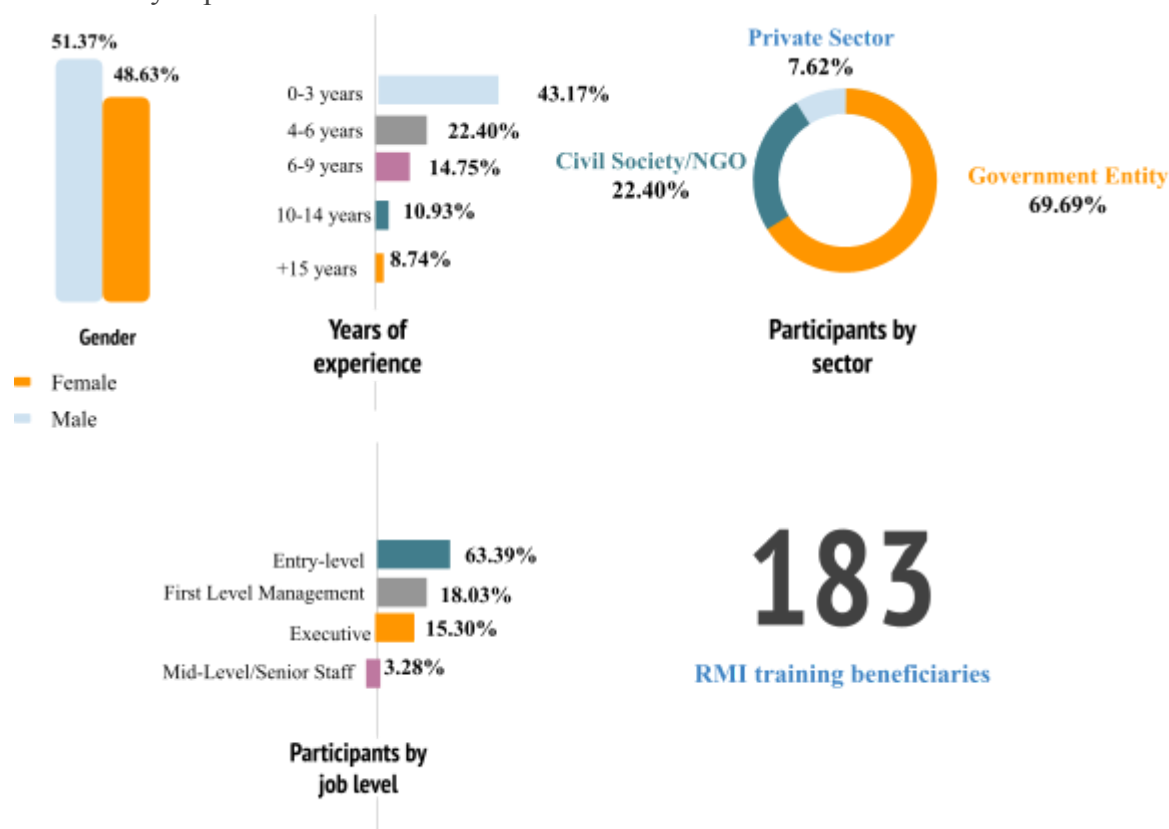
- Strength: In what areas does RMI excel?
- Opportunity: Are there collaborations RMI can pursue to help it achieve financial viability?
- Aspirations: What difference can RMI make to serve its target audience, and what initiatives will best support its aspirations?
- Results: What measurable data should RMI track to realize its aspirations?

4. Results

4.1. Demographics

4.1.1. Training Beneficiaries

An online questionnaire was administered through the Kobo Collect tool to 183 beneficiaries. Detailed information about the demographics of RMI training beneficiaries who participated in this study is provided below.



4.1.2. Key informant interviews.

Key informant interviews were conducted with 40 individuals in local government entities, ministries, NGO/civil society, private sector, and public agencies. Find below detailed information about the interviewee's sample.

Institution	No. of people interviewed
Institute of Legal Practice and Development	2
Ministry of Public Service and Labor (MIFOTRA)	3

Ministry of Finance and Economic Planning (MINECOFIN)	2
Rwanda Development Board (RDB) – Chief Skills office	5
Ministry of Local Government (MINALOC)	4
African Leadership University	1
Institute of Applied Sciences – INES Ruhengeri	2
City of Kigali	2
RALGA	2
Ministry of Youth	1
National youth council	1
National Public Service Commission	2
Office of the Prime Minister	1
RMI staff	8
MINAGRI	2
MoH	1
MINICT	2

Figure 2. Participants demographics

4.2. Organizational capacity comparative thematic analysis

Comparative benchmarking helps businesses identify industry performance standards by looking at competitors' products, services, or methods. Therefore, consultants developed a scoring board ([see Appendix 9.2](#)) to help them compare the current institutional performance of RMI against benchmark examples found in Ghana, Singapore, Rwanda, and Australia pursuing missions similar to RMI's.

The choice of the Singapore Institute of Management (SIM) was motivated by the fact that Singapore is Rwanda's economic development model. Moreover, SIM forges strong collaborations to provide high-quality training and learning that prepares individuals for success in an ever-changing world. The Ghana Institute of Management and Public Administration (GIMPA) is the second choice. The institution faced setbacks in leadership, infrastructure, learning facilities, and financial stability, and figured a way to overcome them,

and today strives for excellence, achieving economic sustainability. The stage at which RMI is today resembles what GIMPA faced decades ago. Therefore, lessons learned from strategies they put in place to achieve results aligned with their aspirations will be valuable in understanding actionable plans for RMI to modernize. The Institute of Certified Public Accountants for Rwanda (ICPAR) is the third case study. It is a local training institute preparing accountants, finance managers, and internal audits across Rwanda. They have demonstrated excellence at providing quality training to its audience as the destination for most government, private, and civil society personnel for upskilling. Moreover, they have built a strong marketing strategy and are forging partnerships with key stakeholders to help deliver on their mission. Finally, the Australian Institute of Management (AIM) was also featured. It excels in providing training online and offline while demonstrating expertise with the quality of trainers and professionals who have benefited from their programs. Such an example serves as a bedrock from which RMI's modernization can be emulated to bring to life the NextGen RMI and, therefore, the RMI we want.

The identified case studies will be run through the comparative thematic analysis framework developed by consultants to visualize RMI's performance against these institutions and identify pillars for its ten-year strategic plan and business strategy, turning RMI into a world-class management training institution. Case studies are, arguably, one of the most essential components of any gap or strategy analysis. Essentially, they provide insights into ways other entities approached challenges, strategies they employed, and the solutions presented. They serve as tools to deliver a holistic, in-depth review with valuable information about procedures, initiatives, and expertise required for a solution to work.

Legend: Grey color rating: No data is available.

Comparative thematic analysis of RMI against benchmark institutions					
Thematic Areas	Rwanda Management Institute (RMI)	Singapore Institute of Management (SIM)	Ghana Institute of Management and Public Administration (GIMPA)	Australian Institute of Management (AIM)	Institute of Certified Public Accountant for Rwanda (ICPAR)
Strategic Leadership					
Organizational Structure					
Human Resources					
Financial Management					
Infrastructure					
Program Management					
Inter-institutional Linkages					

Table 4. Organizational capacity comparative thematic analysis

4.3. Findings & Analysis

Below is a presentation of the findings organized in thematic areas outlined in the conceptual framework.

4.3.1. Strategic Leadership

This theme sought to assess the leadership acumen of RMI senior management as well as the existence and implementation of its strategy. On the one hand, leadership is the process through which leaders influence their teammates' attitudes, behaviors, and values toward the organizational goals (Lusthaus et al., 2002). On the other hand, strategic planning and niche management are formulating and implementing activities to achieve desired goals and the ability of the institution to position its distinctive competencies in a way that services the needs of the consuming public and fund providers. Using the SOAR Analysis framework, findings under strategic leadership are presented below.

Strength

- No mention of RMI's strength in strategic leadership.

Opportunities/Gaps

- The institution has experienced frequent leadership changes that are believed to have negatively impacted the achievement of results.
- Senior management has room for improvement to offer clear strategy, policy, and operational direction.
- The results show a high dependency on executive leaders (DG/DDG), limiting execution speed. The assessment through sessions with staff revealed that staff members are afraid to act without approval or guidance from their leaders.
- Lack of a results-based and collaborative corporate culture that can position RMI as a leading regional training center.

Aspirations

- Aspired strategic leadership is the kind that streamlines procedures, accelerates strategic outcomes, embraces innovation, and allows a working environment that motivates staff to be productive, think independently, and promote their ideas. RMI aspires to have strategic leaders who can always use reward or incentive programs to encourage employees and help them reach their goals.

Results

- Metrics that can be utilized to measure strategic leadership could include employee engagement and satisfaction, training program effectiveness, and strategic goal attainment.
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4.3.2. Organizational Structure

The organizational structure combines the governing and operating structures. Governing structure refers to the issues in aligning the interests of those who manage the organization and those responsible for organizational results (Lusthaus et al., 2022). Operating structure entails distributing roles, responsibilities, and tasks to maximize efficiency in human capital management and achieve corporate results. Below is an overview of the findings.

Strength

- A diverse board of directors, including government representatives, private sector senior executives, academia representatives, and civil society representatives, has already been formed.
- Existence of an operating structure.

Opportunities/Gaps

- Current RMI's Organizational structure with essential functions needs review to ensure fitness of purpose in line with its strategic priorities.
- The current structure needs to incorporate a career progression model and be flat, which can lead to the loss of experienced officers (in technical areas) and managers looking for other opportunities for growth in competitors' organizations.
- The current organizational structure is based on functional units and needs to be aligned with the need for financial sustainability. Income Generating Units (IGU) should be the basis of the organizational structure to ensure its sustainability.
- Limited capacity for research and consultancy functions — 4 positions were provided, but only one is filled.
- Lengthy turnaround time for decision-making and implementing action plans about goods and services provision and works.

Aspirations

- Implement efficient processes and procedures supported by a motivated staff who take ownership of the organization's mission and implement actions that advance it.

Results

- Utilize metrics to assess the effectiveness of organizational roles and responsibilities, such as key performance indicators (KPIs, timeline, and deadline adherence) and ethical and compliance standards.
-

4.3.3. Human Capital

Human resources entail the planning, implementing, and monitoring of the organization's labor force. It deals with its capability to forecast needs for competencies and fill it with an adequate recruitment process, translating into staffing that provides the organization with the human resources it needs to perform well. An employee assessment and reward system is critical to help the organization retain staff and reduce turnover. This is better achieved through transparent performance reviews and substantial reward systems (promotion, bonus) to incentivize employees to remain loyal to the organization. Below is an overview of the findings.

Strength

- No mention of RMI's strength in human resources management.

Opportunities/Gaps

- 6 out of 21 staff are ICDL certified; therefore, there is a need to build digital literacy capacity among staff.
 - A review of RMI facilities and program offerings does not indicate that digital technologies and platforms have been provided.
 - Understaffed: RMI has 21 staff out of 45 approved in the organizational structure (operating structure).
 - Only one staff out of the four planned to be in the Business Development, institutional research, and consultancy departments
 - Replacement takes unnecessarily long due to the lengthy approval process (DAF, Quality Assurance, trainers).
 - RMI needs sufficient staff members, especially permanent trainers. Eight permanent training staff are approved in the organizational structure; currently, no one is on board. RMI has to rely on hiring trainers on a project basis.
 - High staff turnover rate culminating to 17 within five years. These positions include director of finance and administration (3), IT officer (3), logistics, revenue collection, customer care officers, public relations officer, senior quality assurance,
-

procurement officer, planning officer, estate manager, and HR officer.

- Uncompetitive compensation and benefits packages (limited motivation and retention opportunities, low staff motivation and engagement)
- Limited autonomy to make decisions about reward and benefits

Aspirations

- Promoting a shared vision and establishing effective processes to attract talents with competencies and values compelling to the organizational culture with the required mindset shift that enables proactivity toward actions that support the organization's mission; develop a strong plan for onboarding, performance reviews and incentives that will raise employee morale and retention.

Results

- The following metrics can be used to assess human resources management performance: Talent Acquisition Metrics, Employee Retention Rates, Employee Satisfaction surveys, and performance management.

4.3.4. Financial Management

Financial Management is measured by RMI's ability to develop and share financial reports promptly and to relevant stakeholders (board of directors, executives, etc.) to help them make informed decisions in addition to its emphasis on forecasting financial needs in line with short to medium-term goals and exploring opportunities to increase its funding base and revenue streams. Many stakeholders interviewed expressed a pressing need for RMI's financial sustainability. To achieve organizational sustainability, the board of directors plays a critical role in setting the strategy, overseeing management, and safeguarding organizational interests; however, some board directors reported that during the board meetings, RMI management team does not present to them the financial status, therefore, limiting their ability to provide strategic guidance. Some respondents mentioned an insufficient budget allocation from GoR to RMI, yet the institution highly depends on these funds to run its operations. Shift in budget dynamics, which took place in the post-COVID era, affected

RMI's capacity to develop an annual training calendar with adequate resources to support its implementation. In this regard, some respondents have suggested RMI review its business model by identifying new sources of revenue and communicating massively about the programs it offers to the public. Regarding financial monitoring and planning, RMI has neither shared financial reports nor provided documentation demonstrating its ability to forecast future financial needs in line with the institution's aspirations. Some respondents reported the necessity of supporting the leadership and executive team in adapting a more business-oriented mindset and attitude by assessing market needs and supporting their team in developing tailored programs to respond to those needs. Moreover, RMI's program should adhere to national agendas so they can place themselves well and benefit from funds provided by MINECOFIN. As RMI is working towards improving its financial management capabilities, it will be important for the institution to achieve the following metrics: budget adherence, expense control, efficiency, cash flow management, and financial reporting accuracy. Monitoring its performance around these metrics would be valuable for efficiently planning and implementing its programs.

Strength

- No mention of RMI's strength in financial management.

Opportunities/Gaps

- Financial reporting to the board of directors.
- Non-compliance with financial reporting.
- Do not leverage opportunities to create new revenue streams. For instance, facilities could be used for rental purposes, yet this is not currently the case.
- Inadequate financial resources to cater to operational and capital financial requirements.
- Inadequate coordination of capacity development Funds across sectors and various actors, leading to duplication of efforts and misalignment of actual needs to CD interventions among some stakeholders;
- Insufficient funding to carry out all necessary and desirable training products and services
- Reliance on GOR for funding.

Aspirations

- Demonstrate market intelligence capability through
-

conducting thorough market analysis to develop programs that attract interest from niche markets (private sector, civil society) to create new revenue streams and diversify funding sources through partnering with development organizations.

Results

- Metrics to assess financial performance include working capital, operating cash flow, and net profit margin.

4.3.5. Infrastructure

Infrastructure represents technologies and facilities to enable an organization to proceed with its work. The physical infrastructure should be in excellent condition, with the architecture and design meeting the standards the institution is aspiring towards. The water and sanitary system and the electricity equipment should be adequate to support performance and the technological infrastructure, including laptops, video projectors, stable internet connectivity, and software (G-Suite, Microsoft Teams, Learning management system, etc.). Employees should also demonstrate proficiency in using the available technological infrastructure. Below is a summary of findings regarding infrastructure assessment.

Strength

- Enough space for an emerging training institution; however, renovation is needed to make the design and architecture more consistent with its institutional aspirations.

Opportunities/Gaps

- Sub-optimal ICT infrastructure
- Facilities, including the building, seats, tables, and toilets, are obsolete. The consultant saw training rooms with leaking roofs. RMI lacks large conference halls with many rooms with a low capacity of 30-50 persons.
- Underperforming IT systems, including limited campus internet coverage and obsolete desktops and laptops.
- Limited IT training capacity because of the unavailability of smart classrooms, yet GoR made computer literacy certification a requirement for all public servants; thus, RMI is missing this market opportunity.

-
- RMI possesses six e-learning centers that are not fully functional because of unequipped multimedia studios (a learner-oriented space for audio and video recording).
 - Digital infrastructure that is not fully supportive of the vision of a modernized RMI.

Aspirations

- Adopt modernized infrastructure that facilitates better instruction and improves learner outcomes. As RMI seeks to widen its customer base, investing in tech infrastructure and training its human resources to be tech-proficient would help it reach a broader target audience. Therefore, RMI should partner with organizations that are performing well at delivering online sessions/courses to build its internal capacity to leverage tech.

Results

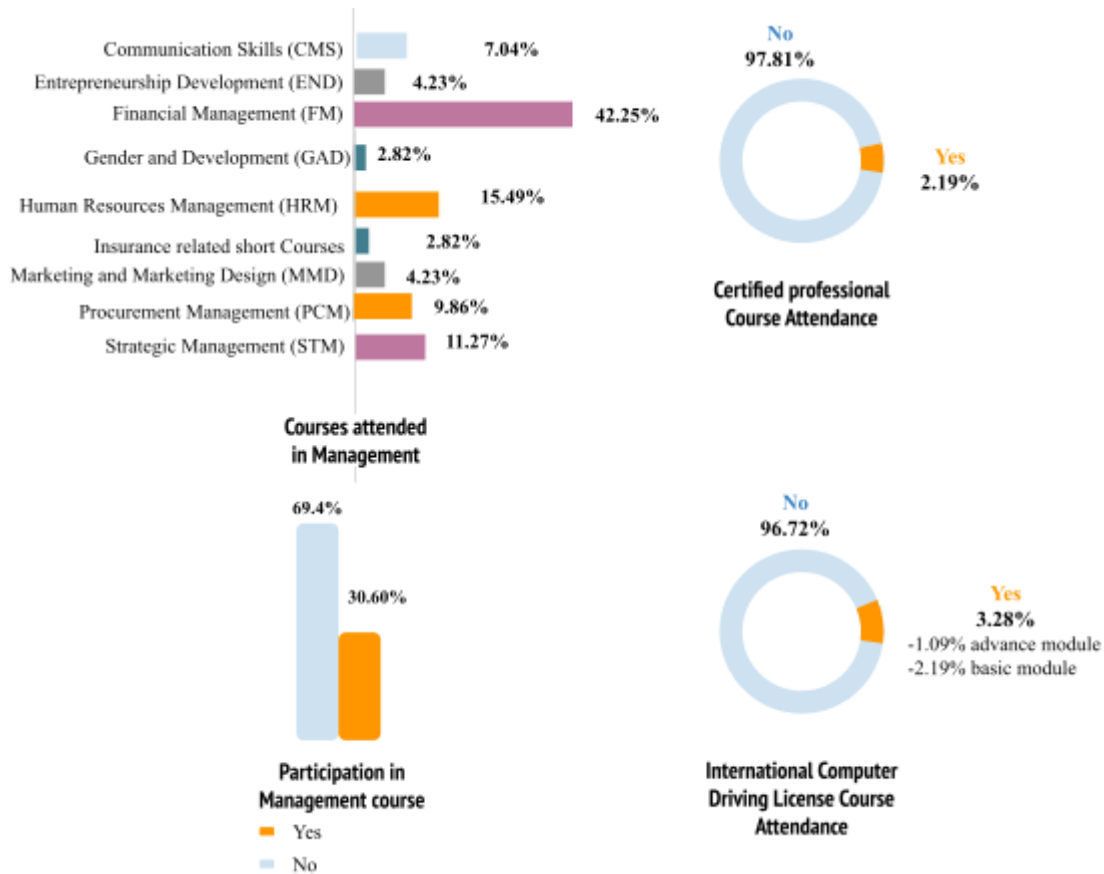
- Metrics for assessing the effectiveness of infrastructure could include physical infrastructure utilization, technology infrastructure performance, facility maintenance, and digital readiness and accessibility.
-

4.3.6. Program Management

Program management is all activities that help translate an organizational strategy into reality through its products and services. In the case of RMI, it includes training offerings, business administration, and research consultancy. To evaluate the effectiveness of programs, a study was conducted to assess the responsiveness of beneficiaries to different programs offered by RMI and how these programs have helped them progress into their career. A summary of the findings of this study is presented in the sections below.

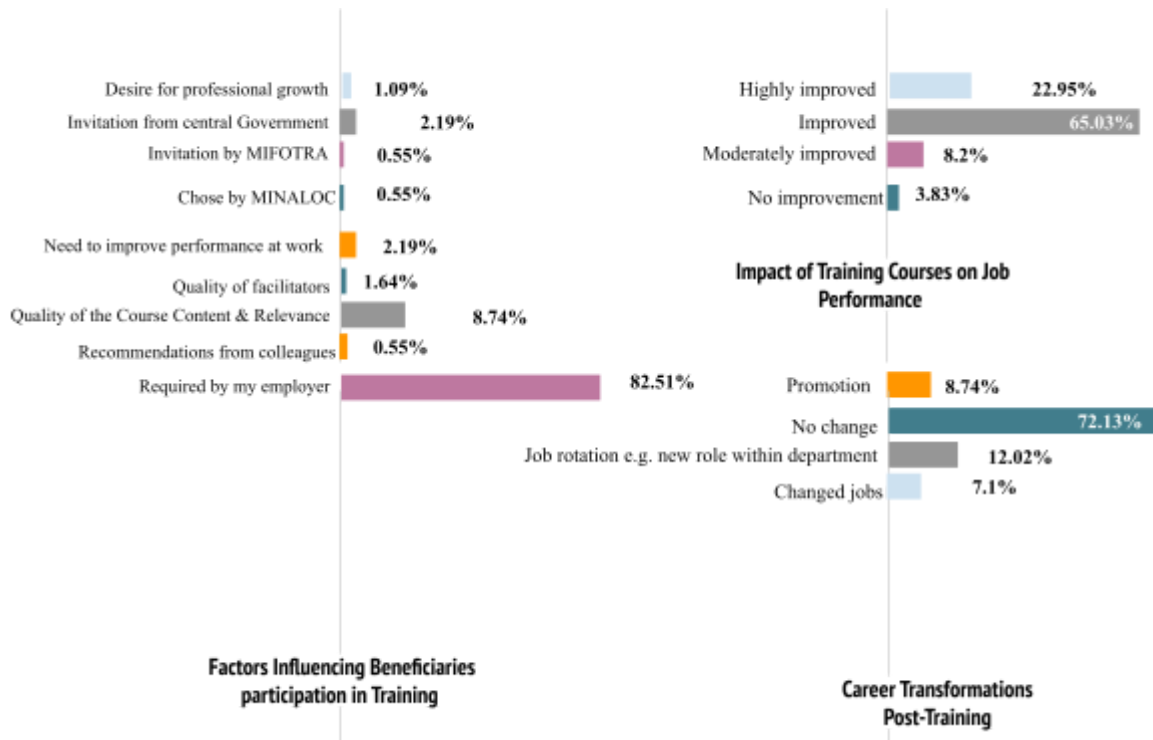
4.3.6.1. Courses participation overview

Course participation assessed respondents' participation in different courses proposed by RMI. This helps to assess the relevance of training programs provided and see ways to better cater to the needs and aspirations of our target audience.



The study shows that 30.6% of beneficiaries took a short course in management while 69.4% didn't. Financial Management (FM) is the most popular course completed by 42.25% of the beneficiaries, which shows that financial management skills are highly sought after among the beneficiaries. The least popular courses are Gender and Development (GAD) and Insurance-related short Courses, each completed by 2.82% of the beneficiaries. A minority of beneficiaries (2.19%) attained a Certified Professional Course. The International Computer Driving License (ICDL) attendance rate is meager at 3.28%, of which 1.09% took courses in advanced modules and 2.19% completed basic modules.

4.3.6.2. Factors motivating participation in courses



The study findings on the factors influencing beneficiaries' participation in training at RMI reveal that a significant majority (82.51%) cited being required by their employer as the primary motivator for enrolling in training at RMI, which underscores the importance of employer-driven initiatives in promoting professional development and capacity building among their workforce hence shows a strong emphasis on compliance with organizational mandates for training participation. Interestingly, the quality of the course content and its relevance garnered a limited percentage (8.74%) of respondents' attention, which indicates that there is a misalignment between beneficiaries' needs and goals and the training content. The perceived utility and applicability of the course content play a crucial role in attracting beneficiaries to enroll in training programs. The findings emphasize the importance of employer support and the relevance of training content in driving beneficiaries' participation in training programs. They also provide valuable insights for RMI in tailoring their offerings to meet the needs and expectations of employers and individual beneficiaries, ultimately enhancing the effectiveness and impact of their training initiatives. The assessment of the impact of training courses on job performance revealed that a significant percentage (87.18%) of respondents reported experiencing some level of improvement in their job performance following the training courses. This includes 22.95% who indicated a "Highly improved" performance and 65.03% who reported "Improved" performance; hence, this shows that the training courses offered at RMI have a substantial positive effect on enhancing

beneficiaries' job performance, indicating the effectiveness of the training interventions in equipping individuals with the necessary skills and knowledge to excel in their roles.

Exploring career transformations post-training shed light on the various impacts beneficiaries experienced in their professional trajectories. A significant majority (72.13%) reported experiencing no change in their careers following the training. This suggests that many beneficiaries may have gained valuable knowledge and skills from the training, but it did not directly translate into immediate career advancements or changes in job roles. This could be due to factors such as organizational structure and job stability. However, it's noteworthy that many respondents reported positive career changes. Specifically, 8.74% mentioned receiving a promotion, indicating that the training had a tangible impact on their career advancement within their organizations. Additionally, 12.02% said job rotation, which suggests that the training has facilitated opportunities for beneficiaries to take on new roles or responsibilities within their departments, contributing to their professional growth and development. Furthermore, 7.10% reported changing jobs altogether following the training. This indicates that for some beneficiaries, the acquired skills and knowledge may have opened up opportunities outside their current organizations, leading to career transitions.

4.3.6.3. Program Management SOAR Analysis

Strength

- Large Serviceable available market for public servants
- Availability of certified courses.

Opportunities/Gaps

- No budget has been earmarked or allocated for capacity development across public sector entities in the 2023-2024 fiscal year.
 - Disengaged and unmotivated employees. This was attributed to a lack of funds and capacity to execute. For example, initiatives like marketing and room booking cannot be done without an approved training calendar.
 - No training needs assessment implemented before the design of programs to inform the emerging skills needs.
-

-
- Lack of M&E of the program, including satisfaction survey and learner feedback to continuously improve the programs/courses.
 - Limited capacity to forge strategic partnerships with accredited and highly recognized institutions for knowledge-sharing and exchange programs.
 - Growing pool of competitors entering into the management training market.

Aspirations

- Continually evaluate the quality of all activities and take corrective measures to deliver training via hybrid mode (online and offline) while ensuring target audiences' needs are well addressed and served across all our program offerings.

Results

- Metrics to assess the quality of program management include learner satisfaction, productivity, cost performance, and return on investment.

4.3.7. Inter-institutional linkages

The inter-institutional linkages look into the intentionality of the institution to establish beneficial partnerships that would help it gather synergies for capacity building, communication about products and services offered, and accessing funding from government and development partners to support its long-term mission. In this segment, factors reviewed include partnership

Strength

- Some MOUs are signed but without significantly creating opportunities for revenue generation.

Opportunities/Gaps

- Preference of some stakeholders to leverage their training facility and rely on specialized trainers of their choice for human capacity building, instead of working with RMI.
- Given the large universe of potential collaborations that RMI can establish, the MOUs provided were less than 15, which

may be inadequate given that RMI should collaborate with all government institutions.

Aspirations

- Identify potential partners with similar goals and values with RMI, and foster strong and sustainable partnership and collaboration towards becoming a center of excellence.

Results

- Metrics for Assessing the Effectiveness of Linkages and Partnerships: collaboration impact, network growth, joint program success, and resource exchange.

4.3.8. Enabling environment

The enabling environment covers external factors that affect organizational performance, such as economic, political, technological, legal, and regulatory factors. Rwanda has a strong political leadership driven by the vision 2050, which emphasizes the need for a transformed workforce to drive its knowledge-based economy. Rwanda seeks to upskill and professionalize civil servants. Therefore, RMI's mission is to equip public servants with advanced skills, a deep commitment to ethics, and a passion for results, ensuring a citizen-focused and transformative public sector.

Strength

- Current legal framework in Rwanda enables RMI to be a state-owned company capable of working as a public/private enterprise.
- Political will to provide RMI with the mandate to train the public servant

Opportunities/Gaps

- The law establishing RMI needs to be amended to fit the provisioning of the law governing public institutions under the category of state-owned company.

Aspirations

- RMI to become a fully-fledged state-owned company achieving competitive profit margins to sustain its business operations.

- Enhanced service delivery, conducive operating environment.
-

4.3.9. Organizational Performance

After a thorough review of RMI's organizational capacity, and scan of the enabling environment, it becomes relevant to see ways the findings translate into organizational performance. Organizational performance refers to the extent to which an organization fulfills its objectives through the appropriate use of resources and opportunities with relevant processes to facilitate collaboration and execution of activities. In Lusthaus, et.al, (2002), factors such as effectiveness, relevance, and financial viability are considered. Effectiveness is assessed through the organization's capacity to achieve an increased number of clients served, active demand for services, as well as their quality. Relevance involves the satisfaction of key stakeholders who can accompany the success of the organization, such as funders, shareholders, customers, and government. These stakeholders' interests and power can either make room for the institution's success or impede it if they are not satisfied. The last factor is financial viability, which describes whether the institution is able to financially cover all its operational costs and still make room profit because of the quality of services provided and the satisfaction of key partners to continue supporting financially and in-kind the institution's mission. Below, we will describe the current performance levels of RMI in consideration of these three factors, which we consider to be highly influenced by the internal capacity of the organization and the enabling environment.

4.3.9.1. Effectiveness

The study's overall findings reveal salient gaps in strategic leadership, organizational structure, and human capital. For instance, the frequent change in leadership has instilled a lack of strategic direction among employees. This translates into a shortcoming in defining clear and measurable goals upon which work plans can be developed, responsibilities assigned, and progress monitored. The current organizational structure and employee rewards and incentives packages are unsupportive of RMI's strategic priorities because there is a lack of structure around career growth and progression opportunities with non-competitive salaries, therefore compelling experienced officers (in technical areas) and managers to look for other opportunities for growth in other organizations. Moreover, These circumstances, coupled together, create unappealing working relationships, and culture and reduce motivation among employees to work toward bringing to life RMI's vision. Also,

the unavailability of resources to support its activities represents a concern that impedes execution. This can be correlated to two factors. First, the courses offered are not necessarily geared towards the needs of the target audience, therefore limiting sales/revenues; second, not leveraging opportunities in the network to secure more funding and expertise through partners. Finally, RMI seeks to leverage technology to deliver courses, yet only 6 out of 21 staff are ICDL certified, demonstrating gaps in capacity from some employees to carry out the mission. The institution is understaffed, with 21 staff out of 45 approved in the organizational structure, and over the last five years, we have noticed an accentuated turnover rate culminating in 17. This context is detrimental to the overall achievement of goals as people do not stay for long to commit and put in place the necessary structure, processes, and culture to translate all plans into actions while meeting goals.

Based on these observations, RMI has a massive room for growth to achieve its visions. Lack of direction because of frequent changes in leadership, unsatisfying job compensation, and gaps in some personnels' capacity explain shortcomings in meeting organizational goals, translating into unsatisfactory results. The overall recommendation regarding addressing these challenges is provided under the recommendation segment.

4.3.9.2. Relevance

Relevance speaks to the stakeholders, and shareholders' satisfaction with the overall organizational performance. To assess it, we look into the customer's satisfaction with programs as well as RMI's fulfillment of its mission as per its mandate under the law N°52/2013 of 28/06/2013. In factors motivating participation in courses, 82.51% of respondents cited being required by their employer as the primary motivator for enrolling in training at RMI, and 8.74% believed that the training content is aligned with their career goals and needs. These responses demonstrate a low interest from participants in proactively participating in the training offered by RMI. Employer intervention has had a significant influence in motivating employees to participate in training, and a significant percentage of 87.18% of respondents reported experiencing some level of improvement in their job performance following the training courses. These findings elucidate two things. First, it is important for RMI to establish meaningful relationships with employers and partner institutions to increase course participation. Second, the vitality for RMI to conduct needs assessments that help it know the best ways to design its programs to cater to the needs of its target audience. A key partner to help RMI map out training and skills needed is the Chief Skills Office which will provide relevant data to inform program design. As of now,

participants in the program do not show enthusiasm in the programs, and this is because of a misalignment of offerings with their long term needs for professional development.

From a financial perspective, RMI is largely supported by GoR. However, because the organization is not achieving effectiveness in meeting goals, there is room to question the validity of channeling financial resources to the institution without it providing evidence of its internal capacity to create expected results. In this context, it becomes important to conduct a thorough assessment of the organization's capacity to inform major decisions regarding its future. This justifies this organizational capacity assessment to inform the best future course of action for RMI. Overall, RMI is not meeting expectations from its key stakeholders and will need to take necessary actions to build internal capacity and leverage available resources in the ecosystem to garner interest from the key people it sets out to serve, including government and public servants.

4.3.9.3. Financial viability

Financial viability appreciates the organization's ability to raise the funds required to meet its operational costs in the short and medium term. It is assessed by looking into the sources of revenues and funds, whether the organization can raise its resources or depends on some key partners; the share of largest funders to overall revenues; the organization's mitigation strategies to deal with financial risks and ability to pay its debt servicing liabilities and sound evidence-based financial decision making and budgeting processes. Findings clearly show the need for more financial resources to meet the requirements. RMI's current financial survival is tied to funds allocated by the government through the Ministry of Labor, which does not even meet the needs. Also, the productivity of the board of directors in exploring new funding opportunities will be vital to ensure diversity in fund suppliers as well as defining future plans for RMI and giving advice on its business model. Currently, some board members have reported that financial reports are not shared with them, thus limiting their ability to take necessary actions to ensure financial sustainability. In addition, RMI has not demonstrated the ability to make training offerings that respond to the target audience's needs, therefore missing the opportunity to create new revenue streams. Another opportunity RMI should explore is to use its current assets (classrooms, garden for events, amenities, conference room, etc) to generate revenue. However, this will require improving the training facilities and equipping them with appropriate technologies that facilitate learning (computers, video projectors, sound systems etc).

5. Best practices to learn from:

The primary purpose of these best practices is to guide interventions that make a difference in other similar institutions. These practices can benefit growing training institutions to develop future strategic endeavors. Promising models are derived from SIM, ICPAR, AIM, and GIMPA examples.

Intervention

Strategic Leadership

Setting clear goals, influencing internal and external stakeholders, and progressively empowering members to adapt to serve the organization's vision.

Promising model

- The Board of Directors oversees the Australian Institute of Management's (AIM) strategic direction and business management as a Capacity Development provider. [Here is the entire organizational structure](#) that lays out the entire entity's leadership from the chief executive officer and executive Leadership Team to the assessment review committee and learners' complaints and grievance panel.

How to implement it?

- Ensure that the leadership understands the institution's direction, identifies talents, and enables others to act. In addition, let the leaders know how to anticipate, challenge, interpret, decide, align, and learn. When this is covered, we can easily predict the positive future of the institution.

Intervention

Organizational Structure

The organizational structure combines the governing and operating structures. Governing structure refers to the issues in aligning the interests of those who manage the organization and those responsible for organizational results. Operating structure entails distributing roles, responsibilities, and tasks to maximize efficiency in human

capital management to achieve corporate results.

Promising Model

- SIM's Management Team works shoulder-to-shoulder with the Board of Directors to assume governance of SIM and oversee its strategic direction. [Singapore Institute of Management Pte. Ltd. Organisation Structure \(effective 1 April 2022\)](#)

How to implement it?

- Allow qualifications to determine who should be in any position. Then, ensure a mandate for every individual and provide accountability measures.

Intervention

Human Capital

It entails the planning, implementing, and monitoring of the organization's labor force. It deals with its capability to forecast needs for competencies and fill it with an adequate recruitment process, translating into staffing that provides the organization with the human resources it needs to perform well.

Promising model

- Lecturers and Staff at SIM, in general, have to be academic and industry-based professionals with extensive work experience and expertise in their domain knowledge. Most classes are taught by faculty from partnering institutions such as the University of London. This proves an effective model.
- At the Australian Institute of Management (AIM), in addition to the position and department highlighted in the organization structure, AIM's public sector division, the Centre for Public Management (CPM), comprises a group of 16 senior consultants, most of whom have their independent businesses working collaboratively under the CPM umbrella. All consultants have either previously worked as highly specialized public servants or, before joining CPM, consulted extensively in the public sector.

How to implement it?

- The first step is to understand the qualifications an institution is looking for.
- Second, the team must spot qualifications in candidates who express interest in working with the institution.
- Lastly, define the HR vision, conduct a SWOT analysis, highlight HR's GOALS and strategies, evaluate and monitor programs, ensure that all employers are aligned, and continually improve the strategies.

Intervention

Financial Management

The strategic planning, execution, and supervision of an organization's monetary resources.

Promising model

- AIM, like many other institutions, generates revenues from the payment of course participants. AIM offers several payment options for its courses, including Credit Card, Direct Deposit (EFT), and FEE-HELP – a government loan given to eligible students to help pay their tuition fees.
- Equally, the Singapore Institute of Management's revenue Revenue Model is built around Courses, Conferences, and consultancy fees; grant Income, Rental income, Group corporate service income from subsidies; Group corporate income from a third party; and investment income.
- In the case of ICPAR, a member engagement strategy and a lifelong learning support framework had to be established. Then, they developed a long-term revenue enhancement strategy, finally established a membership growth strategy, and collaborated to establish a sustainable “revolving education fund.”

How to implement it?

- Form a team in charge of attracting and generating revues for RMI. This same team will work closely with the partnership and programs teams to build a financial model. Also, the
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team will ensure the planning, organization, control, and monitoring of all financial resources and sources to achieve RIM's objectives.

Intervention

Infrastructure

The facilities and technologies utilized to allow an organization's work to progress and proceed. Facilities may include the physical spaces where staff and stakeholders work. Technology encompasses resources such as equipment, machinery, and systems.

Promising model

- The SIM campus boasts an extensive library, lecture theaters, classrooms, computer labs, a financial training center, and many recondite corners for small group meetings or quiet study to facilitate students' learning. A gym, sports and multi-purpose halls, wellness center, canteens, cafes, and a 400-seat Performing Arts Theatre provide spaces for holistic and vibrant student life.
- Physical Spaces available: Library; Computer Labs, Lecture Theatres; Open Study Areas; and Learners Activity Hub. There is also the learner's Involvement Center, Wellness Centre, Seminar Rooms, Financial Training Centre, Tennis Court, Multi-Purpose Sports Hall, Performing Arts Theatre, and Dance Studio.

How to implement it?

- Apply an audience-centered design process. In this case, as an institution, you can come up with infractures that suit the target audience.

Intervention

Program Management

It involves overseeing system implementations and translating strategies into operational plans.

Promising model

- To overcome the challenges related to programming, which were seen not as responding to clients' needs, GIMPA

embarked on modifying and expanding academic and professional programs – Master and Executive Masters Degree Programmes in Governance and Leadership, Public Administration, Business Administration, and Development Management. Undergraduate degree programs for mature working adults in public administration, business administration, marketing, human resources, accounting and finance, banking and finance, hospitality management, economics, entrepreneurship, and information technology.

How to implement it?

- Have a team in charge of identifying and responding to market demands. This same team will be in charge of assessing and designing the experience of all potential beneficiaries.

Intervention

Inter-institutional Linkages

Establishing and maintaining regular contact with organizations, institutions, and selected groups to facilitate a beneficial exchange of resources and expertise.

Promising model

- SIM partnered with reputable universities and industry players to promote and attract beneficiaries to provide academic programs, professional courses, training solutions, and work opportunities.
- This spirit started In 1965, when Lim, then the leader, traveled to seven countries – Belgium, Canada, England, India, Switzerland, Taiwan, and the United States – to learn from similar institutes overseas and establish **ties with them**. A working relationship was started with **Harvard Business School**, which resulted in residential advanced management courses conducted at Cameron Highlands, Malaysia, by visiting Harvard faculty members.

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- Since the 1980s, SIM has made it a mission to establish partnerships with various foreign universities to bring overseas degree courses to Singapore. The first of such a kind was with the University of London (UOL), which started in 1986 and continues to this day. Cameron Highlands, Malaysia, by visiting Harvard faculty members.
 - In the spirit of modeling financial stewardship, “ICPAR partnered with relevant stakeholders over several years (five) to energize its revenue generation initiatives to deliver on its strategic objectives. The main drivers have been a competent workforce that can anchor sustainable performance, a qualification framework, support for quality tuition provision, and an exam delivery process to guarantee quality technician and professional accountancy graduates that meet industry/market needs.”

How to implement it?

- Approach similarly driven entities, explore differences and commonalities, and establish mutual interest that might initiate collaboration.

6. Conclusion and Recommendations

6.1. Conclusion

In conclusion, this comprehensive assessment of the Rwanda Management Institute (RMI) highlights critical findings in the areas of strategic leadership, organizational structure, human capital, financial management, infrastructure and training facilities, program management, and linkages as well as aspects of the enabling environment. Drawing insights from best practices observed in institutions such as the Australian Institute of Management (AIM), Singapore Institute of Management (SIM), Ghana Institute of Management and Public Administration (GIMPA), and the Institute of Certified Public Accountants of Rwanda (ICPAR), several best practices emerged. Strategically, RMI can address leadership challenges by forming a dedicated team focused on attracting and generating revenues, mirroring successful models from AIM and ICPAR. The assessment underscores the importance of aligning the organizational structure with financial sustainability goals,

emphasizing the need for a career progression structure and adaptability to client needs. To enhance human resources, RMI should prioritize digital capacity building and consider innovative recruitment and retention strategies to address staffing gaps. In financial management, RMI can learn from AIM's diverse revenue streams. AIM shows that establishing a dedicated financial planning and monitoring team can enhance RMI's financial viability. Infrastructure improvements should follow an audience-centered design process, aligning facilities with the diverse needs of the target audience, as demonstrated by SIM.

Program management best practices from the Ghana Institute of Management and Public Administration (GIMPA) suggest forming a responsive team to identify market demands and design programs accordingly. Linkages with external organizations, a strategy well-utilized by SIM and ICPAR, offer collaborative opportunities. RMI is encouraged to approach similar vision-driven entities, fostering partnerships that contribute to a global network and enhance the institute's growth. These insights provide a comprehensive roadmap for RMI's modernization into a center of excellence for public service training. By leveraging best practices, addressing identified challenges, and fostering strategic collaborations, RMI can contribute significantly to the broader goals of sustainable economic growth and effective public service delivery in Rwanda.

6.2. Recommendations

The recommendations outlined in this report aim to significantly impact public servant management training in Rwanda, focusing on strategic areas such as governance and management structures, curriculum development for new and emerging trends, modernization of infrastructure and training facilities, enhancing revenue streams and financial sustainability, enhancing quality of training delivery, sourcing and retaining a skills set of highly experienced and competent trainers with outstanding reputation in the subject matter, enhancing marketing and rebranding of RMI, embracing digital transformation and technology, enhancing strategic partnerships with reputable training organizations, enhancing stakeholder feedback and monitor results.

These recommendations are carefully crafted to align with Rwanda's Vision 2050 and ensure the Rwanda Management Institute (RMI) emerges as a center of excellence for public service training, upskilling, and professionalization.

Leadership Strategies:

- Address leadership instability by establishing a robust and stable leadership structure within RMI. Implement succession planning mechanisms to ensure continuity and effectiveness in decision-making. Foster a leadership culture that aligns with the institute's long-term vision and strategic priorities.

Financial Management Model:

- Implement a sustainable financial management model that diversifies funding sources and explores innovative revenue streams. This will enhance RMI's financial viability, enabling it to invest in cutting-edge training programs, infrastructure, and talent acquisition.

Infrastructure Optimization for Training Delivery:

- Invest in a flexible, scalable infrastructure supporting in-person and online training modalities. Leverage state-of-the-art technology to enhance the quality and accessibility of training programs. This approach ensures adaptability to changing circumstances and caters to the diverse needs of trainees.

Human Resources Recruitment Strategies:

- Develop targeted recruitment strategies to attract talents with practical experience in the public service field. Emphasize the importance of real-world expertise to enhance the relevance and effectiveness of training programs. Collaborate with relevant organizations and agencies to tap into a pool of experienced professionals.

Overall Program Management:

- Establish a comprehensive program management framework that aligns with strategic priorities to achieve the relevance of its programs and financial viability. Set clear and measurable goals for training programs, regularly assess their impact, and adapt strategies based on the evolving needs of public servants. Foster a culture of continuous improvement within the organization.
- Marketing and rebranding: Reinforce the organization's digital presence to communicate to the audience about its program offerings and services. Map out client journeys to identify opportunities for an aggressive marketing campaign to promote RMI courses. Furthermore, RMI should develop a corporate image branding strategy and transform it into a reputable and customer-focused institute.

Program Development Initiatives:

- Institute targeted talent development initiatives, including mentorship programs, skills enhancement workshops, and continuous professional development opportunities. These initiatives will enhance public servants' capabilities and create a highly skilled and motivated workforce.

Monitoring and Evaluation:

- Implement robust monitoring and evaluation mechanisms to track the effectiveness of training programs. Regularly solicit participant feedback, assess program outcomes against predefined benchmarks, and use data-driven insights to refine and enhance future training initiatives.

By adopting these recommendations, RMI can establish itself as a beacon for public servant management training, fostering economic growth, innovation, and excellence in public service delivery in line with Rwanda's Vision 2050. Ultimately, this shall position RMI to play a pivotal role in shaping the future of Rwanda's public service sector.

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8. Appendices

8.1. Comparative thematic analysis scoring board rubric

	1 - Poor	2- Unsatisfactory	3- Satisfactory	4- Very satisfactory	5- Outstanding	Evidence/Description
Strategic leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The institution's leadership demonstrates an inclusive decision-making approach, practical communication skills, and a value-driven attitude. There is an organizational strategy that is well communicated and understood by all teams and a clear process for clarifying and revising strategy to achieve the organization's vision.

Organizational structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Members of the Board of Directors are experienced individuals with the required competencies/experience to guide the organization to achieve its long-term vision. The board of directors, executives, and employees safeguard a clear organizational accountability system. Roles and responsibilities are clearly defined for each position and authority is enforced to create a positive work culture.
Human resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There is a clear selection process of talents, and jobs are advertised to increase the reach of the talent pool. New

						recruits have a positive impression of the onboarding process. There is a clear job performance review and employee feedback that justify a fair incentive and reward system (salary, bonus, promotion) that meet expectations of employees.
Financial Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The organization develops and shares financial reports in a timely manner and to relevant stakeholders (board of directors, executives, etc) to help them make informed decisions. There is also an emphasis on forecasting financial needs in line with short to medium-term goals

						and exploring opportunities to increase its funding base and revenues.
Infrastructure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The physical infrastructure is in excellent condition with an architecture and design that meet the standards the institution is aspiring towards. The water and sanitary system, as well as the electricity equipment, are well maintained. There is enough technological infrastructure including laptops, video projectors, stable internet connectivity, and software (G-Suite, Microsoft Teams etc) available and employees demonstrate proficiency in

						using them to improve efficiency at work.
Program Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The institution has a comprehensive process of assessing target audience's needs before launching any training course. The programs are well planned out with specifications of budget, timeline, as well as human and infrastructure resources needed.</p> <p>A monitoring and evaluation process is adopted and is well understood by key stakeholders supervising and implementing the program.</p>
Linkages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The institution demonstrates an understanding of the importance of working with

						partners to build internal capacity and increase its funding pipeline. It has a list of over 20 partners of which 5 are highly involved in supporting its continuous achievement of goals and communicating about the work they do together in order to attract the attention of the target audience. The institution communicates well about the work they do to the public and has a strong online presence in channels such as (LinkedIn, Twitter, website etc).
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8.2. Case studies list

Overview:

Case studies are, arguably, one of the most essential components of any gap or strategy analysis. Essentially, they are reports published by another entity to demonstrate how they approached challenges, the strategies employed, and the solutions presented. They serve as tools to deliver a holistic, in-depth review with valuable information about procedures, initiatives, and expertise required for a solution to work and benefits achieved.

This same understanding and analogy led to the selection of the four case studies presented in this diagnostic report. They all have history and intent that speak to RIM, and the practices used to sustain and progress these case studies leave a lesson or two to learn from. While approaches and contexts differ, Rwanda Management Institute and the Singapore Institute of Management exist to develop and upskill talents, enrich leadership, and build human capital to ensure sustainability in global work. The same applies to the Ghana Institute of Management and the Australian Management.

Ghana Institute of Management and Public Administration (GIMPA).

Why Ghana as a case study

Founded in 1961, GIMPA was considered one of the critical strategic institutions in developing the public administrative system, producing civil servants with managerial and professional competence, and planning and administering national, regional, and local services. In the 1990s, the institution faced setbacks, namely, leadership, infrastructure and learning facilities, and financial stability, closely similar to what is identified as RMI today. GIMPA overcame the setbacks, and today, it strives for excellence.

Setting/Location

The Institute, located about thirteen kilometers north of Accra, is housed on 150 acres of high ground at Greenhill, off the Achimota - Legon road and within a stone's throw of the University of Ghana, Legon. Greenhill, with its white buildings and surrounded by green vegetation and the Achimota Forest Reserve, is a spot of striking and restful scenic beauty. On clear days, it commands in one long panoramic sweep a view embracing the University of Ghana with the undulating Accra Plains in the background, the Kotoka International Airport, the plush Westlands Residential area, and the hills of the Akwapim Range.

Historical Development

Established in 1961 as a joint Ghana Government/United Nations (UN), the Ghana Institute of Management Public Administration, GIMPA was designed as one of the critical strategic institutions to develop the public administrative system, to produce civil servants with managerial and professional competence, and to plan and administer national, regional and local services. In 1966, the joint sponsorship ended, and the UN formally handed over the Institute to the Government of Ghana. The Institute was then re-designated to the Ghana Institute of Management and Public Administration in 1969 to reflect its expanded functions. Over the past 49 years, GIMPA's activities have been guided by five successive mandates, beginning with the first legislative instrument of 1961 and continuing with the current GIMPA Act of 2004 (Act 676). Each mandate affirmed the status of the Institute as the leading national management development institute to provide the study of public administration and management of Ghana. With the new mandate, GIMPA can now offer courses leading to the award of certificates, diplomas, and degrees up to the doctoral level in its areas of competence. The area of competence includes training and education in leadership, management, public administration, and technology.

While most aspects were on the rise, here are the ironic conditions around 1999:

Category	Ghana Institute of Management and Public Administration (GIMPA) — <u>(GIMPA, 2023)</u>
Leadership and Vision	<ul style="list-style-type: none"> ● <i>Poor and ineffective leadership for the best of two decades. However,</i>

	<p><i>the governing board (Court of Governors), which was very experienced and mature, was seeking “redemption” – a leader who could turn things around.</i></p>
The infrastructure/learning facilities	<ul style="list-style-type: none"> ● <i>They were good by local standards but needed more support services and logistics.</i>
Programs/training program	<ul style="list-style-type: none"> ● <i>Limited emphasizes short-duration and civil service courses except for a Master's in Development Management. The programs were limited to largely diploma and certificate courses.</i> ● <i>Furthermore, the programs were not seen as responding to clients' needs. The Civil Service, for instance, declared that GIMPA's training was not necessary for promotion. Also, the only innovation in 20 years was a Master's Degree program in Development Management run jointly with the University of Ghana, and for even this, participation had fallen to between 2 and 5 students a year.</i>
Faculty	<ul style="list-style-type: none"> ● <i>aging and inadequate full-time faculty numbering 24. Insufficient and poor compensation package. Weak work ethic and performance measurement system. The faculty was highly demoralized and was infested with indiscipline and antagonism.</i> ● <i>Faculty had virtually converted GIMPA into personal business using official time to make money for themselves.</i>
Staff	<ul style="list-style-type: none"> ● <i>Inadequate compensation package.</i> ● <i>Weak work ethic and performance measurement system. There was overstaffing with “wrong” people, resulting in a faculty–staff ratio of 1:10.</i>
Finances Sustainability/arrangement	<ul style="list-style-type: none"> ● <i>Weak financial base with no endowment fund to undertake significant capital projects. Releases from the Consolidated Fund were not regular apart from those for salaries.</i>
Stakeholders/Partnerships	<ul style="list-style-type: none"> ● <i>Weak relationships with substantial stakeholders, especially the</i>

Government, public service, private sector, and non-governmental organizations in program design, delivery, and evaluation. There was the threat of privatizing most public sector organizations, including GIMPA.

Hence, by the close of 1999, GIMPA as an MDI was suffering from

- *Lack of resources, both human and material*
- *Low patronage from stakeholders, particularly the Government and the Civil Service; and*
- *Inadequate faculty and low motivation.*

THE CHALLENGE

The challenges were around **what to do and how to do it.**

These challenges were tackled through a strategic expansion of the Institute into other areas (to generate income) while protecting the public service mandate without increasing the fees for their (public service) programs. In other words, new programs were introduced to subsidize the public service programs.

THE TRANSFORMATION

In 2001, the Management, under a new leadership, embarked upon a transformation program to make GIMPA a comprehensive tertiary institution offering programs in leadership, management, public and business administration, and technology for public and private participants. GIMPA defined an apparent vision and mission to change the Institute.

The vision was “To be a world-class center of excellence for training, consultancy, and research in leadership, management, and administration which responds to the critical development management challenges of Ghana by the year 2005, top class and motivated staff with the state-of-the-art facilities.”

For its mission, GIMPA identified the following: “Our mission is to continuously enhance the capability of middle and top-level executives in public and private sectors as well as non-governmental organizations,

both in Ghana and internationally, to manage their Institutions efficiently and effectively through training, research, and consultancy.”

These were underpinned by specific values and behaviors: the pursuit of academic and professional excellence, zero tolerance for corruption, personal and corporate integrity (honesty, transparency, and accountability), global competitiveness, and high work ethic.

RESULTS

The following are the significant results of implementing the above Vision through a 5-year Strategic Plan (2001 – 2005) as of June 2007:

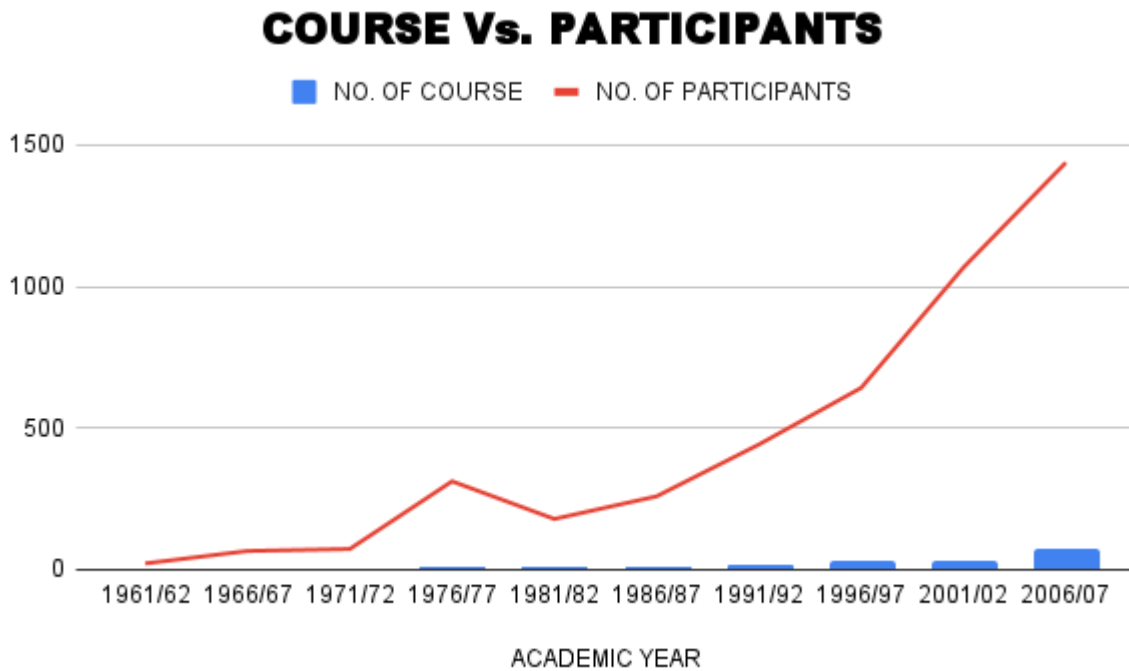
1. A dynamic and visionary leadership in place.

2. Qualified, experienced, relatively young, full-time, and adjunct professional staff. Full-time faculty/senior/professional staff grew from 38 in 2000 to 87 in 2007.

3. Improved educational infrastructure.

4. Expanded academic and professional programs – Masters and Executive Masters Degree Programmes in Governance and Leadership, Public Administration, Business Administration, and Development Management. Undergraduate degree programs for mature working adults in public administration, business administration, marketing, human resources, accounting and finance, banking and finance, hospitality management, economics, entrepreneurship, and information technology. GIMPA is now organized in four (4) semi-autonomous schools, namely,

- Public Services School,
School of Governance, Leadership, and Public Management*
- Business School, and*
- School of Technology*



The Current Situation:

Today, GIMPA has transformed itself into the leading management development institute in Ghana with a vision of becoming a world-class Center of Excellence for training in Leadership, Management and Administration, Policy Analysis, Consultancy and Research, Distance Learning, and Gender and Development programs. **The key to GIMPA’s success over the years has been consistency of purpose.** Through providing high-quality programs and services, caring faculty, customized educational approaches, and cultivating a participant-centered learning environment, GIMPA has contributed to national development efforts by building much-needed capacity development. GIMPA is an independent public tertiary institution with financial and operational autonomy. The Institute has effectively stopped receiving government subsidies and has become financially autonomous. GIMPA has learned to earn its keep, thriving on significantly revamped, redesigned, demand-driven, and expanded program offerings. GIMPA is now a self-financing organization with a new structure to meet its new mandate.

Singapore Institute of Management (SIM)

Why SIM as a case study

The Singapore Institute of Management (SIM) was chosen as a case study because of Singapore and Rwanda's shared history and economic development strategies. The institute

was founded in 1964 to train first-class managers for the Singapore economy. Like Rwanda, as Singapore was transitioning from colonial hardships, the government looked towards industrial development to grow the economy without abundant natural resources. To achieve this goal, the Economic Development Board (EDB) — what you would call RDB in Rwanda – was created to drive the industrialization programs. Among the programs was the Management Training Association of Singapore (MTA), which later became the Singapore Institute of Management (SIM), that's leading excellence drives through innovation and forges strong collaborations to provide high-quality training and learning that prepares individuals for success in an ever-changing world.

Background and establishment:

Around 1959, Singapore gained self-government. The government's priority then was to grow the economy through industrial development since the country was not rich in natural resources. The Economic Development Board (EDB) was formed in 1961 with one sole purpose: to drive the industrialization program. Months later, (two), N. D. Holt, then president of the Supervisory and Management Training Association of Singapore, declared that his association would establish a local-based management institute. It did not take long because, just a year later, as a precursor to the management institute, EDB formed the Technical Consultancy Division within its Manpower Development Unit. EDB subsequently conducted a two-week advanced management program with the University of Malaya and the then University of Singapore (now known as the National University of Singapore, or NUS) in 1963. The course proved to be popular and was oversubscribed.⁷

Towards the end of his Ford Foundation-sponsored study trip to Singapore in February 1964, Edward Wrapp, then a professor at the University of Chicago's Graduate School of Business, recommended that there was an acute shortage of managers that threatened to delay the industrialization program. It was out of his recommendation that the opening of a **management institute**, known today as the **Singapore Institute of Management**, was formed, and it would provide a crash course for training managers.⁸

SIM was established nine months later, in November 1964. Richard Eu Keng Mun, then the managing director of Lee Wah Bank Limited, was appointed the institute's chairman. At the same time, former university economics lecturer Bill Lim took on the role of executive director. The institute was registered as a not-for-profit private institution, relying on capital

funding from EDB of about \$100,000. Donations of about \$647,000 from entities such as the Ford Foundation and founding corporate and individual members also contributed to its operations.

Expansion of course offerings

Following its establishment, SIM conducted an average of **50 courses** and seminars annually throughout the 1960s.¹⁰ **These programs aimed** to train executives in modern management theory and application, allowing them to better compete with their fellows in the developed world.¹¹ In 1965, Lim traveled to seven countries – Belgium, Canada, England, India, Switzerland, Taiwan, and the United States – to learn from similar institutes overseas and establish **ties with them**. A working relationship was started with Harvard Business School, which resulted in residential advanced management courses conducted at Cameron Highlands, Malaysia, by visiting Harvard faculty members. That same year, the institute became formally affiliated with the British Institute of Management. **By 1966, SIM had an enrolment of over 700 students.**¹²

The next step was for SIM to establish itself for excellence; thus, In 1973, it launched its first diploma course in management studies. It was a two-year part-time course in collaboration with the University of Singapore, Nanyang University, Singapore Polytechnic, and Ngee Ann Polytechnic. The course proved popular, and the number of places was subsequently increased to meet growing demand. In the late 1970s, marketing and personnel management diploma courses were added.¹³

The 1980s saw a further expansion of diploma courses offered by SIM.¹⁴ In 1981, sensing shifting market needs, SIM introduced a diploma in business studies taught in Mandarin to cater to the managerial needs of the Chinese-speaking business community.¹⁵ Due to overwhelming demand, a certificate in business studies course conducted in Mandarin was introduced the following year as an alternative for those who still needed to qualify for the diploma program.¹⁶

Category	<i>Singapore Institute of Management (SIM) — (SIM, 2024)</i>
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<p>Entity mission and standpoint</p>	<ul style="list-style-type: none"> ● <i>The first ever to exist, the Singapore Institute of Management (SIM) was founded on 28 November 1964 with a single purpose: to train first-class managers for the Singapore economy. At SIM, learning never stops. They help every passionate learner stay up-to-date and relevant through their programs, courses, and networks. SIM is proudly Singapore's leading private educational institution with a strong reputation for delivering quality higher education, professional development, and lifelong learning for over 55 years.</i>
<p>Learners choose SIM because of</p>	<ul style="list-style-type: none"> ● <i>Global Perspectives & Insights - Exposure to diverse cultures and a global network.</i> ● <i>Recognized and accredited degrees and diplomas</i> ● <i>SIM is the leading private education institution in Singapore</i> ● <i>Bond-Free Scholarship & Bursary - Scholarships are available to students who excel in academics, sports, or arts.</i> ● <i>Excellent value with lower tuition costs in SIM, with opportunities for overseas exchange and transfer.</i>
<p>Program content (courses)</p>	<ul style="list-style-type: none"> ● <i>Following its establishment, SIM conducted an average of 50 courses and seminars annually throughout the 1960s. These programs aimed to train executives in modern management theory and application, allowing them to better compete with their fellows in the developed world. SIM offers distinct programs: SIM Global Education, SIM Professional Development, and SIM University.</i>
	<ul style="list-style-type: none"> ● <i>Blended learning is popular at SIM. It combines online lesson delivery and interaction with traditional face-to-face and classroom learning. It requires the physical presence of both the teacher and student, with some elements of student control over time, place, path, or pace.</i> ● <i>Lecturers are academic and industry-based professionals with extensive work experience and expertise in their domain knowledge.</i> ● <i>Average teacher-student ratio 1:6</i> ● <i>Each module has a 50% classroom and 50% online delivery. This blended mode has 90 hours of lesson delivery in a physical classroom setting and 105 hours of lessons delivered online. Students must attend classroom delivery and</i>

<p>Program delivery (online, in-person, learning experience, LMS, quality of trainers)</p>	<p><i>online classes according to the timetable.</i></p> <ul style="list-style-type: none"> ● <i>Coursework includes attendance at lectures, discussions of case studies, tests, presentations, and completion of group and individual-written assignments.</i> ● <i>Students must access relevant websites and the Internet for research and assignments in their own time. Besides attending lectures, students also participate in computer lab sessions.</i> ● <i>Contact hours: 39 hours per module, total: 195 hours. Each lesson: 3 hours.</i> ● <i>Classes and workshops are organized to teach study skills, academic writing, and presentation.</i> ● <i>Academic materials:</i> <ul style="list-style-type: none"> ● <i>Virtual Learning Environment</i> ● <i>Academic materials such as module books (soft copies), past exam papers, reading lists, and handbooks on good study strategies</i> ● <i>Minimum class size to commence: 20 students. Students will be informed within 30 days before class starts.</i> <p>Assessment & Attendance</p> <ul style="list-style-type: none"> ● <i>For examinable-based modules, the module is assessed through continuous assessment and end-of-term exams.</i> ● <i>A 100% continuous module is assessed through multiple ongoing assessments.</i> ● <i>Continuous assessments may include case studies, quizzes, class tests, discussions, presentations, and group and individual assignments.</i> ● <i>Students must pass all the course modules to qualify for progression to the Diploma programs.</i> ● <i>Students may retake a supplementary exam if they fail the main module exam. However, they are only entitled to retake the additional exams if they receive a passing grade for all five modules.</i> ● <i>Attendance requirement – 75% attendance to sit for exams.</i>
<p>Revenue model</p>	<ul style="list-style-type: none"> ● <i>SIM revenue Revenue Model is built around Courses, Conferences, and consultancy fees; grant Income, Rental income, and Group corporate service income from subsidies; Group corporate income from a third party; and</i>

	<i>investment income.</i>
Target audience	<ul style="list-style-type: none"> • <i>For over 60 years, SIM has innovated as a learning institution, with our commitment to lifelong learning deeply ingrained in its philosophy. It is dedicated to developing and upskilling talent, growing Leadership, building Human Capital, and fostering Sustainability in the global workforce. SIM, primarily higher education, accelerates professional development among professionals and builds leadership capacity for managing complexity among managers.</i>
Organizational structure	<ul style="list-style-type: none"> • <i>SIM's Management Team works shoulder-to-shoulder with our Board of Directors to assume governance of SIM and oversee its strategic direction. Singapore Institute of Management Pte. Ltd. Organisation Structure (effective 1 April 2022)</i>
Infrastructure and facilities	<ul style="list-style-type: none"> • <i>Its sprawling campus at Clementi Road covers four buildings, blocks A, B, C, and D, with an atrium, long verandahs, and spacious courtyards typical in a university setting. The campus boasts an extensive library, lecture theatres, classrooms, computer labs, a financial training center, and many recondite corners for small group meetings or quiet study to facilitate beneficiaries' learning. A gym, sports and multi-purpose halls, wellness center, canteens, cafes, and a 400-seat Performing Arts Theatre provide spaces for holistic and vibrant student life.</i> • <i>Physical Spaces available: Library, Learning Centre; Lounge, Gym, Computer Labs, Lecture Theatres, Open Study Areas, and Student Activity Hub. There is also the learners's Involvement Center, Wellness Centre, Seminar Rooms, Financial Training Centre, Tennis Court, Multi-Purpose Sports Hall, Performing Arts Theatre, and Dance Studio.</i>
Strategic	<ul style="list-style-type: none"> • <i>SIM partners with reputable universities and industry players to provide a wide range of academic programs, professional courses, training solutions, and work opportunities</i>

Partnerships	<ul style="list-style-type: none"> ● <i>This spirit started In 1965, when Lim, then the leader, traveled to seven countries – Belgium, Canada, England, India, Switzerland, Taiwan, and the United States – to learn from similar institutes overseas and establish ties with them. A working relationship was started with Harvard Business School, which resulted in residential advanced management courses conducted at Cameron Highlands, Malaysia, by visiting Harvard faculty members.</i> ● <i>Since the 1980s, SIM has made it a mission to establish partnerships with various foreign universities to bring overseas degree courses to Singapore. The first of such a kind was with the University of London (UOL), which started in 1986 and continues to this day. meron Highlands, Malaysia, by visiting Harvard faculty members.</i>
Trainers & Staff	<ul style="list-style-type: none"> ● <i>Lecturers and Staff, in general, are academic and industry-based professionals with extensive work experience and expertise in their domain knowledge. Most classes are taught by faculty from partnering institutions such as UOL. This proved an effective model.</i>
Technology readiness	<ul style="list-style-type: none"> ● <i>SIM's student-centric campuses are outfitted with the latest technology, high-speed wireless Internet, and modern learning spaces to enhance your learning experience.</i>
Organizational culture	<ul style="list-style-type: none"> ● <i>At the core of its mission, SIM aspires to create a lasting, positive impact on the lives of our students and learners, shaping the future of Singapore and extending our influence beyond. Our tagline, <i>Learn for Life, Thrive for Life</i>, encapsulates the values we inculcate into all learners, as learning never stops at SIM.</i>
Growth trajectory	<ul style="list-style-type: none"> ● <i>SIM's trajectory empowers learners to be future-ready as SIM pivots to being "industry-focused, skills-based, and learner-centered. This will be achieved through initiatives that SIM has embarked on. These included the launch of the SIM Learner Advisory and Career Centre, the Centre for Micro-Credentials, and the Centre for Systems Leadership to help and guide learners on their path to success by equipping them with industry-relevant knowledge and skills.</i>

The Australian Institute of Management (AIM)

(AIM) was established to empower professionals, individuals, and organizations to adapt and thrive in relentless change. Since 1941, AIM has supported Australia's workforce by providing innovative and industry-focused education solutions. AIM's short courses, qualifications, and higher education portfolio constantly evolve to ensure they are best positioned to support the target audience.

Category	The Australian Institute of Management (AIM) — (AIM, 2024)
Program content (courses)	<i>AIM's range of Courses and Qualifications cover a significant breadth and depth of knowledge, allowing people of all disciplines to take advantage of their industry-leading training to thrive today and seize the future. AIM has an unrivaled breadth and depth of training options, including over 100 Face-to-face, Online, and Virtual Short Courses across a range of subject areas, including Leadership and Strategy, Project Management, Human Resources, Digital Marketing, Communication, Finance, Health and Effectiveness, Sales, Technology and Training, to mention a few.</i>
Program delivery (online, in-person, learning experience, LMS, quality of trainers)	<i>AIM offers a wide array of On-Campus, Virtual, and Online Short Courses, Mini MBAs, micro-credentials, Vocational Qualifications, and Higher Education Degrees</i>
Revenue model	<i>Revenues are generated from payments of course participants' payments. AIM offers several payment options for its courses, including Credit Card, Direct Deposit (EFT), and FEE-HELP – a government loan given to eligible students to help pay their tuition fees.</i>
Target audience	<i>AIM's courses are attended by team leaders, HR managers, training professionals, and staff development officers.</i>
Organizational structure	<i>The Board of Directors oversees the strategic direction of the Australian Institute of Management (AIM) and the management of its business as a Vocational Education and Training (VET) provider. Here is the entire organizational structure that lays out the whole entity's leadership from the</i>

	<i>chief executive officer and executive Leadership Team to the assessment review committee and Student complaints and grievance Panel.</i>
Trainers & Staff/Human Resources	<i>In addition to the position and department highlighted in the organization structure, AIM's public sector division, the Centre for Public Management (CPM), comprises a group of 16 senior consultants, most of whom have independent businesses working collaboratively under the CPM umbrella. All consultants have either previously worked as highly specialized public servants or, before joining CPM, consulted extensively in the public sector.</i>
Organizational culture	<i>Understand the context: AIM is highly cognisant of each Department's unique cultural and contextual environment. Work with you: AIM's team works with each department or agency to develop further and refine outcomes to ensure they meet our client's needs.</i>

The Institute of Certified Public Accountants of Rwanda (ICPAR)

With its management of growth and regulate the accountancy profession, The Institute of Certified Public Accountants of Rwanda (ICPAR) was established through an Act of Parliament (Law Number 11/2008 of 06 May 2008). Under this mandate, the Institute is responsible for the admission and regulation of the profession in Rwanda; the registration and granting of practicing certificates to Certified Public Accountants (CPAs) and practicing firms; the monitoring of compliance with professional standards; the investigation and discipline of its members; and the delivery of accounting qualifications, programs, and examinations.

Category	ICPAR — (ICPAR STRATEGY IN BRIEF 2017 – 2021).
Institutional Capacity	<ul style="list-style-type: none"> ● <i>Restructured and aligned internal capabilities to deliver its mandate (structure, people, and performance systems)</i> ● <i>Established a more appropriate ICT infrastructure to provide the mandate and secured “own premises” for current needs and income generation</i>

	<ul style="list-style-type: none"> ● <i>Reviewed and updated the iCPAR Law and its Bi-Laws</i>
Internal Process	<ul style="list-style-type: none"> ● <i>Establish an enhanced CAT & CPA Qualification, a competence framework with new market-driven pathways, and strengthen the examination delivery process.</i> ● <i>Review and empower the Institute's Commissions and Committees</i>
Financial Stewardship	<ul style="list-style-type: none"> ● <i>Established a member engagement strategy and a lifelong learning support framework.</i> ● <i>Developed a long-term revenue enhancement strategy.</i> ● <i>Established a membership growth strategy and collaborate to establish a sustainable "revolving education fund"</i>
Stakeholders	<p><i>Developed a brand strategy and a 3-year communication plan</i></p> <ul style="list-style-type: none"> ● <i>Better recognition for their trainees and members</i> ● <i>ICPAR members were updated with the latest developments and are therefore better equipped to support business and enhance their employability</i> <p><i>Developed and implemented a public interest stakeholder collaboration strategy (Thought leadership and partnerships)</i></p> <ul style="list-style-type: none"> ● <i>Their members had confidence that they were listened to and their concerns were addressing them</i> ● <i>ICPAR provided commentary and insight on critical developments within the profession, bringing benefits to business, government, and members</i>
Strategic Partnerships	<ul style="list-style-type: none"> ● <i>ICPAR partnered with relevant stakeholders over five years to energize its revenue generation initiatives to deliver on its strategic objectives. The main drivers have been a competent workforce that can anchor sustainable performance, a qualification framework, support for quality tuition provision, and an exam delivery process to guarantee quality technician and professional accountancy graduates that meet industry/market needs.</i>

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| | <ul style="list-style-type: none">● <i>Sustainability has been a crucial pillar of the strategy. The target has been to build the capacity to generate enough internal revenues to cover a substantial portion of the institute's recurrent expenditure.</i>● <i>Internally generated revenues have been driven by subscriptions and fees as the institute is primarily a membership organization. These noble efforts to increase the revenue base needed to be complemented by grants in the interim as the institute works to put the key enablers in place.</i>● <i>This strategy, subject to the availability of resources, enabled the institute to provide the country with the required number of accounting personnel at the technical and professional levels.</i> |
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8.3. People consulted

8.4.