# BASIC TVET SCHOOL

# LEADERSHIP AND MANAGEMENT

# *PROCEDURE MANUAL*

## TABLE OF CONTENTS:

# FOREWORD



It is an honour and pleasure for me to share with you this important document entitled **"Basic TVET School Leadership and management procedure manual"** that anchors the transformation of Technical and Vocational Education and Training delivery in Rwanda. I am fully aware of the positive effect of your effective school leadership and management to introducing much needed new perspectives to Quality training and development in Rwanda, the region, continentally and worldwide.

Please accept my sincere gratitude for your willingness to comply with this important document that will assist you in developing new thinking and innovative solutions to boost our intrinsic collaboration and achieving synergy between education policy priorities, labour market demand and training needs. In closing, allow me to take you to the expectations/aims of this document through the following highlights:
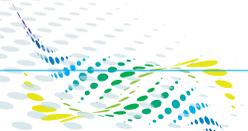
The government of Rwanda through Rwanda TVET Board (RTB) believes that in order to fast track socio-economic transformation, there is a need of sustainable TVET system whereby effective leadership and management of Technical Secondary Schools (TSSs) and Vocational Training Centres (VTCs) that embrace training quality standards and use of ICT in education are highly recommended.

- In the 21$^{st}$ century, the role of TVET school leaders has become a critical factor that will ensure increased employability to decrease the mismatch between the available skills and the labour market demand through producing competent graduates with capacity to apply high-quality technical solutions in response to the existing needs of the industry sector, the economy and the nation at large.

Please join RTB in its tireless efforts and determination to promote skills development for decent job creation! Your efforts will contribute enormously to the nation's success and progress, and are highly appreciated.

**Dipl.-Ing. Paul UMUKUNZI**

**Director General, RTB**
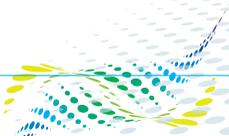
## *List of Acronyms*

| | |
|---|---|
| **CBT** | Competence-Based Training |
| **CBA** | Competence-Based Assessment |
| **CNRU** | Rwanda National Commission for UNESCO |
| **CPD** | Continuous Professional Development |
| **EDPRS** | Economic Development and Poverty Reduction Strategy |
| **ESSP** | Education Sector Strategic Plan |
| **HEC** | High Education Council |
| **MINEDUC** | Ministry of Education |
| **NESA** | National Examination and School Inspection Authority |
| **NST** | National Strategy for Transformation |
| **REB** | Rwanda Education Board |
| **RP** | Rwanda Polytechnic |
| **RTB** | Rwanda TVET Board |
| **RTTI** | Rwanda TVET Trainer Institute |
| **TVET** | Technical and Vocational Education and Training |
| **TSS** | Technical Secondary School |
| **UR** | University of Rwanda |
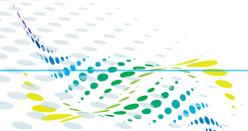
## *Objective of the Procedure Manual*

The National Strategy for Transformation of Rwanda (2017-2024) is the main implementation strategy for the remainder of Vision 2020 and the first seven years of Vision 2050. It combines the previous Seven Years Government Program (7YGP) and the EDPRS into one coherent strategy. It will also serve as a strategy for making progress towards achieving the Sustainable Development Goals (SDGs), the Africa Union Agenda 2063, and the East African Community (EAC) Vision 2050.

NST1 has three main pillars: Economic Transformation, Social Transformation, and Transformational Governance. The second pillar includes an overarching goal to 'develop Rwandans into capable and skilled people with quality standards of living and a stable and secure society', and one of its six priority areas is to "**enhance the demographic dividend through improved access to quality education**".

To achieve NST1, the Ministry of Education developed an ESSP 2018/19-2023/24 aiming at **scaling up the number of TVET graduates with skills relevant to the labor market**. This should be done through working with the private sector to update the Labor Market Information System and identify critical skills

required in the labor market to inform training programs in TVET. To achieve its mission, the Ministry of Education works closely with the following Government Agencies: REB, RTB, NESA, RP, HEC, UR, RTTI and CNRU.

Pursuant to the presidential order N° 123/01 of 15/10/2020 (Rwanda, 15/10/2020), establishing Rwanda TVET Board (RTB), and ministerial order N°001/MINEDUC/2021 of 20/10/2021 determining the standards in education, **RTB has the responsibility of coordinating programmes, activities and projects that can accelerate the development of TVET in Rwanda,** most specifically – those in relation to RQF Level 1 to 5. RTB should ensure that TVET is the key driving force to equipping graduates with skills needed in the world of work, thus contributing to Rwanda becoming a knowledge-based economy.

Rwanda TVET has undergone several changes over the past decade. The sector is now boosting inclusiveness, ICT integration, CBT/CBA implementation. These changes require **competent education leaders** who can:

- **Develop and apply effective strategies;**
- **perform well in unpredictable environment;**
- **create a vision for addressing change and**
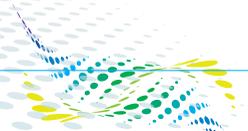
**improving the quality of education;**

- **set an example and influence others to follow.**

> Educational leadership and management create favourable environment and conditions for the development of competences and the motivation of teachers, trainers and educational staff, thus ensuring that education and training institutions operate as effective learning organisations.

School leaders can be aspiring leaders and managers if they are reflective enough about their own leadership and management style, and if they possess the necessary competences to effectively perform their tasks and responsibilities. Their values, approach and practices shape up the learning process and have a huge impact on the quality of education and training.

In response to its mission and mandate, RTB commits to continuously supporting TVET school leaders in their strive for quality education and training. Therefore, the current TVET SCHOOL LEADERSHIP AND MANAGEMENT PROCEDURE MANUAL has been developed to:

*Assist TVET school leaders in strengthening their role and further developing their competences in planning,*

*designing strategies, leading the teaching and learning process and managing the school organisation.*
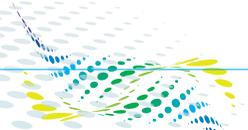
# 1. LEADERSHIP AND MANAGEMENT

**LEADERSHIP** is the art of influencing and guiding people to attain objectives willingly.

**MANAGEMENT** is the act of overseeing and controlling people in attaining the set objectives.

## 1.1    WHAT IS EDUCATIONAL LEADERSHIP
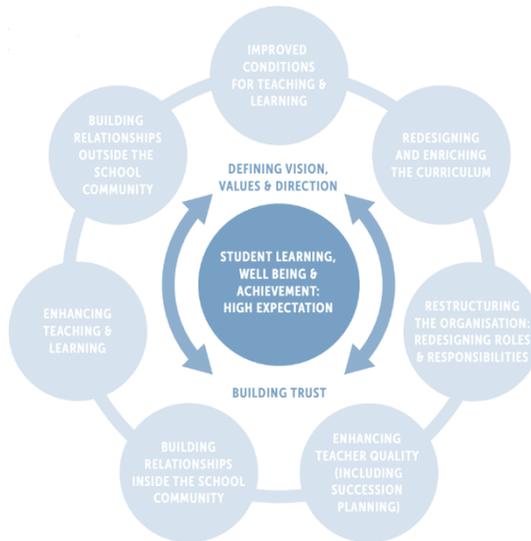


[55] Bryk & Schneider (2002); Louis (2007)  [56] Day and Johansson (2008)  [57] Day et al. (2008; 2009a)  [58] Day et al. (2010).

**Educational Leadership** is a collaborative process that unites the talents and forces of school leaders, teachers, students and parents to improve the quality of education and the education

system itself. Leadership is not something we do to other people, but something we do with other people. The key dimensions of successful educational leadership are defined as follows:

## 1.2 WHAT IS EDUCATIONAL MANAGEMENT

**Educational Management** is a field which is concerned with the operation of educational organisations. It is the process of planning, organising and directing activities in a school by effectively utilizing human and material resources, in order to accomplish the school's objectives.
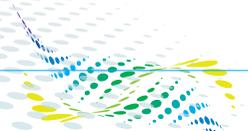
The key components of educational management are defined as follows:

Educational Planning

Educational Administration

Educational Organisation

Educational Direction

Educational Coordination

Educational Supervision

Educational Controlling

Educational Monitoring and Evaluation

# 2. ROLES AND RESPONSIBILITIES IN TVET

## 2.1 WHO ARE THE KEY STAKEHOLDERS IN TVET

> To effectively perform their functions and responsibilities, school leaders need to know the context they are working in, as well as the key stakeholders.

TVET has emerged as one of the most effective human resource development strategies that Rwanda has embraced in order to train and modernise the technical workforce for national development. Since its launch in 2008, Technical and Vocational Education and Training (TVET) initiatives and projects have been increasing and numerous key stakeholders have been involved. For its successful implementation, TVET in Rwanda is led and managed by different authorities and organs at various levels.

- The key TVET **governing institutions** are MINEDUC, NESA, RTB and the District.
- The core **implementers** of TVET at school level are the TVET Schools (Technical Secondary Schools).
- The **beneficiaries** of TVET at school level are the students.
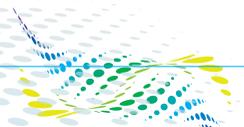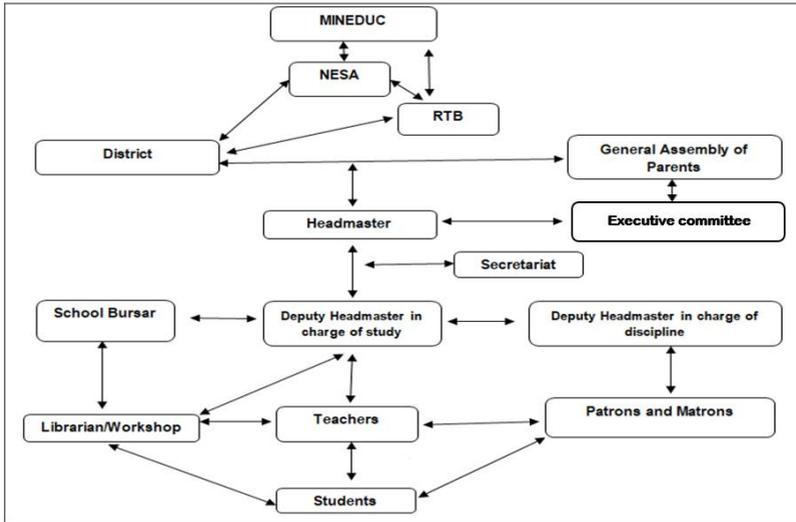
*TVET School Management Organigram*

Each of the above-mentioned organs has its clear mandates and mission.

## A. Ministry of Education

The general mission of the Ministry of Education is to transform Rwandan citizens into skilled human capital for socio-economic development of the country by ensuring equitable access to quality education focusing on combating illiteracy, promotion of science and technology, critical thinking and positive values (MINEDUC, 2018-2023).

The core **functions** of the Ministry of Education are:

- Developing, reviewing and guiding the implementation of education sector policies and strategies.
- Enacting laws and adopting regulations and guidelines for the promotion of education in line with national education policy through:

    a. *Drafting up laws, regulations and guidelines for the promotion of education;*

    b. *Setting up and disseminating standard norms applicable to education sector.*

- Developing and managing Education Monitoring and Evaluation systems through:

    a. *Monitoring and evaluation of education policies, strategies and programs;*

    b. *Monitoring the education indicators and consolidate the data handled by decentralized entities.*

- Reporting periodically and annually to the Cabinet on the impact of the education programs, strategies and programs on the development of the education sector.
- Developing strategies for resource mobilization and efficient utilization through:
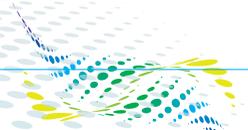
    *a. Mobilizing resources and supervision of its use to ensure rational utilization for the development of education;*

    *b. Promoting partnership with private investment in the development of education.*

- Promoting the teaching, learning, and the good use of Information and Communication in Education through:

  *a. Promoting information and technologies in the area of education;*

  *b. Promoting information and communication technology as a tool for learning and teaching.*

- Developing, reviewing and guiding education sector for institutional development and capacity building through:

  *a. Overseeing the programs of school construction and equipment;*

  *b. Overseeing formal education and continuing training of teaching staff and other staff of the Ministry and its agencies.*

The main role of MINEDUC vis- a-vis TVET management and leadership, consists of providing policies and guidelines as far as overseeing their implementation.

## B. National Examination and School Inspection Authority

The National Examination and School Inspection Authority (NESA) is a government institution established in 2020 by the presidential order No N° 123/01 of 15/10/2020 published in Official Gazette N° 32 bis of 19/10/2020. It was established under the Ministry of Education, to monitor the implementation of Norms and Standards through school inspections and also administrate the comprehensive assessments from Level 1 to Level 5 in TVET and Basic Education.

The primary mission of NESA is to ensure quality of education in basic education and Technical and Vocational Education and Training (TVET) from level one (1) to five (5) and to regulate the comprehensive assessments of students and national examinations.

NESA **mandate** is:

- To set standards for accreditation of basic education schools and TVET schools (Level 1 to 5).
- To monitor the implementation of norms and standards in public, Government subsidized and private basic education and TVET schools (Level 1 to 5).
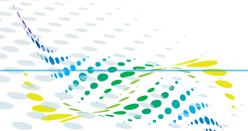
- To ensure the quality of education in public, Government subsidized and private basic education and TVET schools (Level 1 to 5)
- To prepare, conduct and mark national examinations.
- To publish national examinations results.
- To orient students of primary and lower secondary level schools who pass the national examinations.

In relation to TVET, NESA has the **power** to:

- Grant accreditation to TVET school.
- Place students from lower secondary level schools who pass the national examinations into TVET public and government aided schools.

- Award certificate to students who passed national examinations for Level 5.
- Suspend or close a school offering TVET school when considered necessary.
- Recognise and provide equivalence of TVET certificates and degrees awarded in foreign countries.

## C. Rwanda TVET Board

Rwanda TVET Board (RTB) is a government institution established in 2020 by the presidential order N° 123/01 of 15/10/2020 published in Official Gazette N° 32 bis of 19/10/2020. It was established under the Ministry of Education, to be at the fore-front of all efforts to promote TVET from Level 1 to 5 of the Rwanda Qualification Framework.

The mission of RTB is to promote quality in technical and vocational education and training from Level 1 to 5, aiming at fast tracking socio-economic development of the country.

RTB has the following **mandate**:

- To design and distribute curricula, teaching materials, trainer's guides, methodologies and establish training methods for technical and vocational education and training from Level 1 to 5.
- To promote the use of information and communication technology in technical and vocation education and training from Level 1 to 5.
- To coordinate and fast track technical and vocation education and training programs and activities;
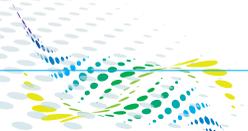
- To coordinate programs and activities to ensure trainers development, build their capacities and monitor their management;
- To advise the Government on all activities which can fast track technical and vocation education and training development in Rwanda.

## D. Districts

Districts are key stakeholders in TVET. Their **responsibilities** are:

- To disseminate TVET quality standards to TVET schools.
- To verify the accuracy of information compiled and provided by TVET schools.
- To provide strategic recommendations to TVET schools on how to improve TVET quality.
- To mentor, coach and supervise TVET schools.
- To ensure national policy and strategy are applied in local schools.
- To make regular inspections of the school to ensure that school premises and equipment are being used properly.
- To process school staff' salaries and renumeration.

- To manage performance contracts and performance evaluation for school staff.
- To recommend schools for accreditation.
- To plan for schools infrastructure and equipment development.
- To discuss with schools the learning and teaching progress, results and conduct.
- To conduct financial, physical and human resources checks.

## E. TVET schools

| TVET schools' role and responsibilities can be summarised as follows: | |
|---|---|
| 1 | Contribute to improving the quality of teaching and learning, based on educational standards and the recommendations provided by districts and central level stakeholders (MINEDUC, NESA and RTB). |
| 2 | Provide all documentation and information requested by educational stakeholders |
| 3 | Delivery of skills development services |
| 4 | Setting school strategic direction like vision, mission, clear objectives, values and motto |
| 5 | Translate the vision for the school into a strategic plan with clear objectives and high expectations for all |

| 6 | Coordinate the development and implementation of clear improvement plans and policies |
| 7 | Create a school climate that is motivating and inspiring and a culture that encourages innovation, creativity and collaboration among staff |
| 8 | Monitor, analyse and review data related to student learning |
| 9 | Create a positive, safe and conducive learning environment |
| 10 | Ensure that there is a continuous, school-wide focus on students' achievement |
| 11 | Ensure that evaluation and assessment of students are well organized |
| 12 | Promote excellence, equity and high expectations for all students |
| 13 | Establish structures and systems to support teaching and learning |
| 14 | Devote sufficient time to observe teaching and learning activities and engage in constructive conversations with teachers on teaching and learning |
| 15 | Develop a programme of continuous professional development |
| 16 | Manage the school resources efficiently and effectively in a way that promotes student learning |

| 17 | Monitor, evaluate and review the systems, policies and structures and the effect of these on student outcomes |
|----|---|
| 18 | Create a sense of ownership and involvement in the school with all staff by involving them in decision making. |
| 19 | Manage and organize the school environment effectively and efficiently to ensure that it meets the needs of the curriculum, health and safety regulations |
| 20 | Manage the school's financial, physical and human resources effectively and efficiently to achieve the school's education goals and priorities |
| 21 | Promote income generating activities for the school |
| 22 | Establish structures and systems to support teaching and learning |
| 23 | Devote sufficient time to observe teaching and learning activities and engage in constructive conversations with teachers on teaching and learning |
| 24 | Develop a programme of continuous professional development |
| 25 | Manage the school resources efficiently and effectively in a way that promotes student learning |
| 26 | Monitor, evaluate and review the systems, policies and structures and the effect of these on student outcomes |
| 27 | Create a sense of ownership and involvement in the school with all staff by involving them in decision making. |

| 28 | Manage and organize the school environment effectively and efficiently to ensure that it meets the needs of the curriculum, health and safety regulations |
| 29 | Manage the school's financial, physical and human resources effectively and efficiently to achieve the school's education goals and priorities |
| 30 | Promote income generating activities for the school |
| 31 | Organize recruitment of support staff and ensure their contracts are signed in compliance with labor law |
| 32 | Promote and implement strategies for motivating staff and students |
| 33 | Create and maintain effective partnerships with parents including communicating effectively about student performance, Discipline and welfare |
| 34 | Partner, where appropriate, with NGOs, agencies, businesses or other organisations to support teaching and learning |
| 35 | Collaborate with different stakeholders and local community |
| 36 | Establish partnerships and share practices with other schools |
| 37 | Placement in companies and follow up of learners in Industrial Attachment Program or any other form of workplace learning as part of TVET |
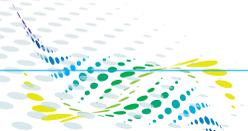
## 2.2    WHAT ARE THE ORGANS OF THE TVET SCHOOL

Referring to ***Official Gazette n° Special of 18/02/2021*** (The Law determining the organisation of education **N° 010/2021 of 16/02/2021)** Section One: Organisation of general, technical and vocational basic education institutions (Article 34-46), the administrative organs of a TVET School are as follows:

- **The General Assembly**
- **The Management of the TVET School**

## A. General Assembly

The General Assembly is the supreme organ of an education institution in terms of learning, teaching and welfare of both learners and teachers. It monitors the general functioning of an education institution and ensures its development.

The structure of the General Assembly is as follows:
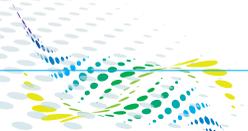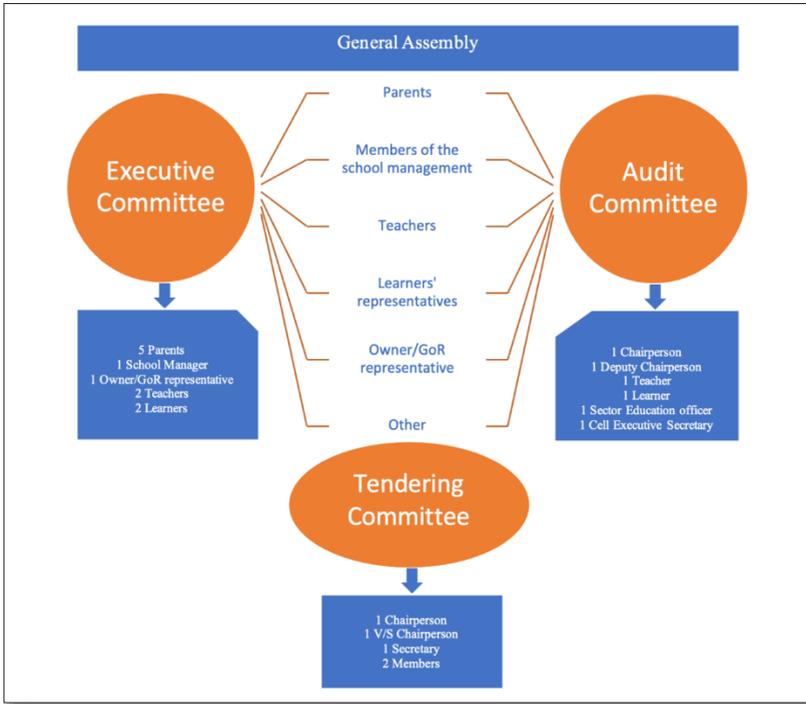
The roles and responsibilities of the General Assembly and its affiliated organs are as follows:

| Organ | Responsibility |
|---|---|
| **General Assembly** | Adopt the specific vision of the education institution according to its mission |
| | Appoint and dismiss members of the executive committee |

| | |
|---|---|
| | Appoint and dismiss members of the audit committee |
| | Adopt the education institution's internal rules and regulations |
| | Approve the education institution's annual budget and action plan |
| | Approve the annual financial and activity report |
| **Executive Committee** | Monitor compliance with laws and regulations governing the education institution and advise on the internal rules and regulations of the education institution; |
| | Monitor the management of the education institution's property and welfare of learners |
| | Examine problems faced by the education institution and advise on how to address them |
| | Advise on the education institution's vision, planning and strategy |

| | |
|---|---|
| | Advise on the education institution's budget |
| | Report to the General Assembly |
| | Submit meeting reports to Sector authorities, with a copy to the executive secretary of the Cell where the education institution is located |
| | Perform such other responsibility as may be assigned by the General Assembly |
| **Audit Committee** | Monitor the management and use of the education institution's finance and property |
| | Monitor compliance with the education institution's internal rules and regulations |
| | Control the feeding of learners at the education institution |
| | Submit the audit report to the General Assembly |
| | Audit the functioning of the Executive Committee. |
| **Tender Committee** | Review the assessments undertaken by Tender Boards for all tender responses |
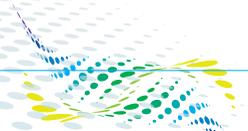
Request supporting documentation, more information or clarification if necessary

Analyse Query discrepancies

Review recommendations provided by Procurement for all tender processes and where required amend, reject or endorse any recommendation(s)

Act as an Appeal Board for issues raised by external parties arising from procurement activities

Consider matters relating to the efficiency and effectiveness of the procurement process

## B. Management of the TVET School

The Management of the TVET school carries out the day-to-day management of the institution. The structure and responsibilities of the School Management are as follows:

```
                         ┌─────────────────┐
                         │  School Manager │
                         └────────┬────────┘
                    ┌─────────────┴─────────────┐
          ┌──────────────────┐       ┌──────────────────┐
          │  Deputy School   │       │  Deputy School   │
          │ Manager (Studies)│       │    Manager       │
          │                  │       │  (Discipline)    │
          └──────────────────┘       └──────────────────┘
```
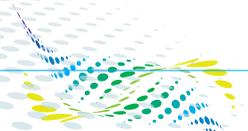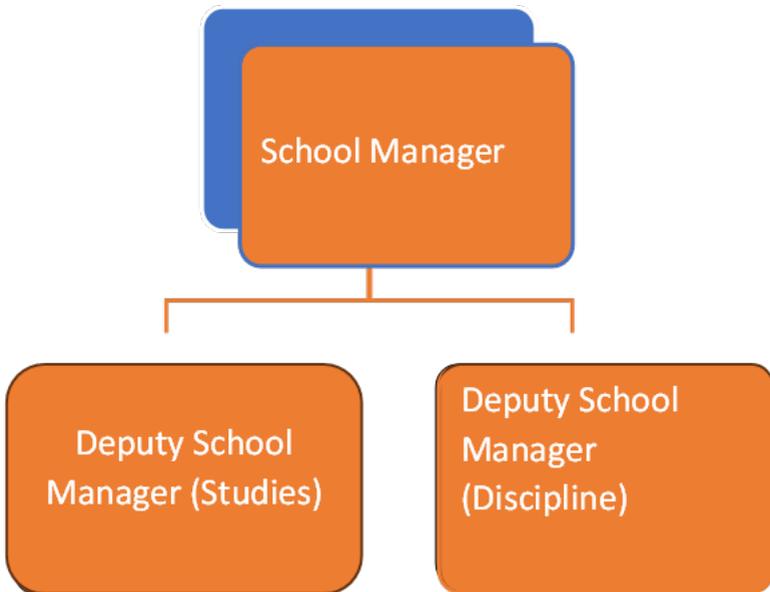
| Organ | Responsibility |
|---|---|
| **Management** | Ensure the daily administration of the education institution, teaching and learning, the conduct of teachers and other staff members, learners and the management of the education institution's property to improve the quality of education |

| |
|---|
| Implement policies and legislation governing education |
| Prepare the draft annual budget and submit it to the Executive Committee for approval by the General Assembly of the education institution |
| Implement recommendations of the Executive Committee and decisions of the General Assembly |
| Submit to the Executive Secretary of the Cell where a parent resides within seven (7) working days, the identification of a parent or any other person with parental authority over the child, who deprives a child of the right to study in basic education institutions |
| Make a report every three (3) months, submit it to the District and reserve a copy to the Sector where an education institution is located |
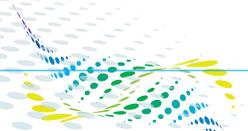
## *C.  School Manager*

An effective School Manager should possess a set of knowledge, skills and attitudes, i.e., competences, which revolve around some key areas of expertise as follows:

:

- Leadership
- Management
- Communication
- Analysis
- Decision Making

Below are listed some of the roles and responsibilities of the School Manager, which require the possession or the development of some specific competences, in order to allow the School Manager to perform his/her duties to a high-quality standard.

**1**

*The School Manager effectively communicates national education policies, laws, standards, strategies (processes, procedures, priorities, plans), as well as written, mutually agreed upon performance expectations (results, actions and behaviours) and school internal rules and regulations.*

Being a good communicator is among the key skills that a School Manager must possess. The School Manager's role involves daily communication with various stakeholders, whose interests and understanding of the school management subject matter may vary a lot. *For example, a* School Manager should be able to inform parents about the latest changes and reforms in the field of education in a simple manner to allow them to grasp the essence of the information and most importantly – understand how a new law or standard will affect their children
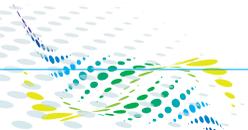
and their educational development. Another example is when School Managers discuss school rules with students, which must be done in a way to make students understand why it is important to follow rules as a guarantee that they will follow these rules. Therefore, a School Manager should:

- know in detail the subject of communication;

- be aware of the audience's background and profile;

- choose carefully the language of communication;

- check whether the message has been correctly understood.

## 2

*The School Manager establishes, communicates, monitors and continuously improves appropriate school structures and systems that facilitate effective teaching and learning.*

The School Manager is the main driving force for success and progress within the school. His/her main task is to ensure that the teaching and learning take place in a manner to ensure that

teachers and students achieve their goals and they attain the best possible version of themselves. This requires a lot of focus on constantly observing the existing school structures and systems and introducing improvements where necessary. It is very important to note that while a personalised approach is useful (*where the School Manager is trying to capture and address the needs of each and every teacher and student*), the School Manager should always strive for improving processes and systems for the benefit of all. This approach requires an in-depth analysis of how each potential novelty will affect the whole school community and whether the positive results surpass the potential risks from introducing such novelty. Therefore, it is recommended that School Managers **plan and consult any improvement that they are willing to introduce with the General Assembly and the relevant national authority (Rwanda TVET Board), which will not only support the decision-making process, but will also ensure compliance with the regulations and alignment with the interests of all key stakeholders, i.e., students, teachers, parents and the community**.
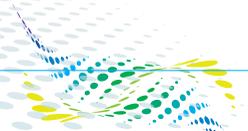
**3**

*The School Manager communicates and delegates school leadership and management roles and responsibilities to school community members.*

The School Manager cannot and is not expected to do everything on his/her own. Therefore, successful leaders and managers are also very good in delegating tasks to other members of the team. In the case of school managers, these other members of the team are the deputy School Managers and the teachers. However, delegating should not be mistaken with "transferring responsibility"; the *responsibility for the outcome and results always remains with the person who has delegated a task to some other team member*. Delegation always **involves proper communication of what needs to be done, by who, when and how**. Effective School Managers should always **closely monitor the implementation** of each task that they have delegated and **provide feedback** on a regular basis.

## 4

*The School Manager makes professional decisions, based on research, evidence, best practice and experience.*

The School Manager is the key decision maker when it comes to all important school matters. However, taking the right decision is not an easy task and requires a lot of analysis of the available information. This entails collecting data, consultations with peers and the national authorities (Rwanda TVET Board and NESA), as well as exploring good examples from other schools. In order for a decision to be qualified as "professional", it needs to be well-justified (supported by information on why, how and what). A "good" decision is one that **takes into account the potential risks, the expected outcomes and the strategy for its implementation**.
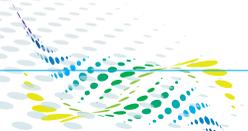
## 5

*The School Manager uses reliable performance related data to identify performance areas that require improvement and sets performance improvement targets.*

When taking the decision on whether and what needs to be improved, a School Manager should **know very well the real context and the existing challenges**. For this purpose, it is required that **performance across various areas is assessed**. Only after comparing the performance against the expected results, a School Manager can conclude that certain element necessitates improvement. The next step is to define by how much certain aspect needs to be improved, which will result in setting realistic and justified targets. *For example, if the attainment results among students are lower than the national average, the School Manager might want to evaluate to what extend this is due to teachers' teaching skills by observing more regularly their lesson planning process, the interaction with students during classwork and the provision of feedback to students during the course of the school year. Based on the evidence collected, the School Manager will be able to make an informed decision whether teachers' capacity is an element that*

*requires improvement and set up a specific plan on how to achieve this.*

**6**

*The School Manager manages school staff effectively and holds them accountable for the achievement of results.*

Effective management requires **clarity on what is expected from all staff members**, in line with their roles and responsibilities. Someone could be held accountable only if they are **fully aware of what they should do, how they should do it and what would be the consequences of poor performance or failure to achieve the set goals**. Therefore, it is recommended that the School Manager regularly communicates to staff members by when and how they are expected to deliver a certain objective, as well as explain what will be qualified as "good" and "poor" performance. Accountability also increases when the task implementer owns the process. Therefore, the School Manager should involve all staff members in the decision-making, thus ensuring that they feel part of the process and their active involvement in the implementation would guarantee the success of the whole endeavour.
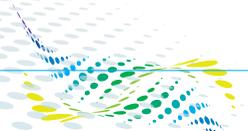
**7**

*The School Manager leads the development of school policies and regulations that suit the school context.*

School policies and regulations are meant to ensure the wellbeing, as well as the health and safety, of the whole school community. Therefore, their **content, nature and objectives should be closely aligned with the specific context within the school and the locality**. A School Manager should make sure that he/she is well-informed of their students' background and the challenges that they might be experiencing, not only while at school, but in their families as well. The context may vary from school to school; hence, different approach might need to be applied when resolving similar in nature problems. *For example, a girl's TVET boarding school which is located in a remote area might not need as strict access rules as a mixed gender daily-form TSS that is situated in the middle of a big city.* It is the School Manager's responsibility to evaluate the specific needs of the school community and the potential risks for the wellbeing of its teachers and students, in order to develop and implement regulations and strategies that would improve the performance

and increase the safety and wellbeing of all school community members.

# 8

*The School Manager leads and manages changes within the school.*

Changes are usually done when something needs to be enhanced or a potential risk to be overcome. Any change leads to certain disturbance of the normal practices and it takes time for it to be fully understood by all interested parties. Therefore, the School Manager should be a good change manager. This means that he/she should aim to minimise the negative effects and maximise the benefits of organisational change. This often involves **focusing on the people side of change – identifying the impact on the school community, getting them ready for the change, and handling any resistance to such change**. Finally, it is really important that the School Manager clearly communicates why a certain change is needed, before it has been introduced, which may guarantee better understanding and stronger compliance among school staff members.
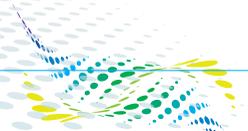
## 9

*The School Manager manages and allocates resources (human, financial, physical, knowledge and time) in a way that maximizes impact on teaching, student learning results and achievement of other school objectives.*

The School Manager disposes of various resources to effectively perform his/her role. However, to efficiently use these, he/she needs to **be aware of what is available**. Therefore, an in-depth analysis and evaluation is required to establish what expertise, time, finances, people and assets, the school has, in order to achieve its goals. In addition, it is essential that impact is regarded as the longer-term effect from any given measure, rather than the imminent result. Maximising the outcomes and achieving the set objectives should be carried out by planning and **allocating the right resources to the right tasks**. *For example, it is not effective to always rely on the best-performing staff members to resolve difficult situations. Overexploitation of the potential of some teachers or staff members may result in burn-out. In addition, all staff members should develop their skills and be given a chance to progress.*

## 10

> *The School Manager effectively manages the conflicts within the school as they arise.*

It is the School Manager who needs to critically assess each and every situation and allocate the resources which would most effectively serve the implementation. This also calls for developing competences for prioritizing, risk management and advanced financial literacy.

Conflict management is the **process by which disputes are resolved, where negative results are minimized and positive results are prioritized**. An absolutely essential aspect of being a good leader is understanding how to manage conflicts, hence, School Managers are expected to have or develop competences that would allow them to effectively solve any disagreements at school level. This key management skill involves using **different tactics** depending on the situation, **negotiation**, and **creative thinking**. With properly managed conflict, a school is able to minimize interpersonal issues, enhance parents', teachers' and students' satisfaction, and produce better learning outcomes.
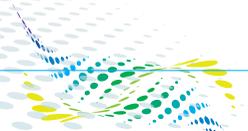
Apart from the above competences, a School Manager is also expected to have certain attitudes. Among these are:
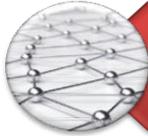
The idea that the primary purpose of school resources management is to support teaching and learning as well as attaining excellent student learning results

The establishment of a conducive and supportive learning and teaching environment

Collaborating with school community members in school management process

Evidence of competence for Managing the school as an Organisation:

- Performance expectations, policies, rules and regulations are displayed in places that are easily accessible;
- Performance expectations, policies, rules and regulation are known and understood by the school community members;
- There are functional structures and systems to ease management of teaching and learning;
- School performance monitoring and evaluation reports are available and easily accessible;
- Motivational opportunities and strategies for staff and learners are available and documented.
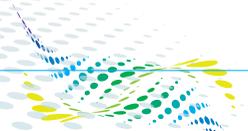
The main responsibilities of a School Manager are to ensure the good governance of all school aspects including administration, pedagogy and social levels.

**Administartive Responsibilities**

- ✓Ensure the implementation of the policies, strategies, rules and regulations governing education;
- ✓Ensure open communication with staff through regular meetings, school public notice and social work
- ✓Promote teamwork spirit within the school
- ✓Coordinate self-assessment for quality audit.
- ✓Ensure proper records of school archives
- ✓Promote awareness of the school, develop good relationships with external bodies that can support the school
- ✓Coordinate annual budget preparation for the school.
- ✓Provide professional and technical advice to her/his supervisor.

**Pedagogical Responsibilities**

- ✓Coordinate all pedagogic activities in the school
- ✓Ensure the educational needs of each learner are addressed
- ✓Ensure proper records of academic progress, achievements, and disciplinary files

**School Resource Managament**

- ✓Ensure proper financial management of the school
- ✓Ensure proper human resource management.
- ✓Ensure proper school asset management
- ✓Assess staff performance on regular basis and identify areas for improvement.

## D. Deputy School Managers

### Deputy School Manager in charge of Studies

In his/her daily work, the Deputy School Manager oversees the studies of a TVET school and fulfils roles, duties and responsibilities which are primarily of pedagogic nature. He/she

works in collaboration with the School Manager and other members of administrative and teaching staff.

**Responsibilities:**

- Plan, organize, and coordinate all school training activities.
- Monitor and evaluate learning and teaching process in line with Competency Based Curriculum implementation.
- Report regularly teaching and learning activities.
- Conduct internal verification and facilitate external verification.
- Conduct training need assessment for teaching staff.
- Plan and organize Continuous Professional Development (CPD) of trainers.
- Liaise learners with private sectors/industries/company and/or partners in line with engaging them at the workplace.
- Provide professional and technical advice to her/his supervisor.
- Perform all other tasks assigned by her/his supervisor.

### *Deputy School Manager in charge of Discipline*

In his/her daily work, the Deputy School Manager in charge of discipline of a TVET school fulfils roles, duties and responsibilities which are primarily in relation to students'
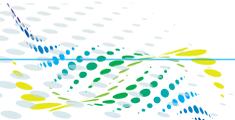
welfare and discipline. He/she works in collaboration with the school School Manager and other members of administrative and teaching staff, as well as other discipline officers (patron and matron).

**Responsibilities:**

- Plan, organize, and coordinate all school co-curricular activities.
- Ensure students welfare and discipline.
- Handle and report regularly students' discipline and behaviour.
- Provide guidance and counselling of students on various special cases regarding health.
- Plan and organize Continuous Professional Development (CPD) of discipline subordinates.
- Provide professional and technical advice to her/his supervisor.
- Coordinate all functions organized by the school discipline team.
- Lead discipline team and heading school discipline committee.

## E. Subsidiary Management Organs

The subsidiary organs of the management of any education institution are the:

**Learners' Council**

- Give opinion on the learning, teaching, conduct and welfare of the learners
- Participate in various works related to the general activities of the education institution
- Elect their representatives to the General Assembly, Executive Committee and Audit Committee;
- Participate in the fight against the use of drugs and other immoral behaviours among learners everywhere and at all times
- Participate in the fight against any form of violence
- Prevent and fight genocide ideology, sectarianism, discrimination and any form of favouritism
- Contribute to the promotion of Rwandan values, sports, culture and leisure

**Teachers' Council**

- Promote learning, teaching and the management of the education institution
- Participate in the preparation and use of the education institution's budget
- Elect their representatives to the Executive Committee and Audit Committee
- Contribute to the monitoring of the behaviour and discipline of teachers' and learners and other problems identified by the education institution
- Promote the use of technology, languages taught in education institutions and especially of the medium of instruction
- Participate in the fight against all forms of violence
- Prevent and fight the ideology of genocide, sectarianism, discrimination and all forms of favouritism
- Teach learners the Rwandan values
- Srive for excellence and innovation

## 3. LEADERSHIP AND MANAGEMENT PROCESS AND PROCEDURES

The leadership and management process is a complex, interactive, and dynamic working relationship between leader/manager and a group of people. This working relationship, built over time, is directed toward addressing the
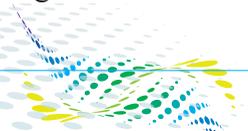
group's needs and guiding it towards successfully achieving its objectives.

The leader/manager provides resources directed for inspiring and motivating the group to fulfil its tasks and responsibilities in the most effective manner.

The process to ensure high quality TVET that produces competent graduates for decent jobs, contributing to economic and social transformation, requires TVET School Managers to understand the TVET result management chain:

**TVET INPUT**
- Physical Resources
- Learning Resources
- Human Resources
- Legal Framework

**TVET PROCESS**
- Strategic Direction Provision
- Teaching and Learning
- Management and Administartion
- Cooperation and Public Relations

**TVET OUTPUT**
- Competent Graduates

**TVET OUTCOME**
- Decent Job Creation
- Industry Led and Labour Market Oriented Economy

**TVET IMPACT**
- Socio-Economic Transfromation

## 3.1    HOW TO DO STRATEGIC PLANNING AND IMPLEMENTATION

Strategic planning is a process to provide direction and meaning to day-to-day activities. It examines the school's values, current status, and environment, and relates those factors to the school's desired future state, usually expressed in five- to ten-year time periods. At TVET school level, strategic planning is conducted for a three to

In the simplest terms, a strategic plan can help improve school performance. Usually, staff can become caught up in routine and daily challenges and they can lose sight of the organisation's purpose. Therefore, a strategic plan can not only refocus staff sense of purpose but can stimulate future-oriented thinking based on a shared mission. Moreover, the collaboration between staff members is more effective when everyone is working within the same set of assumptions and toward the same goals.

Vision, planning, and goal-setting have consistently proven to be positive influences on organisational performance. Especially in times of limited financial resources, a strategic plan's purpose, goals, and objectives can be used as a prioritisation system for effectively allocating resources and funds. It can help the school

think through the right choices in the context of restricted budgets.

The School Manager, as the person responsible for administering and managing the school, as well as for providing leadership, is ultimately responsible for the strategic planning. But the entire school community should be actively involved in all stages of the process: planning, implementation, monitoring, and evaluation.

The resources needed for strategic planning are: human resources, financial resources and physical resources (infrastructure, materials, tools and equipment).

A template for developing a Strategic Plan can be found in *Annex 1*.

**1**

*Situational Analysis*

School situational analysis is about assessing the internal and external environment (SWOT and PESTEL analysis). It is performed by answering the following questions:

✓ What is happening in our (TVET) environment?

✓ Which new policies have been / will be introduced?

- ✓ What purpose do we serve?

- ✓ What do we believe in?

- ✓ What are our strengths and weaknesses?

- ✓ What resources are available to us?

- ✓ What internal issues must be addressed?

- ✓ How do we interact within our institution?

It is important that the situational analysis is performed together with the whole school staff, by the process being guided by the School Manager. Once all responses are collected, the School Manager should compile the information and produce a comprehensive report that summarises the data provided by all staff members.

**2**

*Envisioning*

School envisioning involves the following stages:

1. Developing a vision and mission for the future

It involves defining:

- a **shared purpose** for the institution;
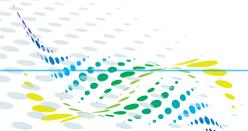
- the **vision** for the institution and detailing the vision into **mission statement**;

- how the school should look like in the future;

- the **role** that the school will play in a broader context;

- the available resources;

- the **target groups** (who will the school serve);

- the way the school will serve its target groups.

2. Developing goals and motto to reach that future.

Specific goals (what is to be achieved) are identified to help move the organisation forward from its current state to the desired future state. Goals may be sequential, for example, over a five-year strategic plan, with a completion date specified for each goal (deadline and milestones).

## 3 *Defining Strategic Components*

This step involves the definition of the following components:

- OVERALL OBJECTIVE/IMPACT

An overall objective explains why the school's activity and performance is important to the society. It also refers to the longer-term benefits to the target groups (students, parents, local community, society), i.e., the impact that is expected.

- SPECIFIC OBJECTIVES / OUTCOMES

These are the detailed objectives that describe what will be reached during the process of implementing the school strategy. These should be SMART: Specific, Measurable, Achievable, Relevant and Time-bound. The specific objectives relate to outcomes, which are the overall results from achieving a specific objective.

- ACTIVITIES / OUTPUTS

The activities are what the school would be doing to accomplish its objectives. The activities lead to the production of short-term results, i.e., outputs.

- **LOGICAL FRAMEWORK** (LogFrame matrix)

The desired impact, the objectives, the outcomes, the activities and the outputs must be arranged in a logical framework, which shows the interrelations between the different components and
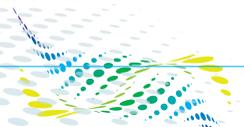
how these would be implemented. It also defines the indicators to be followed, the targets set and the sources of data collection and verification.

- **OPERATIONAL IMPLEMENTATION PLAN** (assumptions and source of verification)

Once all key components are defined, an operational implementation should be developed, which gives all the details of how each of the planned activities will be performed – when, who, how.

# 4 *Developing an Annual Action Plan*

An action plan is created to **organise a school-improvement effort**. It is also a definitive checklist of different tasks and resources needed to complete or achieve a defined goal.

It may take the form of an internal school document that can be also shared with the public.

Action plans typically include the following information:

- A school's improvement goals, such as targets for improved student performance or graduation rates.
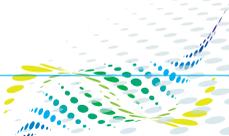
- The specific actions or strategies a school will undertake to achieve its goals.

- The roles and responsibilities assigned to staff members.

- The project timeline or the deadlines to be met.

- The resources allocated to its execution.

- The milestones or growth targets expected to be achieved at specific stages of the plan's execution.

- The data or other forms of evidence that will be collected for the purposes of action research or project evaluation.

While the concept is straightforward, the design, use, and purpose of action plans may differ significantly from school to school. Action plans are mostly **designed at school level for a period of one year.** These are meant as tools for planning, coordination and monitoring of school activities.

The action plan refers to the ACTIVITIES aspect and breaks down the general activity statements into specific **ACTIONS**. The main steps to develop an action plan include:

Define goal → List tasks → Identify critical tasks → Assign tasks to responsible staff → Assess and improve
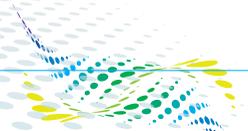
Please refer to *Annex 2* which provides a Template for developing an Action Plan.

# 5 Budget Planning

A budget is an **estimation of income and expenses over a specified future period** and is usually compiled and re-evaluated on a periodic basis. School budget plan is elaborated by referring to the annual action plan.

Budgeting is a **process whereby the situation of expected income and proposed expenditures are estimated**. In the case of a school, to budget is to determine revenues and expenditures.

**The summary of income and expenditures constitutes the budget** or more precisely, the budget estimate. The budget is used as a guide for all staff members and helps the school to achieve its objectives by mainly focusing on areas which will require money for their achievement.

The estimation and planning of the budget show the bursar ways, principles and techniques which can be used in order to develop annual budgets for the school.

The school budget planning involves contribution from various individuals and entities across several levels of government. The budget planning is done in cooperation with MINEDUC, RTB, the district authorities, school management and administration, the general assembly.

The purpose of the school budget is to provide an opportunity **to justify the collection and expenditure of funds received from different sources and partners**, such as direct beneficiaries (school fees), government funds, project funds, income from school production units and other income generating activities.

The main steps to prepare and implement an annual budget are:

Identify income** → Separate needs and wants → Design your budget → Approve the budget → Implement budget → Monitor and evaluation → Revise the budget

** school fees based on the number of students, funds from ordinary budget, income from production units, contribution from the owner of the school, grants scholarships AND expenses (salaries and allowances, food, administration costs, maintenance, etc.)

After the budget has been approved by the school management or the board committee, expenditure must be executed following items approved in the budget.
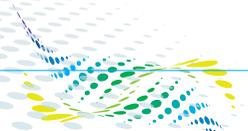
After each quarter, an evaluation must be carried out on the conditions of budget implementation. Budget implementation should be done in a way that **expenditure does not exceed the planned budget**.

Sometimes during the school year, there can be situations that require budget revision. These include budgetary lines which were not planned or internal transfers from a budgetary line to another when necessary.

The bursar has the responsibility of planning and gathering information regarding all the needs of the school in terms of supplies and equipment.

Please see *Annex 3* - Annual Budget Plan Template.

# 6

## *Procurement*

Procurement planning is the process of identifying and consolidating requirements and determining the timeframes for their procurement with the aim of having them as and when they are required.

A good procurement plan **describes the process of identification and selection of**

**suppliers/contractors/consultants**. This may involve purchase of goods at competitive prices, handling all legal procedures associated with obtaining a contract, budgeting costs for the goods and studying financial trends to ensure that money is spent wisely.

The quality of a product or a lower price do not necessarily mean signature of contract. Therefore, the applied methods of procurement matter a lot. In public and government-aided TVET schools, the Tender Committee is responsible for all tenders. For details on how public procurement is regulated, please refer to **Law n° 031/2022 of 21/11/2022 governing public procurement, ministerial order n° 002/20/10/tc of 19/05/2020 establishing regulations on public procurement** and the Public Procurement User Guide 2021 - https://www.rppa.gov.rw/. In addition, *Annex 4 - Procurement Plan Template* could serve as the basis to elaborate a school procurement plan.

Among that procurement methods applied by TVET School are:

- **Open Competition Tendering** - Open tendering is a guarantee for competitive bidding. It allows companies to bid in an open competition process or open solicitation manner. This is the method commonly used by TVET
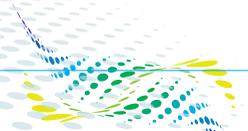
schools. A procuring entity must use an open competitive bidding method if the estimated value of the concerned tender is above three million Rwandan francs (3,000,000 RWF)

- **Restricted Tendering** - Unlike open tendering, restricted tendering only places a limit on the amount of requests for tenders that can be sent by a supplier or service provider however, the competition is limited to agencies that are invited by the procuring team. The procuring entity should establish a set of guidelines to use when selecting the suppliers and service providers that will be on the invitation list.

- **Two Stage Tendering** - There are two procedures that are used under the two-stage tendering method. Each one of the procedures has a two-stage process. This can be disadvantageous for some procurement teams if there is a time limit on securing a contract. In the same vein, this option is more flexible for both parties, allowing more room for discussion to meet mutual needs. During the first tendering stage, the procuring entity may hold a technical discussion with bidders and retain bids that are

substantially responsive in order to make adjustments on the tender document.

- **Request for Quotations** - This procurement method is used for small-valued goods or services. Request for quotation is by far the least complex procurement method available. If you have the option, use this method to ensure a fast procurement process and not a lot of paperwork. There is no formal proposal drafted from either party in this method. Essentially, the procurement entity selects a minimum of three suppliers or service providers that they wish to get quotes from. A comparison of quotes is analyzed and the best selection determined by requirement compliance is chosen. The procuring entity may use the request for quotations method for the procurement of consultancy and non-consultancy services, goods or works whose value exceeding five hundred thousand Rwandan francs (500,000 RWF) but not exceeding three million Rwandan francs (3,000,000 RWF), readily available on the market and whose specifications are standard.

- **Single-Source Procurement** - Single source procurement is a non-competitive method that should
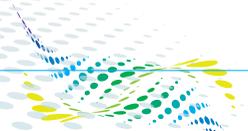
only be used under specific circumstances. Single source procurement occurs when the procuring entity intends to acquire goods or services from a sole provider. A tender whose value does not exceed five hundred thousand Rwandan francs (500,000 RWF) could be awarded without resorting to any competitive method. In any case, the procuring entity is not allowed to split tenders in a manner aimed at avoiding the normal procurement methods provided for by the law.
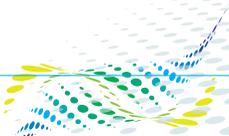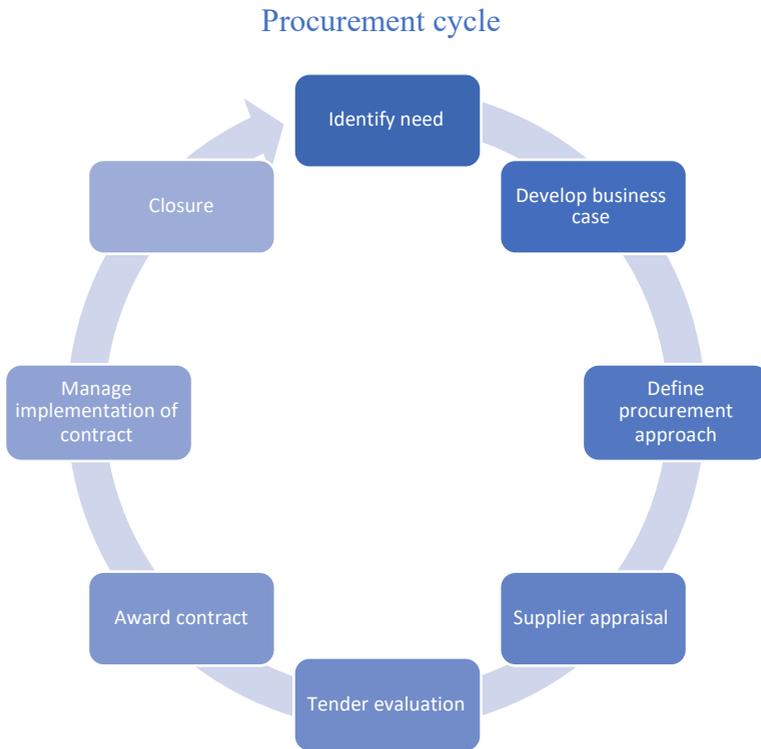
## Procurement cycle



The procurement process also contains three distinct stages:

**Sourcing stage:** This covers the initial steps in which the school identifies its needs, conducts the tendering procedure and assesses suppliers.

**Purchasing stage:** This stage includes negotiating the terms, awarding the contract, creating purchase orders, receiving and inspecting goods and services.
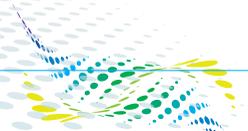
**Payment stage:** Involves the payment of the received goods, services or works.

The school must conduct three-way matching. Accounts payable should conduct three-way matching by comparing the purchase order, order receipt or packing list and invoice. The goal is to ensure the goods or services received match the purchase order and to prevent payment for unauthorized or inaccurate invoices. Highlight any discrepancies between the three documents and resolve issues before arranging payment.

## Tender document (Document d' Appel d'Offre/DAO)

A written invitation is sent to potential suppliers to inform them about the information required for the tendering process. Issuing a tender document initiates the tendering process by which a school selects qualified and interested suppliers based on aspects such as price, availability and proposed delivery terms.

The tender document contains the application papers and provides information on the requirements that suppliers should meet in order to apply and be considered during the selection process. The tender document also gives details on deadlines and selection criteria and usually contains a cover letter, the procurement method, the provisional terms and conditions of the

contract, a bill of quantities, the specifications, designs/drawings, plans, and the expected quality.

## Tender report

A tender report is a brief history of the tendering process and an analysis of each tender submission and any subsequent negotiations. This report is prepared to give recommendations to the School Manager about the best tenderer(s). The throughout process and results of the tender evaluation are kept confidential.

**7**

*Monitoring and Evaluation of Progress*

Action plans should be reviewed and revised regularly - based on the progress made, in order to reflect on the evolving school goals and values, referring to the strategic plan.

Monitoring is an internal process, which entails a systematic and continuous collection, analysis and use of information for management control and decision-making. It is a continuous function that uses the systematic collection of data on specified indicators to provide management and the main stakeholders of an on-going intervention with indications of the progress and achievement of objectives and use of allocated funds.
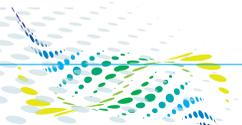
Monitoring is done by those who are responsible for the implementation of activities in order to assess whether and how inputs (resources) are being used, whether and how well-planned activities are being carried out or completed, and whether results are being produced as planned. It is done also to identify strengths and weaknesses encountered and to formulate practical proposals for taking the necessary action (correct problems or improve successes).

**Evaluation is an assessment, as systematic and objective as possible, of an on-going or completed plan.** The purpose of a school strategic plan evaluation is to determine Relevance, Efficiency, Effectiveness, Impact and Sustainability. It is done by the TVET School staff and relevant stakeholders/authorities, depending on the modalities chosen for evaluation.

The environment is not static during the implementation of a strategic plan. **Revisions** may be needed due to changing events or changes in personnel, funding patterns or needs, environment. Although defined as a separate set of activities, evaluation and revision are implied in every step of strategic planning. If continuous evaluation has been an integral part of the strategic plan development process, revision following implementation is unlikely to involve major changes.

A school can develop an effective monitoring and evaluation tool, by using the templates for planning and adding additional columns next to each key item – to record the actual implementation as opposed to what was planned. This would also allow for identifying the variance between the initially planned and realised.

## 8    *Evaluation of the Strategic Plan Impact*

Ongoing evaluation is conducted to understand how the school is performing against the set objectives within its plan. The **evaluation of the impact is a much more complex task and involved the assessment of the longer-term benefits** that have occurred for the key target groups, thanks to the successful achievement of the goals and the realisation of the planned outputs and outcomes.
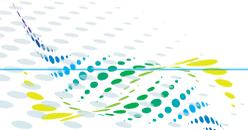
## 3.2 HOW TO LEAD THE TEACHING AND LEARNING PROCESS

> School leaders use their educational expertise and management skills to focus the efforts of everyone in the school on improving the quality and impact of teaching and learning.



Leading the teaching and learning process should ensure that all students learn effectively and that that the teaching is of the highest possible standards. School leaders have the responsibility to create the environment, conditions and structures which support the teaching and learning.
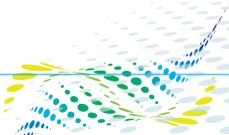
## A. *Leading the Teaching Process*

Teachers are the key to implementing an effective teaching process by strengthening the strategies that lead to effective learning. Teachers' role is to transfer knowledge and skills, while their leaders should provide guidance on how teachers' can improve their performance through continuous professional development (CPD).

Teachers have the power to directly teach while their leaders have the ability to inspire them in accomplishment of their daily activity. Likewise, teachers inspire students to apply and accommodate the acquired skills, knowledge, and attitudes.

Regardless of the setting, high-impact school leaders know that trainers need the expertise to understand how their students learn and how to help them make the next steps in their learning.

Leading the teaching process requires an effort to be made by different education stakeholders, including but not limited to the School Manager, Deputy School Manager in charge of Training, and Heads of Departments.
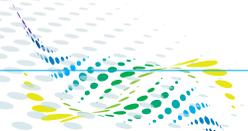
School leaders (School Managers and Deputy School Managers) in a TVET school should:

Ensure that all trainers share a common understanding of quality training and the role of a trainer within the school;

Establish structures and systems to support the teaching process;

Monitor and review classroom practice and promote improvement strategies;

Ensure that arrangements for performance management are in place to hold trainers being accountable for their students' learning;

Devote sufficient time to observe teaching and learning activities and engage in constructive conversations with teachers on teaching and learning;

Develop a program of continuous professional development;

Stimulate collaboration among staff;

Supervise an induction program for new staff.

## B. Leading the Learning Process

The role of school leaders is to ensure that all students learn. This implies setting high expectations for all students and staff members. Creating a constructive and safe learning environment and culture are essential aspects of the role of the school leader. School leaders (School Managers and Deputy School Managers) in a TVET school should:

- Set individual, group, and school targets related to student learning;

- Monitor, analyze, and review data related to student learning;

- Create a positive, safe, and conducive learning environment;

- Ensure that there is a continuous, school-wide focus on students' achievement;

- Ensure that evaluation and assessment of students are well organized;

- Promote excellence, equity, and high expectations for all students.
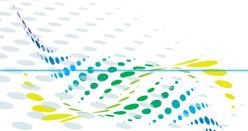
## C. Tools

Teaching and learning activities are the core business of the school. To effectively manage the process, different tools have been developed in the TVET Quality Management Handbook.

The following are helpful to school leaders to accomplish their tasks:

- ✓ Continuing Professional Development (CPD) review;

- ✓ Annual academic calendar;

- ✓ Chronogram;

- ✓ Teaching timetable;

- ✓ Scheme of work;

- ✓ Session plan;

- ✓ Class diary

- ✓ Mapping of learning unit;

- ✓ Trainer performance criteria checklist;

- ✓ Assessment guideline;

- ✓ Assessment plan - integrated assessment plan, integrated assessment summary form;
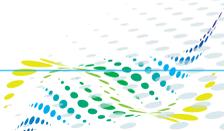
✓ Trainee/student profile and performance criteria checklist.

## D. Rules and Regulations

Every school must develop its own regulations, based on the international rights of children, school values and other laws in force, by also considering the national education policy.

The rules and regulations should contain articles referring to different aspects of school life, with particular focus on the prevention of segregation and divisionism behaviour, notably genocide ideology. Students should be protected from all forms of aggression.

Among the important points to be considered and communicated through the school's internal rules and regulations are:

- Respecting daily timetable of school activities

- Taking care of school materials

- Entrance, exit and visits policy

- Order and discipline in class and within the school premises

- Personal hygiene
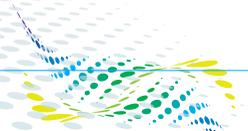
- School uniform

- Diligence at work

- Modality of achieving the contract of performance

- Extracurricular activities (clubs, youth associations, spiritual activities and sport)

- Motivating staff and students

- Gross misconduct and minor offences

- Health care and medicines

- Items forbidden at school (telephone, radio, camera…)

- Positive values to promote universal values, African values, morality and dignity ″ubupfura″

- Fight against the genocide ideology and every divisionism ideology

## 3.3    HOW TO MANAGE AND ADMINISTRATE THE SCHOOL

The school's management and administration is implemented in three main components, as follows:
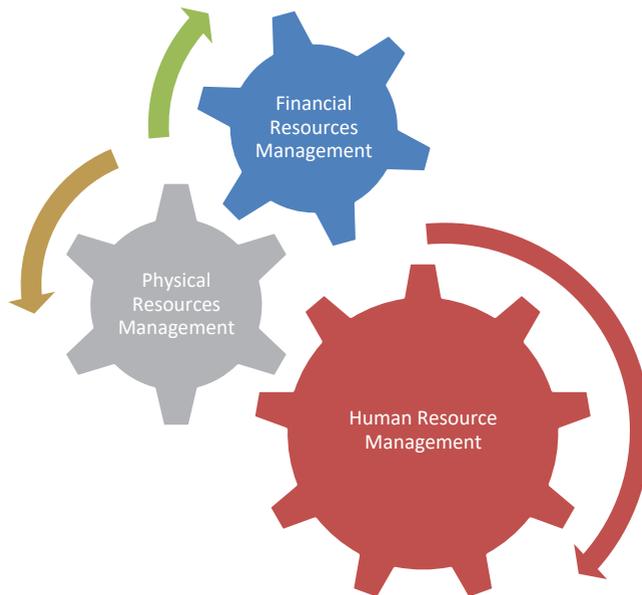


## A. HR Management

School human resource management is a crucial aspect of running an educational institution effectively. It involves the management and coordination of personnel-related activities
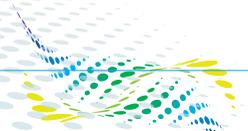
within the school, such as training, performance evaluation, compensation, benefits administration, and employee relations.

The primary goal of school human resource management is to ensure that the school has a competent and motivated staff capable of delivering quality education and supporting the overall mission and objectives of the school. By effectively managing human resources, schools can create a positive work environment, attract and retain talented staff, and enhance employee satisfaction and productivity.

## School Human Resource management strategies:

Effective human resource management strategies in a school are crucial for creating a positive work environment, attracting and retaining talented staff, and ultimately enhancing student outcomes.

Here are some key strategies for managing human resources:
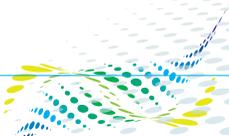
- Provide ongoing professional development opportunities to enhance the skills and knowledge of teachers
- Support teachers in attending workshops, conferences, and courses to stay updated with the latest educational practices
- Offer coaching and mentoring programs to foster continuous growth and improve performance

- Establish clear performance expectations and goals for all staff members
- Conduct regular performance evaluations to provide feedback and identify areas for improvement
- Recognize and reward outstanding performance to motivate and retain talented employees
- Implement performance improvement plans for underperforming staff members, offering support and resources to help them improve

- Promote work-life balance by implementing flexible work arrangements and reasonable workload expectations
- Encourage a healthy work environment by providing resources for stress management and promoting employee well-being programs
- Foster a supportive culture that values employee mental and physical health

- Ensure competitive and fair compensation packages to attract and retain top talent
- Offer a range of benefits, such as professional development opportunities

- Establish effective communication channels to keep employees informed about school policies, decisions, and opportunities
- Encourage collaboration and teamwork among staff members to foster a positive and inclusive work culture
- Provide opportunities for staff to give feedback and participate in decision-making processes

## *B.  Physical Resources Management*

A school can function only when adequate infrastructure, equipment and consumables are in place. The tangible or physical resources are infrastructure, furniture, equipment and tools. The duties of a School Manager consist of looking after the following physical equipment:

- Main school building with its various sections and departments;

- Garden and lawns;

- Playgrounds;

- Hostel building;

- Staff quarters;

- Equipment;

- Tools.

The main school building can be divided into two major sections:
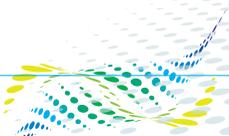
Some  of  the  principles,  which  we  need  to  apply  in  the
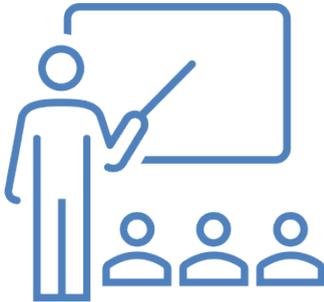
| Academic | Administartive |
|---|---|
| •Main hall<br>•Library<br>•The Sick Room or bedroom for the patients.<br>•Dining room<br>•Toilets separate for boys and girls.<br>•Gymnasium<br>•Workshops<br>•Science laboratories<br>•Computer labs/smart classrooms<br>•Classrooms | •Administrative block<br>•Store<br>•Greening and beautification<br>•Playgrounds<br>•The Hostel Buildings<br>•Proper furniture, security and lighting arrangements<br>•The Miscellaneous ( Water storage, Swimming pool, Gymnasium, Fire extinguishers, Agricultural poultry, Cafeteria or School tuck-shop ,shop, stationary shop, etc) |

management of physical resources, are as follows:

- ✓ All possible resources should be identified and used appropriately.
- ✓ There should be the maximum use of all available resources.
- ✓ Local resources should be sought and manufactured wherever possible.
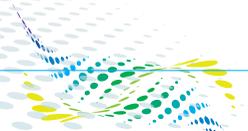
✓ The use of resources should be carefully maintained and controlled.

Physical Resource Management in TVET School should have the following seven prominent characteristics:

### Physical resources management procedures:

The new concept for physical resources management is need-based and not grant-based, i.e. the plan is prepared in accordance

### Adequacy

- A school must possess adequately all the facilities necessary for curricular and co-curricular activities. For this purpose, the following four points need special attention: Site and surroundings, Area, Plan, and Design of construction.

### Safety

- A school plant must be able to protect and secure the life and things of the people inside. It must have school fence, proper ventilation and light.

### Coordination

- All the sections of TVET school must function separately but connected mutually so as to help and not interfere with each other's functions.

### Efficiency and Unity

- The whole TVET school campus must be planned in such a way that the management is efficient and convenient.

### Beauty

- The TVET school campus must be beautifully designed and decorated so as to present a cheerful atmosphere.

### Adaptability

- It must be planned in a flexible way so as to leave scope for modifications and growth in accordance with the need.

### Economy

- The school plant should be economical in original cost, upkeep and operations.
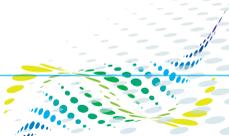
with the actual needs of the school. The institution's physical resource management plan seeks improvement in all directions and it must include school improvement projects in the form of action research. The procedure of physical resource management improvement comprises the following steps:

## Making a Survey of Resources

The School Manager should make a survey of the existing physical resources as well as the resources that can be made available with the help of the supporting staff.

## Analysis of the Present Status of Resources

The School Manager should analyse the present situation to review whether:

- The school building is spacious enough to cope with the present needs
- The equipment and furniture are adequate.
- The laboratory and library facilities are proper.
- The institutional programme needs reshuffling and changes and the institution needs additional adjuncts like hostel, staff quarters, school bus, more playfields etc.
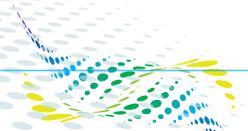
The School Manager should also call regular meetings of staff in order to identify the areas of improvements in physical resources needed for better management.

## Improvement Program Projects

In the process of preparation of improvement programs, discussion with the staff should be followed by enlisting the physical resources needed.

Each improvement program needs to be defined in terms of financial implications if any and from the point of view of urgency of the problem and availability of resources. Projects must have some broad and some specific objectives depending upon the utility and urgency of the resources. Some examples of physical resource improvement projects are suggested below:

a) *Projects concerning building construction of additional rooms, compound wall, quarters for the academic, administrative and supportive staff and white washing, repairs and electrification of the building.*

b) *Projects concerning campus - beautification of the entire campus, installation of water pumps, provision of sewage, drainage and sanitary conveniences.*

c) *Projects concerning instructional material - Enriching the school library with supply of textbooks, reference books, magazines, and journals and equipping the labs with charts, models and portraits of scientists.*

d) *Projects concerning equipment - Provision of audio-visual equipment, art and craft equipment, sports and musical instruments and science laboratory equipment, workshops equipment etc.*

## Supervision and Administration

Supervision and administration are two functions, which are combined. The School Manager is responsible for the following specific tasks in connection with the supervision of physical resources and their management &. exploitation:

- ✓ All school building equipment and property must be well maintained.
- ✓ He or she must be conversant with supplies and maintenance regulations.
- ✓ All school purchases must be correctly recorded and maintained in good order.
- ✓ All school purchases must be used for the purpose for which they were bought.
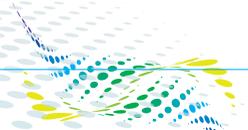
✓ Goods and materials must be frequently checked and controlled to ensure their effective use.

✓ An up-to-date inventory must be kept in every location of the school resources.

## Physical resource management constraints

TVET School Managers are facing many constraints which affect their ability to manage school resources effectively. These might include:

X Insufficient funding

X Shortage of trained personnel to handle maintenance and supplies.

X Lack of storage space.

X Insecure storage facilities.

X Delays in the disposal of unserviceable stock items and equipment.

X Lack of consultation between supplier and user.

X Increase in maintenance demands because of limited facilities and equipment.

X Inability of all members of the teaching and non-teaching staff in being regular and prompt in maintaining records.

## *C. Financial Resources Management*

Financial management is one of the most fundamental practices in any organisation, including schools and other educational institutions.

Financial management essentially means planning, organizing, directing and controlling the financial activities in schools so that the financial resources are used in an efficient and effective manner.

Financial resources are the funds required for the smooth operations of a school. In school administration, funds are necessary for the procurement of facilities, equipment, consumables, electronics and communication, needed for effective performance.

Financial management covers such areas as:

- procurement of funds;

- allocation of funds;

- monitoring of funds in the interest of accountability;

- producing financial reports for the relevant stakeholders.
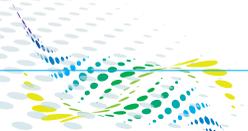
Financial management is, therefore, an integral part of the responsibility of School Manager. His/her role in this process could be summarised as follows:

Allocate funds to various activities in accordance with the budget.

Authorise the disbursement of school funds.

Administer school funds both lawfully and morally.
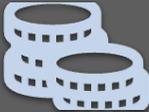
Determine a school budget in consultation with other stakeholders such as heads of department, senior teachers, etc.
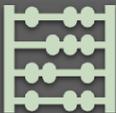
Ensure that the school has the funds it needs and that those funds are used effectively and efficiently.

Financial management ensures that the administration and management team are able to manage the budget in an effective manner and make informed decisions related to the school budget. Unlike a business organisation, in a school setting, financial management has three key segments to it:

### i.    School fees Management

For the school finance team, school fees are a large part of the financial management and a **School Finance Management Tool** helps to ease the process in a number of ways:

Create Fees:

Creating and calculating the fees for a school full of students can be a tedious affair. If done manually, the administration team has to take into account the class of the student, sibling discounts, additional discounts, transportation fees, hostel fees, and many other such elements. However, with the help of a school finance management software not only does this calculation become easier but the automated system helps eliminate human errors – thus making the process of creating and calculating fees easy and error-free.

Schedule Fees:

The school finance management software also helps to schedule the fees and send out an automatic reminder to the parents about payment for the same. The software helps to automate the fee invoicing process, scheduling it and generating fees due to reports as and when needed. That's why the financial module in the School Data Management System (SDMS) is more relevant for the TVET schools' financial management.
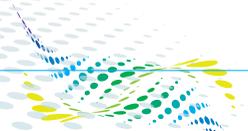
Check Fees Defaulter:

This module of the school finance management software allows for the finance team to easily get a quick update on the students whose fees are pending. The system can also be set up to send reminders to parents about pending fees or even any other school-related payment. Fee defaulters report can be checked and they can be reminded about the pending fees via short message or electronic mail.

Check Fees Structure and Fee Refunds:

In a school system, it is very common for the school fees to vary from student to student depending on a number of variables such as class, sibling discount, facilities available such as a hostel, canteen, transport, etc. In this scenario, the school finance management app helps the team to check the fees' structure accurately and issue out refunds when needed.

Fees Report Such as Batch Wise and Students Wise:

One of the biggest advantages of a school finance management system is that it takes the pressure of making and submitting reports. The administration team can use the school finance management software to create and edit reports related to fees. These reports can be easily customized as per the needs of each school.

## ii.    Staff Payroll Management

Schools also have many employees and staff ranging from teachers, administration staff, department heads, trained and untrained support staff, various specialists, counselors, etc. A **Staff Payroll Management System** helps the school to manage and deal with the financial aspects of staff salary, taxation calculation, special allowances, deductions, gross pay, net pay, etc.

The staff payroll management is also concerned with employee Attendance Management for easy salary computation at the end of the month. Besides attendance data, variables like mid-year salary revision data are also taken into account. Additionally, it can be customized according to the school's various policies such as pay policy, leave and benefits policy, attendance policy to calculate the final pay towards the end of each month

## iii.    School Account Management

A **School Finance Management System** offers school and educational institutes a broad selection of features that empowers them with the ability to manage and control their accounts more effectively; the authorization to opening any
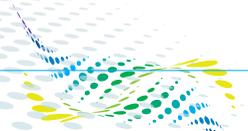
school account is approved by mayor of the district in which school is located.

School account management must be under three persons: the School Manager, a teachers' representative and a Parents' representative.

In case of signing on any document related to transfer and/or withdraw of money from the school account, at least 2 account mandatories are recommended and the School Manager's authorization is irreplaceable.

### iv.    Financial Reports

A Financial report allows school finance team to view the various transactions for a period of time. The reports show all the existing categories of income and expenses and some tools also have an option to view and generate reports in complete detail such as discounts, fines, etc.

## 3.4   HOW TO COLLABORATE WITH KEY STAKEHOLDERS

Effective collaboration with stakeholders can lead to a holistic and inclusive approach to quality improvement in schools,

ensuring that the needs and perspectives of all stakeholders are considered.

In the education sector, the term stakeholder typically refers to person or organisation who is invested in the welfare and success of a school and its students. Also, stakeholders can be collective entities, such as local businesses, organisations, advocacy groups, committees, media outlets and cultural institutions.

## A. Types of Stakeholders



- Direct stake in the organisation and management of the school - (administrators, teachers, staff members, elected officials (school board members and state representatives)

**Primary Stakeholders**

- Work within the school system on a daily basis and have direct control over the school's performance – (staff, district representatives, school board)

**Internal Stakeholders**

- Strong interest in the school's outcomes and performance - (students, parents and families, community members, local business leaders)

**Secondary Stakeholders**

- Outside the day-to-day work of the school, have a strong interest in the school outcomes, but cannot directly impact on the outcomes – (banks and financial institutions, competitors, local communities, media, suppliers)

**External Stakeholders**

## B. Collaboration Strategies

**Parent involvement:** Schools can actively involve parents in the education process through regular communication, parent-teacher meetings, and parent seminars. By seeking input from parents and involving them in decision-making processes, schools can gain valuable insights and perspectives.
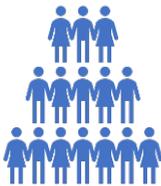
**Community Engagement:** Schools can collaborate with community organisations, local businesses, and institutions to enhance the learning environment. This can involve partnerships for mentorship programs, industrial attachment, experts' exchange, and community service projects. Engaging with the community helps bridge the gap between school and the real world, providing students with valuable experiences and resources.

**Collaboration with Teachers**: Schools can foster a culture of collaboration among teachers not only within school but with other schools to discuss teaching practices, share resources, and collectively problem-solve. Collaborative planning, peer observation, and feedback sessions can also contribute to professional growth and improve instructional quality.

**Student Involvement:** Schools can empower students to actively participate in decision-making processes. This can be achieved through student commitee, leadership opportunities, and student-led initiatives. By including students in the quality improvement process, schools can gain insights into their experiences, needs, and perspectives, ultimately enhancing the learning environment.
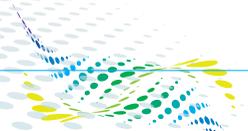
**Collaboration with Education Authorities:** Schools can collaborate with local, regional, or national education authorities. This can involve participating in workshops, conferences, and professional development programs organized by education authorities. Schools can also engage in policy discussions, contribute to curriculum development, and implement recommended best practices to improve the quality of education.

**Partnerships with Higher Education Institutions:** Schools can establish partnerships with colleges, universities, and research institutions. This collaboration can involve joint research projects, professional development programs, and resource sharing. By leveraging the expertise of higher education institutions, schools can gain access to cutting-edge research, innovative teaching methods, and educational resources.

**Continuous Assessment and Feedback:** Schools can regularly assess and evaluate their performance, seeking feedback from stakeholders such as parents, students, and teachers. By actively listening to stakeholders' perspectives, schools can identify areas for improvement and make informed decisions.
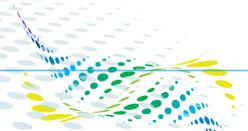
# 4. TEMPLATES AND TOOLS

## Annex 1: Strategic Plan Template *(with examples)*

| Name of School | | *School Logo* |
|---|---|---|
| PART I INTRODUCTION | | |
| Executive Summary | | |
| PESTEL Analysis | | |
| SWOT Analysis | | |
| PART II FRAMEWORK | | |
| Mission and Vision | | |
| Purpose and Goals | Example: *Our core purpose is underpinned by the motto 'Thinking Beyond' with the key aim of achieving high quality educational outcomes for students. A key focus of the school is to encourage curiosity and* | |

| | |
|---|---|
| | *creativity within a global perspective. Through high quality learning we aim to create global citizens who are successful in their lives and careers and to equip them with the skills and attributes to create jobs and compete in the labour market. We are guided by the Rwanda Educational Goals.*<br><br>*Goal 1: We promote equity, excellence and access to education.*<br><br>*Goal 2: Our students become successful learners, confident and creative individuals and active and informed citizens.* |
| Values | Example:<br><br>• *Integrity*<br>• *Resilience* |
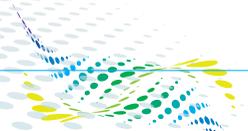
*Annex 2: Action Plan Template (with examples)*

| Overall Objective | Improved Quality of the TVET Offer | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Specific Objective 1: | *To improve the learning facilities and environment* | | | | | | | | |
| Specific Objective 2: | *To upgrade TVET Trainers' capacity* | | | | | | | | |
| Specific Objective 3: | *To improve practical skills of learners* | | | | | | | | |
| SPECIFIC OBJECTIVE 1: *To improve the learning facilities and environment* | | | | | | | | | |
| Outcome | Output | Indicator | Baseline | Target | Milestones | Responsible Person | Budget Estimation RWF | Source of Funding | Timeline |
| *Improved School Infrastructure (OMI)* | *Established computer centre (OP1.1)* | *Number of new computers purchased* | *10 computers* | *100 new computers purchased* | *Q1: Tender process completed* *Q2: Supply and installation of computers* | *School Manager/ Procurement Officer* | *RWF 45,000,000* | *GoR* | *Jan 2023 – Dec 2023* |
| | *Improved workshop equipment (OP1.2)* | *Number of machines purchased* | *2 ploters* *3 jigsaws* *......* | *1 CNC machine* *......* | *Q1: Detailed calculations of cost* *Q2: Purchase of equipment* *Q3: Installation* | *Deputy School Manager Studies* | *RWF 200,000,000* | *Other sources (donation)* | *Feb 2023 – May 2024* |
| | *Established e-Library (OP1.3)* | *Number of e-learning resources developed* | *0* | *23 e-learning resources developed (for 3 trades)* | *......* | *Deputy School Manager Studies* | *RWF 29,000,000* | *Project supported by Development Partners* | *Jan 2023 – Jun 2023* |

**Activities:**

*OP1.1:*

*Preparing tender documents*

*Evaluation of bids*

*Purchasing computers*

*Preparation of physical structures of the centre*

*Disposal of non-functioning computers*

*Monitoring of delivery of computers*

*Installation and connecting of computers*

*OP1.2:*

......

......

......

......

*OP1.3:*

......

......

......

**SPECIFIC OBJECTIVE 2:** *To upgrade TVET Trainers' capacity*

| Outcome | Output | Indicator | Baseline | Target | Milestones | Responsible Person | Budget Estimation RWF | Source of Funding | Timeline |
|---|---|---|---|---|---|---|---|---|---|
| …… | | …… | …… | …… | …… | …… | …… | …… | …… |
| | | …… | …… | …… | …… | …… | …… | …… | …… |
| …… | | …… | …… | …… | …… | …… | …… | …… | …… |

**Activities:**

*OP2.1:*

*OP2.2:*

*OP2.3:*

**SPECIFIC OBJECTIVE 3:** *To improve practical skills of learners*

| Outcome | Output | Indicator | Baseline | Target | Milestones | Responsible Person | Budget Estimation RWF | Source of Funding | Timeline |
|---|---|---|---|---|---|---|---|---|---|
| | | …… | …… | …… | …… | …… | …… | …… | …… |
| …… | …… | …… | …… | …… | …… | …… | …… | …… | …… |
| | *OP3.1:* | | | | | | | | |
| …… | | | | | | | | | |
| **Activities:** | *OP3.2:* | | | | | | | | |
| | …… | | | | | | | | |

*Annex 3: Annual Budget Plan Template (with examples)*

| Account designation | Planned activities under account | Proposed budget RWF | Source of funding |
|---|---|---|---|
| Senior Management | *Activity1: Mission allowances* | | *E.g.: capitation, school production, development patterns', school fees, etc.* |
| | *Activity 2: Visitors* | | |
| | *Activity 3: Fuel…………* | | |
| Stewardship (Bursar office) | *E.g.: advertising, office equipment, mission allowances, etc.* | | |
| Events | *E.g.: commemoration, graduation, open days, etc.* | | |
| DOS office | *E.g.: internships, study visits, teaching materials, etc.* | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Discipline (leisure, sports, culture, etc.) | *E.g.: sports competitions, etc.* | | | | | |
| Maintenance | *E.g.: fire insurance, class maintenance, etc.* | | | | | |
| School feeding | *E.g.: food, drinks, etc.* | | | | | |
| Utilities | *E.g.: electricity, water, software, etc..* | | | | | |
| Practice materials | *E.g.: consumables used in workshops, etc.* | | | | | |
| Infrastructures | *E.g.: buildings, computer labs, etc.* | | | | | |
| Other | *E.g.: communication allowances, meetings, bank charges, etc.* | | | | | |
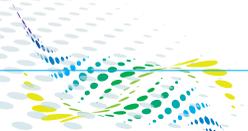
## Annex 4: Procurement Plan Template *(with examples)*

| Type of Tender | Title | Estimated Cost | Source of Funding | Tendering Method | Tender Docs | Tender Publication | Bid Opening | Notification of Results | Final Notification | Contract Signature | Contract START | Contract END | Other relevant information |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Goods/Services/Works | | RWF | | | planned DATE | planned DATE | planned DATE | planned DATE | planned DATE | planned DATE | planned DATE | planned DATE | |
| 1 Goods | Purchase of 10 computers | 2,500,000 | GoR | OC | 10/02/23 | 01/03/23 | 01/04/23 | 15/04/23 | 20/04/23 | 01/06/23 | 01/06/23 | 31/07/23 | see specifications for computers |
| 2 | | | | SM | | | | | | | | | |
| 3 | | | | SS | | | | | | | | | |
| 4 | | | | RFQ | | | | | | | | | |
| 5 | | | | TST | | | | | | | | | |