



Socioeconomic Institute for Advanced Studies (SIAS)

*Pioneering Socioeconomic Solutions
& Development by Multidisciplinary Holistic Academic Programs*

Strategic Plan 2023- 2027/2028

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<http://www.sias.rw/>

Building 16, KK19 Avenue, Niboyi Sector, Kicukiro District, Kigali City, Rwanda

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List of Abbreviations and Acronyms

EDPRS II	: Economic Development and Poverty Reduction Strategy II
ICT	: Information and Communication Technology
SIAS	: Socioeconomic Institute for Advanced Studies
IIIE	: International Institute of Inspiration Economy
IIEP	: International Inspiration Economy Project
MINEDUC	: Ministry of Education
SWOT	: Strengths, Weaknesses, opportunities and Threats

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Executive Summary

SIAS's Strategic Planning (SP) is grounded on the outcomes and result of the needs assessment study that started in November 2022 and is titled 'Needs Assessment for Advanced Socioeconomic-Driven Academic Programs in Rwanda'. The plan also abides by the law No 010/2021 of 16/02/2021 determining the organization of education on matters regarding the types of Higher Learning Institutions as a 'specialised institution' and Ministerial Order No 001/MINEDUC/2021 of 20/10/2021 determining standards in Education and establish infrastructures and facilities adequate for academic activities. The strategy is supported by the Socioeconomic Institute for Advanced Studies (SIAS) vision which focuses on "Enriching communities (through graduates, applied research and projects) that bring in major leaps through exploiting the opportunities inside the challenges". Each SIAS program that comes from this strategy has a clear, focused and valued mission which supports the detailed plans and is even reflected more in the business plan.

The SIAS's strategic plan sets forth many of the features that help define its character, strength, complexity, interdependencies and distinctiveness, and it defines SIAS's goals and priorities. This document has resulted not only from the outcome of the comprehensive needs assessment and skill gaps studies that focused on realising the gap in Rwanda and East Africa, besides the conversations among the research and publication teams of international socioeconomic experts and the broad multidisciplinary Inspiration Economy's (IE) advocates from all over the world. Therefore, this strategy represents the originality, aspirations, concerns, and vision of the SIAS within the next five years.

SIAS's strategy comes from an interrelated set of core commitments towards socioeconomic change in Rwanda, East Africa Community (EAC) region, and the world. It complements other higher learning institutions (HLI's) in Rwanda, yet it support also the Rwandan government efforts in relevant to better quality of life and sustainable development in reference to 2050 vision. The spirit here is to bring in innovative education and research in the area of socioeconomic development.

SIAS recognizes that a combination of academic excellence and urban/rural socioeconomic-focused programs are central to its development. Therefore, the SIAS strategy supported by the detailed needs assessment delivers the following differentiation:

- Creation of an experiential learning academic culture that provides unique educational opportunities for qualified students from inside and outside Rwanda;
- Adherence to the principles and the practices of liberal multidisciplinary education with more focus on unique multidisciplinary contribution and new professional disciplines that focus on socioeconomic development;
- Delivery of instruction and pedagogy of high-quality postgraduate studies, conducted by senior and experienced national and international faculty;

- Selection, design, and implementation of high-quality graduate programs and activities that contribute substantially to the intellectual and creative activities of the SIAS;
- Provision of a distinctive education to SIAS postgraduate students that takes advantage of the international presence of the International Institute of Inspiration Economy (IIIE) and its projects and affiliates around the world;
- Meet higher expectations of a faculty and student body that participate actively in scholarly pursuits and R&D focused on socioeconomic development, with a close focus on community development.
- SIAS is focused on bringing unique contributions to 'Rwanda's innovation index' through research or professional projects and activities that would enhance the intellectual, cultural, and social well-being of the regional, national, and international communities;
- Support presence for a well-established and reviewed curriculum that brings both intercultural and international perspectives to the different socioeconomic-focused postgraduate programs and research;
- Development of programs and research projects that facilitate lifelong learning and career development for the students, the faculty and researchers.
- To participate in the discovery, transmission, preservation, and enhancement of holistic knowledge and the extension of the frontiers of socioeconomic research by bringing in unique solutions to the world through high-quality research and publications.

The first section of this Strategic Planning outlines SIAS's institutional identity based on the outcome of the needs assessment student, and then gives details on its mission statement, vision, core values, objectives, motto and societal contributions. Accomplishments so far carried out are also interwoven in this section.

The second section establishes goals and priorities and takes into account the many forces influencing the world's emerging challenges. It gives a discussion of the SIAS and leadership's readiness to commit to the strategic planning process, followed by ways to stimulate creative and strategic thinking. Additionally, as a prelude to the planning process, it details the dynamics of organizational development and change.

I. INTRODUCTION

I.1 Historical background

Besides human development and turning to a more knowledge-based economy, Rwanda is being focused more on both present and future foresighted socioeconomic development that guarantees both citizens prosperity and sustainable leadership of the region towards positive change. These fundamental pillars have become a priority and demanding issue in recent years.

Developing Rwanda's knowledge infrastructure through massive investments in education and training is taken as a benchmark in facilitating the acceleration and possible increases in skills, capacities and competences of Rwandan people, as relevantly highlighted by the notion of vision 2020 /2050.

As the world is going through a devastating pandemic that influenced both life and livelihood, more spillovers are expected in every sector, industry and discipline. COVID-19 and the lockdowns for more than 24 months brought challenges, but also opportunities. However, unfortunately, most of the opportunities have gone towards technology relation solutions rather than human-related solutions. The international emergency situations, the nationalism movement, and the stretch between the leftist and rightist movements have created a shakeup for what we used to know before the outbreak of the virus. Now, globalisation is reviewed, and a transformation of new economic powers in many communities, including their socio-economic situations, are all going through periods of instability and deterioration of quality of life; despite the availability of many resources and sources for development.

Observing, absorbing, and then realising the new global reality, in both the developed and under-developed countries bring new perspectives to any new initiative, especially if this initiative comes to create a realised socio-economic differentiation between the communities throughout the world. The increase in the gap between the poor and the rich, and the failure to achieve the top Sustainable Development Goals (SDGs) as the elimination of poverty in 2025, means the world needs a new mindset and new approaches to the dominating capital-based economy. Therefore, the IIIE launched ambitious academic programs and institutes and started to focus its efforts towards a fully registered academic institution that delivers its postgraduate academic curriculum while addressing the different formulas of change that deal with today and future problems.

I.2 Inputs for SIAS Strategic Plan

I.2.1 Realising the Outcome of Needs Assessment Study on SIAS Strategic Plan

Following the law No 010/2021 of 16/02/2021 and Ministerial Order No 001/MINEDUC/2021 of 20/10/2021 which determines the organization of education on matters regarding the types of HLI's, this Needs Assessment Study (NAS) carried out for the purpose of setting SIAS programs, and modules, besides its strategic and business plan, showed that there is a high demand for dealing with socioeconomic issues from the

top-down approach where issues such as poverty, non-communicable diseases, migration, the increasing gap of inequality between the poor and the rich, the instability of the middle-class, unemployment, family instability, scarce jobs opportunities, vulnerable people's needs, growing population, etc., are making the world more a complex and complicated place. This even became more daunting and alarming with repeated world crises that are coming, both man-made and natural. Studies, as shown in the SIAS-NAS that unless there are dedicated entities field-oriented program that comes from, for example, academic institutions, the world would have more mental health problems, more community frictions, more displacement and most of all, a more scarce-driven mindset that all would create more conflicts and bring in more complicated solutions, which we started to experience more today.

It is from this background that Socioeconomic Institute for Advanced Studies (SIAS), a niche for a private postgraduate higher education institute initiative, was found to address Rwanda's goals first and then the entire region. SIAS vowed to turn Rwanda to be an international hub to address the widening gap between the complexity of socioeconomic challenges and the human capital development that would make communities in Africa and developing countries lead the world through new concepts towards more stability and equality.

Since the time of its inception as a focused initiative, SIAS has had the vision of being a pole of new multidisciplinary radiance that would lead to academic excellence in quality education, reliable research that comes from projects focused on the community and published globally as an international case study. Therefore, and based on the intention of preserving or enhancing the capacity of the concepts of IIIE and the IIEP project, SIAS comes to complement the efforts of building more structured approaches through postgraduate programs, i.e. PhD, and MSc, with degrees both locally and internationally recognized. SIAS would be open also to partnerships from all over the world with a focus on other higher education institutions. The visualisation is that Rwanda should be the leader in the continent and in the region area in particular. MSc and PhD in Inspiration Economy are the premier programs that are going to be offered along with the MSc in Resilience Economy in the first two years. Then, gradually and based on market demand, the following programs are going to be offered by SIAS:

- **Inspiration Economy (MSc & PhD)**
- **Resilience Economy (MSc & PhD)**
- **Behavioural Economy (MSc & PhD)**
- **Community Development (MSc & PhD)**
- **Behavioural Neuroscience (MSc & PhD)**
- **Future Foresight Economy (MSc & PhD)**
- **Aging Economy (MSc & PhD)**
- **Youth Economy (MSc & PhD)**
- **Poverty Elimination Program (PhD by research)**
- **Women Development Program (PhD by research)**

All the programs would provide an innovative academic education, linked to socioeconomic activities and would work together to enrich individual lives, and make a practical difference in communities.










SIAS will be located in Kigali District, the capital of Rwanda, with a possibility of opening up in future campuses or satellite centres in and around Africa and other developing or emerging economy countries to support the deployment of its community-focused programs or projects.

With the focused framework that came from NAS; SIAS has the potential to attract postgraduate students from all of Rwanda, the East African region, and the whole of Africa; besides the Middle East. Even though it would be focused on a selective number of students, not more than 60 students, specifically in the first three years, the SIAS marketing team would focus on all the types of graduating students from local HLI's per year. In effect, SIAS plans and over the period of three to five years, to construct or construct more modern yet practical infrastructure in terms of classrooms, library, study facilities, besides the administrative block for postgraduate students and for its international image. Though still young and will have to struggle to embrace a brighter future, SIAS will become a competitive institution of higher learning in its areas of mission in socioeconomic development.

1.2.2 Setting up the SIAS Business Model

Based on the outcome of the Needs Assessment and Skill Gaps, the International Institute of Inspiration Economy, took the initiative to establish SIAS based on the following constructs of this Business Model shown in Figure (1) which are detailed below. Figure (1) SIAS Project Business Model

Business Model of – Socioeconomic Institute for Advanced Studies (SIAS) - Rwanda

Key Partners of SIAS Program  <ul style="list-style-type: none">Partner Educational InstitutionsSocial Scientists & economistsSocioeconomic Development & NGO associations (for projects)Tourist centers (for foreign students)Chambers of Commerce in support of pioneer and creative programsInstitutions serious about creating socioeconomic developmentsInstitutions supporting community partnership programsInternational & Regional OrganisationsThink Tanks, Expert houses and major training institutions	Main SIAS Activities  <ul style="list-style-type: none">Delivery of Postgraduate Program in relevant to new economies and social sciences, with special focus on socioeconomic related field.Structured and non-structured education and development Workshops and Modules.Short and long-term projectsSocioeconomic Problem Solving or Development Live Labs.Community Focused Research & Development ProgramsSocial collaboration that would enhance the Socioeconomic Capacity starting with the African and development countries regions.Visits of best practices, Competitions, and Awards related to SIAS activities.Ability to monitor supported opportunities and projects SIAS Program Key Resource <ul style="list-style-type: none">Intellectual resources (Unique programs with great prospects and differentiation).Human resources (SIAS Faculty)Physical resources.Financial resourcesProduct Driven Businesses (consultancies) 	SIAS Value Proposition  <ul style="list-style-type: none">Graduating experts specialized in solving societal problems or various socio-economic challenges and in various societiesTraining for local, regional human capital and organisationsBuilding a network of relationships between civil society organizations and the like who support the program and between the university or the graduate of the different programsImproving theories of the socioeconomic development and sustaining the impact of the initiatives (through innovative methodologies and mechanisms)Building several social-for-profit companies in which the program will be a partnerEnsuring equality for all type of students and preparing them for positive change in their societiesInnovative socio-economic researchReducing the consequences of the economic and societal crisesApplied knowledge, sober scientific development of the inspiration economy related concept.Solve chronic problems in governments, societies and institutions	SIAS Customers Relationships  <ul style="list-style-type: none">Credibility in teaching, learning and implementing projects most important to societies'Learning by doing' through projects and in diversity in learning process and multidisciplinary thinking approaches.Create graduates that could make an impact in their countries & the world.Authentic scientific publicationContinued spread of Socioeconomic Development thought and applicationsTraining for local communitiesA network of relationships with civil society and the world SIAS Main Channels with Beneficiaries  <ul style="list-style-type: none">Classrooms and field projectsUniversity PlatformsSocial mediaSIAS Internship programSIAS WorkshopsInspiration Economics Institutes and SocietiesCivil society associations in the worldScientific publication in scientific journals about the programResearch gate & LinkedIn researchers' websitesSIAS websiteSIAS Forums & ConferencesRegular meetings with the StudentsPartnerships in for-profit community organizations	SIAS Customer Segments  <ul style="list-style-type: none">Ambitious students who skills developmentInternational Studentssponsored multidisciplinary Poor StudentsInstitutions wishing to find solutions to their problems or the problems of their societyYoung people and families trading apps wishing to implement an inspiration economyResearch, universities, contribution to social and economic developmentRetired experts looking to leave a markCommunity beneficiaries from the forums and workshops that will organize the programAdvocates of SIASSocial Entrepreneurs focusing on SIAS
SIAS Cost Structure  <ul style="list-style-type: none">Faculty & Staff Wages, Expert time, travel costs,Investing in the SIAS InfrastructureProductive Projects and ProgramsWorkshops and ForumsMarketingLogistics servicesInventory Development	SIAS Revenue Structure  <ul style="list-style-type: none">Students Tuition, including Scheme for direct sponsor for student from developing countriesFunded or Consultancy Projects or Services with the community or government, besides research services.Sponsored Students, or Faculty, or Projects from Private sector.Social-for-Profit Projects which would be done by SIAS graduates.Publication and Intellectual Properties that SIAS would gain over time.SIAS Investments that ensure sustainability of programs and projects graduates (experts) in their communities.Workshops, community focused courses/diploma's, in-houses programs and forums.			

I.2.2.1 SIAS Value Proposition

- Graduating experts specialized in solving societal problems or various socio-economic challenges and in various societies
- Training for local, and regional human capital and organisations
- Building a network of relationships between civil society organizations and the like who support the program and between the university or the graduate of the different programs
- Improving theories of the socioeconomic development and sustaining the impact of the initiatives (through innovative methodologies and mechanisms)
- Building several social-for-profit companies in which the program will be a partner
- Ensuring equality for all types of students and preparing them for positive change in their societies
- Innovative socio-economic research
- Reducing the consequences of the economic and societal crises
- Applied knowledge, sober scientific development of the socioeconomic concepts such as inspiration and resilience economies and other related concepts,
- Solve chronic problems in governments, societies and institutions

I.2.2.2 SIAS Customers Relationships

- Credibility in teaching, learning and implementing projects most important to societies
- ‘Learning by doing’ through projects and in diversity in the learning process and multidisciplinary thinking approaches.
- Create graduates that could make an impact in their countries & the world.
- Authentic scientific publication
- Continued spread of Socioeconomic Development thought and applications
- Training for local communities
- A network of relationships with civil society and the world

I.2.2.3 SIAS Customer Segments

- Ambitious students to skills development
- International Students
- sponsored multidisciplinary Poor Students
- Institutions wishing to find solutions to their problems or the problems of their society
- Young people and families trading apps wishing to implement an inspiration economy
- Research, universities, contribution to social and economic development
- Retired experts looking to leave a mark
- Community beneficiaries from the forums and workshops that will organize the program
- Advocates of SIAS
- Social Entrepreneurs focusing on SIAS

I.2.2.4 Main SIAS Activities

- Delivery of Postgraduate Programs relevant to new economies and social sciences, with a special focus on socioeconomic-related fields.
- Structured and non-structured education and development Workshops and Modules.
- Short and long-term projects hubs
- Socioeconomic Problem Solving or Development Live Labs.
- Community-Focused Research, or Development Programs and Workshops.
- Social collaboration would enhance the Socioeconomic Capacity starting with the African and development countries regions.
- Visits of best practices, Competitions, and Awards related to SIAS activities.
- Ability to monitor supported opportunities and projects
- Scientific Publications and Case Studies.
- Forums and Conferences
- Awards and Recognitions

I.2.2.5 SIAS Program Key Resource

- Intellectual resources (Unique programs with great prospects and differentiation).
- Human resources (SIAS Faculty)
- Physical resources.
- Financial resources
- Product Driven Businesses (consultancies)

I.2.2.6 SIAS Revenue Structure

- Students Tuition, including Scheme for direct sponsors for students from developing countries
- Funded or Consultancy Projects or Services with the community or government, besides research services.
- Sponsored Students, or Faculty, or Projects from the Private sector.
- Social-for-Profit Projects, which would be done by SIAS graduates.
- Publication and Intellectual Properties that SIAS would gain over time.
- SIAS investments that ensure sustainability of programs and projects graduates (experts) in their communities.
- Workshops, community-focused courses/diploma's, in-houses programs and forums.

I.2.2.7 SIAS Cost Structure

- Faculty & Staff Wages, Expert time, travel costs,
- Investing in the SIAS Infrastructure
- Productive Projects and Programs
- Workshops and Forums
- Marketing

- Logistics services
- Inventory Development
-

I.2.2.8 SIAS Main Channels with Beneficiaries

- Classrooms and field projects
- University Platforms
- Social media
- SIAS Internship program
- SIAS Workshops
- Inspiration Economics Institutes and Societies
- Civil society associations in the world
- Scientific publications in scientific journals about the program
- Researchgate & LinkedIn researchers' websites
- SIAS website
- SIAS Forums & Conferences
- Regular meetings with the Students
- Partnerships in for-profit community organizations

I.2.2.9 Key Partners of SIAS Program

- Partner Educational Institutions
- Social Scientists & economists
- Socioeconomic Development & NGO associations (for projects)
- Private Sector with (Corporate Social Responsibility)
- Tourist centers (for foreign participants, visitors and students)
- Chambers of Commerce in support of pioneer and creative programs
- Institutions serious about creating socioeconomic developments
- Institutions supporting community partnership programs
- International & Regional Organisations
- Think Tanks, Expert houses and major training institutions

I.3 SIAS Strategic Drivers

I.3.1 SIAS Vision

SIAS to be one of the world's leading postgraduate and research institutes that works on enriching communities through graduates, projects and research that create positive change and exploits the opportunities of the socioeconomic issues and the challenges faced currently and in the future.

I.3.2 SIAS Mission

The mission of SIAS is to be dedicated institute for socioeconomic advanced studies that is focused on academic development, research, projects, and training. SIAS works on

preparing the potential socioeconomic future leaders for thoughtful, productive, professionally respected achievements.

I.3.3 SIAS Motto

"Advancing Socioeconomic Development, Transforming Lives, Inspiring Prosperity"

I.3.4 SIAS Core values

SIAS would strive for excellence in all endeavours. The other core values it stands for are:

- ✓ Integrity,
- ✓ Commitment and dedication,
- ✓ Multidisciplinary Team work,
- ✓ Critical thinking,
- ✓ Academic freedom
- ✓ Innovative and Value Added Socioeconomic Research

These principles are shared among the members of the SIAS community, and they provide a framework in which decisions are made.

I.3.5 SIAS Strategic Intent

Strategic intent is defined here as a compelling statement about where SIAS is intends to go in its programs and its way of delivery. It is an intent that conveys a sense of what the institution wants to achieve in the long-term. This strategic intent answers the question: "What exactly are we trying to accomplish?"

- It provides a sense of direction, and a particular point of view about the long-term market, or the competitive positioning the institution hopes to develop and occupy over the foreseen next 5 to 10 years.
- It provides a sense of discovery in that it holds out to the organization's members the promise of learning about other institutions that operate in the same market, adopting their best practices and avoiding pitfalls.
- It provides a sense of destiny, a worthwhile goal around which energies can be focused across the organization.

Based on this approach to the meaning of our strategic intent, SIAS puts forward the following statement of its strategic intent for the next decade:

"SIAS will be recognized as one of the best institutions in the world as regards advanced socioeconomic academic studies and research."

I.3.6 SIAS Strategic Focused Questions

Based on the Needs Assessment Study (NAS) the following questions created the focus of SIAS:

- Why does SIAS exist? That is, what needs in the community would not be met if SIAS was not around?

- What are Rwanda and the world situation like now, and how does it want to be several different years from now?
- What can SIAS do best? What are SIAS's unique and special strengths, capabilities, and competencies?
- What resources (human, financial, facilities) are at its disposal? In what ways are these resources limited and constrained?
- Why would people come to SIAS rather than go to other universities or postgraduate institutions?
- What kinds of people and groups are SIAS best prepared to serve? What are their expressed needs?
- What principles and ideals does SIAS believe in most strongly?

Therefore, SIAS believe and would strive to bring to the world graduates that would be passionate about serving their communities while nurturing knowledge and wisdom through the following means:

- To provide outstanding applied (competency-based) postgraduate education programs that mitigate the risks of a dynamic changing world with more focus on contemporary and future foresighted socioeconomic challenges.
- Creating and discovering opportunities that would improve the well-being of communities through education, research and projects.
- Development of distinguished ‘multidisciplinary academic and research’ programs that bring holistic perspectives in seeing opportunities to socioeconomic challenges.
- Preparing Postgraduate students that become actively engaged with their communities.
- Leading research and publications in Socioeconomic Development and Problems Solving.
- Create Live Learning Models in the different communities that could be used for best practice and SIAS leading publications.

I.3.7 SIAS Strategic Objectives

As a result of the Needs Assessment and Skill Gap Analysis, SIAS has the following strategic objectives:

- i. Developing priority subjects on relevance to socioeconomic issues which would help meet the Rwanda’s and East Africa Community’s needs first and then the rest of the world.
- ii. Using an educational system that can inspire candidates that come from different diverse multidisciplinary backgrounds in tackling world emerging socioeconomic challenges, or potential developments with advanced studies, and creative approaches.
- iii. Combining knowledge and wisdom in creating an impact on the contemporary and future socioeconomic challenges or development

- potential starting from African and Developing Countries and then to the rest of the world.
- iv. Become world leader in research and publications through its unique focused projects besides faculty and students that work with partners to solve complex socioeconomic problems.

Note- these objectives abide by law No 010/2021 of 16/02/2021 and the Ministerial Order No 001/MINEDUC/2021 of 20/10/2021 determining standards in Education and establish infrastructures and facilities adequate for academic activities.

I.3.8 Grounds of SIAS Strategy and its Methodology

This strategic plan (SP) is a product of both the needs assessment participatory and consultative process that involves meetings and workshops attended by all stakeholders of the study. This methodology of the SP aimed to ensure the ownership of the plan, and the commitment of the SIAS leadership for the necessities and priorities of implementation of specific programs that leads to unique graduates, robust research and the development of the community.

A committee from the IIEP Advisory board was constituted to steer the development of this SIAS SP, which started with a desk review (secondary data) of the various peer institutional and the officially published Rwanda Government policy documents. The Committee used information sourced from these documents to carry out a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis which provided a framework for developing the Vision, Mission as well as strategic objectives for the SIAS, specially after the needs assessment. Therefore, this strategic plan determines SIAS's road map for the next five years. It gives the SIAS an orientation, and takes into account the main objectives of Rwanda's higher education sector and the emerging international socioeconomic challenges. It also traces ways in which emerging challenges can be overcome. All the inputs of the needs assessment and the draft of this document will be submitted to the Governing Council.

II. SIAS's Realization of Goals

In order for SIAS to participate in the development of Rwanda's education system, it would have to realise its goal according to the needs assessment outcome. To ensure the realization of such goals, the SIAS would establish a series of workshops that ensure the continuous development of its faculty to the extent needed by the multidisciplinary teaching and learning as a resource for faculty and graduate teaching assistants who wish to elicit student discovery and construction of knowledge, enhance their teaching skills, and increase their use of technology in teaching and learning practice.

The SIAS has also invested in the development of its academic programs and the level of its contribution and differentiation. Significant efforts have been taken to present its main academic programs in relevance to the inspiration economy, resilience and youth

economy in more 24 countries and 34 universities. These programs particularly have been presented, tested and critically analysed by these universities' faculties and students to build an interdisciplinary science that is based on multidisciplinary thinking. Therefore the areas of Arts, Science and Social Sciences integrated into the SIAS postgraduate programs are designed in a way that would give a competitive advantage.

In order to keep enhancing socioeconomic development, SIAS would set a specific type of research and publication guidelines annually so that it would encourage other local researchers to collaborate in bringing the best solutions suitable for Rwanda and the targeted communities. SIAS would have a type of unique incubator that is focused on socioeconomic and community development. The institute plans over the first two years from the time of its accreditation to start a visualization room design that would lead to a social-for-profit start-up or cooperative (called for short coops). Besides the issue of poverty, the environmental challenges that threaten the continued economic prosperity of the region and the health of its citizens are being addressed by the efforts of SIAS faculties.

As it is targeted to be an international hub for socioeconomic studies and advancement, SIAS represents initiatives that foster interdisciplinary collaboration and multidisciplinary creative solutions that are going to be taught, researched and published from Rwanda. The institute graduates would have the capacity to reflect a better understanding of the multidisciplinary content in terms of inspiration economy, and other SIAS programs to be offered in the next five years. In the last few years, great academic initiatives have been made in the international arena, starting in African countries such as Sudan.

Therefore, as a postgraduate and research institution, the SIAS will have 'multidisciplinary visiting professors and researchers' that would join the offered programs modules and/or utilize the educational and research platforms to internationalize SIAS reach, besides consistently bringing well the intended program and module learning and research outcomes. The international postgraduate presence in Rwanda will provide every SIAS student with diversified opportunities to interact with the communities' needs of Africa and would give the world and the students from other countries how to tackle and see challenges. The uniqueness of the SIAS evaluation system that depends on the postgraduate student's extracurricular activities, besides the established theoretical basis discussed in the classes, would help to support this goal.

In terms of promoting standards for excellence in the assessment of student learning outcomes, SIAS focus on its academic program to be community focused. Therefore, the academic reviews are done according to both the cross-disciplinary faculty team and the educational learning outcomes. Besides, the existing policies of faculty recruitment criteria, the governing board will adopt policies pertaining to faculty development and their workload expectations under a semester system. The electronic Faculty Handbook will be available on the web with clear, updated versions.

SIAS will continue its efforts toward improving infrastructure and learning facilities to ensure it is suitable for postgraduate students' expectations. Besides the designed classroom buildings, Library and admin and support facilities, SIAS shall strive to create over the first three years a lecturing theatre that could take up to 50 students and faculty members and could be used for multipurpose, such as e-conferencing and different forums. All these facilities are meant to improve the quality of instructional space throughout the SIAS infrastructure.

SIAS shall carry before the beginning of every semester registration and pedagogical process assessment to ensure that all the administrative, faculty and support units are ready for the newly joining, or registered students at the institute. These assessments should contribute meaningfully to the development of systematic approaches to institutional decision-making and to the systematic improvement of institutional services.

As part of its preparedness for blinded programs design and in order to accommodate the international programs, SIAS and in support of the governing board, would continuously develop its library, information systems, and extracurricular activities to keep its postgraduate students and faculty on top of the field.

SIAS is committed to having high-speed access to global information resources as well as rapid local communication. Virtual library resources should increase the quality and quantity of information resources available to SIAS students, staff, and faculty. The consistent self-assessment according to the needs assessment outcome and this plan projects for both the administrative and academic programs would help SIAS increase its reliability.

Table (1) Highlights the implementation of SIAS's future plans

Objective	Target	Realization
Teaching with the aim of producing high qualified professionals		
Providing qualified lecturers	Lecturer-students ratio: 1:25	The ratio Lecturer-Students is 1:25
Continuous Faculty training	Training sessions offered in Research and Publications	Scientific papers will be written
Admitting and educating students in a way that fits exit purpose standards	Standard mechanisms of student admission	Developing a Roadmap to Quality education
Guaranteeing an adequate and favourable learning environment	Teaching and learning facilities	04 classrooms, one lecture theatre, 20 computers and over 200 textbooks.

Guaranteeing SIAS's financial viability and sustainability	Action plan and budget implementation once a year	Action plan every twelve months and budget implementation (2023-2024)
Strengthening the SIAS's capacities		
Guaranteeing the availability of infrastructures for an effective academic management	New facilities and equipment set up	Having strong education platforms and e-resources
Preserving an effective and efficient human and financial managerial system	Performance appraisal system Disposal of key governance and management texts	Performance contracts set up Procurement policy, Procedure manuals, Academic regulations, Research, consultancy and community service policies

III. Situation analysis

This section reviews factors that may influence the functions of SIAS during the implementation of this strategic plan. It includes the analysis of the external environment (East African integration, national policies, and other international trends in education) and the internal environment (governance, infrastructure, human resources and financial resources, as well as information management).

a. Education strategic policies in EAC

Visiting the Vision 2050 of EAC, the partner states of EAC, through different treaties and protocols, have made provisions for the promotion of access and equity to higher education, quality assurance, and accreditation systems that permit student and labour mobility in the region. All these strategies aim at ensuring the development of higher education to meet the needs of the labour market in the EAC.

In this regard, SIAS as one of the higher learning institutions (HLIs) in Rwanda would strive its efforts into quality assurance, harmonization of curricula, exchange of staff and students, promotion of research and provision of services to the community. SIAS is committed to be one of Rwanda's vehicle towards sustainable development in all domains and to have its graduates work towards this goal in their respective countries.

b. National Policies

As put by Vision 2050, Education in Rwanda is oriented toward transforming the Rwandan citizens into skilled human capital for the socio-economic development of the country. In this respect, it is compulsory to ensure equitable access to quality education focusing on the promotion of science and technology, critical thinking and positive values. Higher education is expected to adopt strategies for providing the labour market with the labour force with knowledge, skills and attitudes to drive the socio-economic development of the country and communities, focusing on the emerging challenges.

III.1 SWOT Analysis of the SIAS Programs

Introduction & Situational Analysis

Based on the needs assessment study, this strategic plan underlines the importance of focusing on the future within the context of an environment that is continuously changing due to political, social, technological, demographic and legal issues influencing the operations of the institution. The situational analysis, therefore, seeks to answer the question of “what are the operational capacities?” “and where it wants to be in the next five years?”. To answer these questions, an analysis of the institution’s functional resources and capacity is undertaken in the following sections

An important step in responding strategically and effectively to the rapidly changing environment facing the SIAS is developing an understanding of the external and internal contexts within which it operates. During the planning process, a brief analysis of the strengths and weaknesses of the SIAS, as well as the opportunities and threats (SWOT) was conducted. The opportunities and threats factors considered in the SWOT analysis were informed by political, economic, social, technological, environmental and legal (PESTEL) analysis.

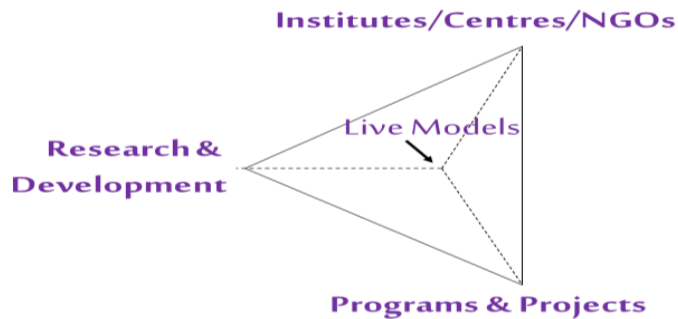
This SWOT is differentiated by visualizing the outcomes or the products that such SIAS programs would bring as an outcome. In conclusion, one could say that the main weakness of this SIAS program is still its strength. One example, since the concepts of Inspiration, Resilience, Youth, Aging Economy is not known, it would be challenging to easily market these programs; however, once they are known and accepted over time, SIAS would have the lead in the world about these socioeconomic principles and their possible impact.

1. Strengths

Socioeconomic Institute for Advanced Studies (SIAS) has the following comparative strengths, which it envisions harnessing in order to realize its objectives within the planning period:

- ✓ Strong GoR support as per the Rwanda vision 2050;
- ✓ Visionary, transformational and dedicated experienced founders;
- ✓ SIAS programs address a serious gap in the world where there are no socio-economic problem-solving experts dedicated to tackling issues within the communities and seeing opportunities inside the contemporary and the foresight future.
- ✓ Well-balanced focused program framework that could lead to success stories and live models that come from students in their institutes /communities/ or countries. The live models could be a ‘term of reference’ for the SIAS program and could be a best practice visit hub, or a source for R&D. This would build the SIAS program's strength further in terms of the institute's capacity to link to other communities programs, or to open further similar projects, as illustrated below.

Framework of the SIAS Programs



- ✓ SIAS programs are supported by evolving literature that comes from the rapidly strong developing research of 'Inspiration Economy' and its related socioeconomic concepts, besides the two peer-reviewed journals published in the USA. The subject of inspiration economy of the published papers by the founder gets, on average, 900-1000 citations per year, as per Google-scholar and Researchgate. Many researchers from different disciplines around the world started to collaborate and publish with IIEP and IIIE, be they experts or advocates. This has been especially true since 2020, when the impact of socioeconomic research by IIIE became a reality. Today if you research keywords relevant to "Inspiration Economy", for example, you would have great clear results with tens of pages about the concept and its impact on the community. There are more than 20 books from the IIEP projects available free on the net and hundreds of papers on Researchgate dedicated to the subject of socioeconomic development and problem-solving. This should help to give a kick start to any SIAS post-graduate student, as it would help him/her to understand and visualise what they need to do to create a change and finish the program with a successful outcome on the targeted community or organisation.
- ✓ Most of the SIAS programs do not need pre-requisite as the programs are designed to cater for all types of specialities. Actually, the main strength of this program is that it depends on multidisciplinary approaches for all its modules and all its outcome.
- ✓ The SIAS programs are unique in the unstructured techniques that are going to be followed to influence change and resilience in the mindset. This mindset once ready, is going to make a differentiation in how to see and create an association in problem-solving in different socio-economy challenges.
- ✓ SIAS, once linked to IIEP is going to have access to more than 30 communities where the student can visit and research about. But, the most important factor for updating one's knowledge would be the bi-annual workshops and forums that the IIEP has done regularly since 2015. There are hundreds of uploads on social media that can be retrieved and reviewed in relevance to SIAS module details.
- ✓ The SIAS program would help bring many social entrepreneurs and opportunity investors, as it helps to see possibilities of developing more independent and robust 'Business Models'.

- ✓ The graduating student would be equipped to be an expert also on human intrinsic power economies, developed by the IIEP, such as: Youth Economy, Resilience Economy, Aging Economy, Behavioural Economics, Future Foresight Economy and Self-Sufficiency.
- ✓ SIAS programs are also unique in experiential learning, which is a mindset, a philosophy, a tool, and a skill that can only be learned by doing and exploring, which represent 50% of the program's design.
- ✓ SIAS programs have lots of electives which suites different interests and backgrounds.
- ✓ SIAS programs have many case studies of their own stories published.
- ✓ The return on investment (ROI) of the SIAS programs and research projects are expected to start by the 3rd year, this would be supported by the social-for-profit projects that would come from the project hubs (satellite centres) that would start to deliver their socioeconomic outcome and goodwill impact.
- ✓ The SIAS programs give 50% weight to the 'school of life. i.e. Students would be obliged to interact, engage, and explore the life and livelihood issues and see them from different perspectives.
- ✓ The different SIAS programs would be unique in the lifetime of the students as they would go through a deep-focused live labs (project hubs) in relevance to solving or developing socioeconomic issues where they would be able to test and build innovative solutions to some of society's most challenging problems.
- ✓ The beneficiaries of the SIAS postgraduate programs, workshops, forums, projects and research outcome won't be only its graduates, but rather the communities, or the stakeholders of the socio-economic issue that the students of this program would be engaged with as governments, NGOs (local and international), youth, migrants, refugees, elderly, families, homeless, NEET people (not in employment or education, or training), vulnerable women, etc. This is besides the knowledge community, which is looking for innovative and creative solutions, or case studies that could be extended and further bring more breakthroughs in relevance to humans' quality of life.
- ✓ SIAS would offer competitive, flexible academic programs in the evenings, day-time and at the weekends for postgraduate students that are labour market-oriented;
- ✓ SIAS have a different scheme that can create an affordable tuition structure for different students' situation;

- ✓ Strong strategic alliances and partnerships with other national, regional and international higher learning institutions offering Inspiration Economy professional modules to provide better services ;
- ✓ SIAS faculty and its extended IIIE, IIEP and other partners network have a collection of qualified experts for a variety of innovative socioeconomic and community development-focused consultancy services.
- ✓ SIAS expertise and the design of the offered programs come from the wide experience gained from running already existing Inspiration and Resilience Economy programs in different countries around the world.

2. Weaknesses

The following are some of the few weaknesses that the SIAS will address in the module of this strategic planning period:

- ✓ Startup businesses are, therefore, subject to start-up challenges.
- ✓ Since the institution is new, it could face the challenge of motivation and retention of initiatives returns in the next three.
- ✓ SIAS work on the design of its module around multidisciplinary approaches; recruitment and development of the faculty will not be business as usual.
- ✓ SIAS is dedicated to creating community development experts who lead to an investment that cannot bring a fruitful return before 3-5 years from the inception of the accredited academic program.
- ✓ Due to its being only newly developed, still not enough research has been done elaborating on the difference between neoliberal capital-based economic projects which are driven by the formula of (supply vs demand) and the inspiration or other relevant socioeconomy formula of (capacity vs demand).
- ✓ Need to develop a clear plan for training the faculty of the program prior their taking full responsibility for the module and/or the research project assigned.
- ✓ Inspiration Economy and its related economy programs, such as resilience economy, or youth economy are not well marketed, despite the availability of the content.
- ✓ The SIAS as an educational, scientific, and research institution would need feasible and quite moderate premises that would help deliver its needs and yet within the budgeted first five years;
- ✓ Being a postgraduate offering institution and new, it may not attract so many students from the start.

3. Opportunities

- ✓ Few Institutions offer Masters' and PhD Programs in Rwanda, specifically in relevance to socioeconomic development.
- ✓ SIAS offers unique programs and research line that have no direct competitors regionally and even worldwide.
- ✓ Fast-developing global network that links scientists, scholars, researchers, practitioners and community development experts.

- ✓ The SIAS programs would be unique for local and international NGOs and NPOs, especially the classical ones, as it would give them the opportunity to change many ways of service or product delivery, or even change the delivery to the beneficiaries.
- ✓ The SIAS programs would address the Z- and Alpha-generations (generations ME) who are eager to create a big change in their communities and the world. SIAS program's reputation might increase rapidly as the ME generation, especially those of z- and alpha, would have a type of generation that is dedicated to creating change in the community. Thus, social sector activists, and community development practitioners would be a trend among youth.
- ✓ The SIAS academic and research programs could be of interest especially to those looking for a change of life and something unique post-the COVID pandemic.
- ✓ Socioeconomic programs offered are not well-known, or well-explored by many communities, and this might help the marketing people put a marketing plan that encourage many communities to explore the SIAS programs with curiosity and excitement.
- ✓ Alternative delivery blended learning modes (including face to face, e-learning, distance mode, online).
- ✓ Existence of partnerships and cooperation with other international Institutions, such as major international and national humanitarian agencies partners such as Development Banks, Chamber of Commerce, UNDP, UNESCO, UN Women, Save the Children, WHO, Human Relief Agencies, etc. Large private companies known for 'Social Entrepreneurship' programs and sponsorships are also welcomed.
- ✓ Favourable research framework (funding and partnership) is expected due to the high citations of similar socioeconomic research done the founding institutions (IIIE).

4. Threats

- ✓ The perceptions of the stakeholders who are not aware about SIAS and its new programs and initiatives are not clear.
- ✓ The process of integrating the students with their community projects needs to be defined since it carries more than 50% of the SIAS outcome.
- ✓ Getting the services of experienced professional marketing approaches and how to market a series of new programs based on the new concepts offered by SIAS is yet to be tested, especially in the East African region.
- ✓ Despite there is an international need for socioeconomic problem-solving and community development, setting programs that are dedicated, for example, to institutionalise such discipline, needs a careful market (pull) strategy.
- ✓ The SIAS work on (capacity vs demand) with a market that is yet chained by (supply vs. demand) mindset. The challenge would be when the postgraduate candidates are not interested in doing their social-for-profit start-ups, or become social entrepreneurs, or multidisciplinary problems-solving experts, or community development consultants and revert to job seeking of such capital based market. However, SIAS have established a detailed graduate profile for such type of students.

- ✓ Competitors might emerge with the same idea but with a different name and might have high cash flow investments.
- ✓ The challenge of not getting enough or strong funding for the projects or the research might weaken the SIAS strategic plans, especially after the first 3 years.
- ✓ Unstable economic and socio-political environments in the world in general and in certain developing countries might affect the attraction of the program for specific type of international students.
- ✓ Inability of applicants, recent graduates, or youth from developing countries who are highly interested in joining the program but have limitations of funds.

IV. Goals, Objectives, Crosscutting Issues

SIAS's vision is to provide an academic environment conducive to effective and inspired teaching, research, and learning that can be recognized as one of the leading national and international academic and research institutions that are focused on socioeconomic advancements. This entails having significant national and international roles as well as serving the residents' local communities. Inline with vision 2050 of Rwanda and EAC, SIAS's curricular and co-curricular activities would work to prepare students to be multidisciplinary problem solvers and thus be unique critical thinkers, besides being creative in driving solutions, and more reliable, accountable citizens who make ethical choices. Students must be able to present their thoughts cogently both orally and in writing, develop leadership skills, and work well in teams.

SIAS will ensure that its graduates are competent to meet the future foresighted demands of Africa and the vision 2050 of Rwanda. Each graduate would have the capability to analyse and evaluate important trends in disciplines, comprehend how the world is changing, understand the interconnectedness of knowledge, recognize that there is a blurring of boundaries among disciplines and among nations, and cope with the dynamics of change. The visualisation of SIAS is to have each of its students have exposure to multiple viewpoints and the free exchange of ideas, an appreciation for diversity among peoples of the nation and around the globe, an understanding of their rural/urban environment, and the optimisation of the fast development of the technology. However, these SIAS alumni would have the ability to judge the quality of information and experience collaborative learning on campus and in the community. This can be achieved by the diverse environment at SIAS, which produces balanced, better-educated, responsible global citizens equipped with ambitious life purposefulness.

In striving to reach its goals in the area of inspiration, resilience, future foresight, aging, youth and behavioural economies, SIAS would keep establishing and maintaining outstanding field projects supported by research programs and activities. Selected postgraduate, and professional research programs efforts - those that are already competitive nationally and internationally or that demonstrate the promise of becoming so - will be targeted and supported so that they can maintain their success and reach even higher levels of excellence. The necessity of promoting field research derives from the fact that the SIAS becomes great only when it contributes significantly to the advancement of

knowledge and when it becomes a source of advanced knowledge that can be used widely for the betterment of life. Moreover, research is an integral part of advanced graduate and professional programs. Further, postgraduate education is enhanced when students have field research experiences.

SIAS's array of professional programmes will continue to provide high-quality education in Rwanda, and the world. Furthermore, in appropriate instances, advanced educational programs will draw students from all parts of the world. In all cases, the programs will assemble faculty members that are capable of providing advanced expertise to outside constituencies, thereby directly promoting the advancement of society.

In order to accomplish the SIAS's visions, aims and priorities, the faculties must remain mindful that being a responsible community member extends beyond disciplinary interests to the (unranked) interconnected **goals** and **objectives** of:

G1: Improving the quality of teaching and learning

- Ensure that academic programs address the real communities' needs
- Ensuring that academic programs meet national, regional and international standards and needs in responding to emerging challenges in communities.
- Enhancing and standardizing student support services for academic performance and employability
- Complying with HEC standards, procedures and rules
- Enhancing ICT-led teaching staff and creating a conducive working environment
- Enhancing assessment and evaluation mechanisms
- Enabling students with disabilities to access programs
- Increasing enrolment and student retention

G2: Promoting research and disseminating research results

- Setting up mechanisms for the promotion of fundamental, applied and development-oriented research
- Developing a system for accessing and sharing research information and resources

G3: Promoting innovation and technology transfer

- Enhancing creativity, innovation and knowledge transfer for sustainable development

G4: Enhancing outreach and community development activities

- Providing the community with training and expertise
- Establishing information and communication channels to facilitate Networking

G5: Ensuring financial sustainability

- Reviewing the institute fees
- Diversifying the sources of income of SIAS

- Ensuring rational utilization and management of SIAS resources

G6: Strengthening the institutional capacity

- Expanding teaching and learning space and physical facilities
- Improving learning equipment/facilities
- Improving staff working equipment and facilities
- Strengthening human resource capacity and management
- Strengthening ICT capacity

G7: Transforming the SIAS into an attractive and friendly environment

- Promoting social cohesion through book clubs, alumni club, associations and cooperatives
- Increasing the community attachment to the SIAS through focused projects

G8: Turning the SIAS into a gender-sensitive community

- Promoting the principle of gender equity balance among students and staff

G9: Maintaining the principle of good governance within the SIAS

- Ensuring an effective legal and managerial framework
- Promoting accountability at all levels
- Ensuring effective communication among organs

G10: Ensuring customer-centred service delivery

- Meet customer's expectations in service delivery

G11: Prompting partnership for integration and development

- Maintaining the development and leadership of SIAS in academia and professional networks
- Positioning and maintaining networking with the public and private sector

Achievement of these interconnected goals and objectives will contribute significantly to student learning and an engaged SIAS community. A dynamic balance is sought among teaching, and field projects that are reflected in the research. The SIAS would provide specific scholarships that would help support Rwanda's different communities' development and enhance their engagement and involvement with its postgraduate programs. This would help SIAS live and deliver programs in touch with the realised contemporary and future challenges of Rwanda, Africa and the rest of the world.

IV.1. Enhancing the Academic Mission

A great SIAS requires great students, great faculty and staff, and great suitable facilities, besides strong academic and co-curricular programs that attract students. SIAS would recruit and maintain supportive staff and administrative services with reliable physical and technological infrastructures where necessary that help all its stakeholders to maintain an inspiring working environment.

Through both formal and informal external communications, SIAS would establish relations with both potential students, graduating candidates and alumni that maintain their focused efforts towards more unique accomplishments.

Almost all the SIAS infrastructure initiatives target to support teaching, learning, research, and enhancing the institution local and global outreach, or close engagement with pedagogical plans. This initiative is intended to identify ways in which the intellectual environment for the entire SIAS community can be heightened.

IV.1.1. Students

IV.1.1. 1. Recruitment

SIAS targets to attract students from all over the world, starting from the provinces of Rwanda, and then African and Middle East countries. These include students holding bachelor from different disciplinary areas, or working professionals who would like to continue their postgraduate and professional studies.

SIAS will continue to serve both traditional and non-traditional students. The **goal** is to maintain or increase diversity while increasing the quality of the incoming students, and to develop a plan to increase the international postgraduate student population on the campus by 60 students per year for the next three years.

The SIAS offers a welcoming academic environment to traditional students as well as working and transfer students. This composition produces a mature, serious student body with considerable diversity and a high proportion of different backgrounds graduate students.

For SIAS, as an institute that serves full-time and part-time postgraduate students, credit hours generate an important metric. The **goal** is to increase the average number of hours offered and enrolled by the student so that they make timely progress towards graduation.

To accomplish this goal, the SIAS will investigate strategies such as increasing hours or scheduling modules in groupings that make it easier for part-time students to take three-hour modules per term. The **goal** is to have an updated master plan that increase SIAS capacity to accommodate postgraduate students from abroad in suitable accommodations near the institute, particularly for students coming outside Kigali, besides international students. SIAS shall also improve its other student gathering facilities, such as café and clubs in or around the institute, specifically as the institute expand to Phase 2. This would depend on the flow and demographics of students and the accurate predictions from the third year.

Faculty and other institution members will work collaboratively with the assigned recruitment officer, particularly from early 2023. Collaborative efforts will have to be sustained and enhanced to reach the targeted enrolment for 2023 to 2027. Part of a strong recruitment effort to attract and retain excellent postgraduate students would be sourcing

a variety of scholarships and fellowships. The **goal** here is to increase financial support for postgraduate students.

IV.1.1.2. Graduate experience

With a **goal** of maintaining graduate students' composition, SIAS, would try to enhance the student's overall experience with the institute and both its learning and field projects. The number of graduate degrees conferred at the SIAS will occur at the master's and PhD levels. Master's degree programs fill unique niches in SIAS. Some serve as a progression into an available doctoral program, or as preparation for entry into doctoral programs elsewhere.

SIAS offer multidisciplinary unique knowledge-based postgraduate programs that could expand to research and projects beyond the degree programs. Almost all types of undergraduate degrees will be considered an entry-level degrees for MSc modules if they are from an accredited university in Rwanda or abroad. To get accepted for the PhD degree, besides having MSc equivalent degree, experience and achievements would be highly considered. Both SIAS MSc and PhD are regarded professional programs that would prepare unique experts of highly needed economies.

In order to provide unique references for Rwanda, SIAS would target gradually to build unique socioeconomic-focused library collections, both published as printed or electronically would be available. The library would have a collection of referenced books by the faculty covering the scope required for the different programs, covering the main interdisciplinary titles that can serve the students' research richness.

The library would also serve as the book store where students could order through it the semester books besides supporting the graduate programs for information services both virtually and in multiple physical locations for all graduate programs.

SIAS has developed criteria for graduate faculty designation, which should reflect on the overall graduate student experience. Graduate faculty members serve as mentors directing the research of graduate students and supervising their maturation as teacher-scholars.

Formal guidelines for these mentoring relationships are under development. The **goal** is to place more emphasis on pedagogical preparation for those doctoral students who hope to become future teaching faculty. This would serve SIAS's **goal** of being more competitive for strong postgraduate studies where the value, and benefits of graduate assistantships and fellowships would appreciate.

In addition, SIAS would work to enhance the liveliness and engagement of the community in the areas surrounding the institution. The intellectual vitality and active scholarly engagement of faculty and students enhance the overall quality of the institution. SIAS management would ensure that a large proportion of its funding goes directly to support learning through projects, through project hubs (satellite centre) which open a variety of

opportunities for both the institution, the graduate students and impact on the community.

After selecting the research projects in which the graduate students will contribute to improving the quality of life of the local communities in the province, SIAS will select the type and level of community engagement.

IV.1.2. SIAS Programs

Based on the outcomes of the needs assessment and Skills gap survey, SIAS will continue to strengthen its academic and administrative programs, besides its student support service programmes in concert with the accepted recommendations of its programs. The programs are expected to have an internal review process of accrediting agencies for their professional programs. This process of the review will include the SIAS governing board meeting, the academic and administrative departments, the institute's affiliations and the student support programs.

The SIAS **goal** is to build on programs that demonstrate quality, and that become internationally recognized. Since the academic programs and their related projects are the sources for more competent faculty and students, SIAS would strive to maintain the vibrancy and currency of programmes, and academic program reviews will be continuously improved. The review shall ensure the successful design and implementation according to the strategic planning and budget allocations. Faculty across all the programs will be encouraged to be actively and regularly get involved with curriculum management for both MSc and PhD programs.

Since there is an emphasis on interdisciplinary interactions with the more demanding globalization, SIAS would carry a 'future foresight lab' with its faculty every two years to ensure it meets the coming competitive requirement in the future. As part of its spirit for continuous improvement, SIAS faculty would strive to get engaged with external reviewers. The reviews would also carry important evaluation of the scholarships contributions to the different programs as well as evaluation of the interactions among the faculty. SIAS and its team members shall therefore work always to reallocate more proportions of the budget towards the academic programs.

The effort to improve the quality of support service to faculty and students will be a critical focus within the SIAS. The administrative and student support unit will always work to improve SIAS customer-service orientation.

IV.1.2.1. Academic programs

Academic programs play a strategic strength and help SIAS to build a strong basis for focused scholarly efforts and a source of attraction for international students. As reflected in the needs assessment study, the SIAS programs will prepare the next generation of leaders to deal with the challenges of their communities' socioeconomic challenges and even operate effectively with the dynamics of the foresighted future.

With its creation and development, SIAS will move to the forefront of socioeconomic, and academic programs in Rwanda. Rwanda will be the first country that offers such programs completely in English. SIAS would be to reach targeted global candidates starting from EAC and the sub-Saharan African region. Such programmes will not be confined to content but will include hands-on experience, research lab, and community-based experience.

IV.1.2.2. Interdisciplinary Programs Attached to Communities' Problems

Despite not reaching this **goal** yet, SIAS will work on enhancing the students' experience by passing them through thrust areas that cut across some traditional disciplines. This advanced multidisciplinary approach prepares the SIAS graduates for future complex problems and addresses essential human needs like no other program.

Using these interdisciplinary programs that have multidisciplinary approaches, SIAS represented in Rwanda by Inspiration Economy Limited, in collaboration with specific community leaders, started early inspiration economy projects in Nyagatare, Rwanda, focusing on the poverty elimination dimension. Such efforts would bring lots of local case studies and would illustrate how SIAS academic programs are so attached to the reality of socioeconomic development not only in Rwanda, but in Africa and developing countries.

These interdisciplinary programs and projects work like income-generating incubators, and it has proven when youth, women and the vulnerable are given a chance, they can bring unique creative socioeconomic solutions to emerging challenges.

As part of addressing the needs assessment outcome, SIAS will set up an 'International Self-Sufficiency & Social-for-Profit Centre' (ISSSPC), which provides innovative inter- and multi-disciplinary academic programs, besides fostering community engagement, and encouraging worldwide knowledge creation in advanced socio-economic solutions. The centre would work on advancing the theories and practices of SIAS, including the inspiration economy and its relevant intrinsic power economies.

SIAS shall be committed to containing all the necessary faculty that have the expertise to fully implement 'multidisciplinary approaches' to tackle any emerging socioeconomic challenges. Therefore, the centre and SIAS can target a five-year **goal** that leads to the creation of different rural/urban initiatives that will bring together the relevant strengths existing across departments, schools and colleges.

IV.1.2.3. SIAS Rural and Community Initiatives

SIAS can capitalize on project hubs (satellite centre) communities, such as Nyagatare District in Rwanda for its engagement with local communities. Districts like Nyagatare and Musanze are considered as 'model hubs' where SIAS postgraduate students and faculty would show the influence on creating positive change. Overtime, such project hubs would spread in EAC and African communities specifically and in the developing countries, in general. Such hubs would be an example for resource utilisation,

optimisation and capacity development. All the teaching faculty, the developed learning models, the research, and the community service functions would be pushed from such project hubs. As such, SIAS expects many of its students and faculty, besides the targeted community broadly to benefit from such field activities SIAS (project hubs) or what is called ‘live labs’ so that it would bring rural modules, applied research, service learning, internships, and cooperative education.

A **goal** is to provide a rural experience for students in the freshmen learning communities, so that they obtain a common understanding of the importance of rural structure and issues. Our diverse student body means that there should be a much richer cultural experience than theoretical learning that comes within the classroom.

IV.1.2.6. SIAS International initiatives

SIAS will develop a strong international reputation through its two-pronged strategy of thematic initiatives and regional initiatives. In the next five years, SIAS has set a **goal** that is focused on being recognized regionally and internationally as an institution with a strong global multidisciplinary socioeconomic perspective. SIAS plans to be a ‘centre of excellence’ in a number of areas relevant to the programs and socioeconomic projects it is engaged with.

The other **goal** is to have SIAS, and its faculty constantly sought out by international development agencies and international higher education institutions for expert advice and consultation on matters related to solutions that tackle emerging community challenges. SIAS shall release an ‘annual research plan’ which includes its technical assistance programs. Some programs would be tailored to the needs of leaders of tomorrow from developing countries.

IV.2.1 Operational Capacity

Staff and Students Establishment

The core business of the institution is teaching, field projects, research and consultancy. From a planning perspective, it is paramount that staff establishment, as well as student enrolment, be analysed. The institution will have adequate and suitable full- or part-time members of staff that work spread across various programs, supported by administrative staff. For the institution to effectively discharge its statutory mandate, this number must be increased to optimal levels, with specific reference to academic staff.

IV.2.2 Students Enrolment and Academic Programs

SIAS as a newly established postgraduate academic institution shall host three programs, two master programs and one PhD, namely: the Masters’ MSc in Inspiration Economy, a master’s MSc in Resilience Economy and a PhD in Inspiration Economy. However, depending on the subsequent elevation of its status, with the availability of resources, SIAS will introduce gradually tailored already proposed academic programs, based on the rise of the needs and demands of the students and the market.

IV.2.3 Projected SIAS student enrolment for five years from 2023

Table (2) Represent the Projected Enrolment till End 2027

Category of Students	Years				
	2023	2024	2025	2026	2027
	Phase 1 Building			Phase 1 & 2 Building	
Day students MSc In Inspiration & Resilience (Full-time)	12	20	20	27	29
Evening and weekend students (Part-time)	15	30	30	38	40
PhD Program	3	10	12	40	45
Total	30	60	62	105	114

The projection is based on the needs assessment of Rwanda and EAC region, besides the rest of the developing countries. The assumption taken here is based on the fact that the student programs are new, and the more we have graduated students from SIAS, the more it would create new waves of postgraduate students joining locally from Rwanda, or the African and Middle East regions. Starting from the 5th year, SIAS is forecasted to have a consistent 5% increase. Besides the positive impact of the graduates, more research and projects, and consultancy would bring more reputation to SIAS. This increase forecasted here is justified by both the strategic and the business plans.

A rapid increase is expected with the style of design and details of the programs offered. SIAS would work to admit more students as a result of being accorded a 'specialised institution' status from the start. The institute flexible blended programs for the evening, daytime and weekends, executive programs, affordable tuition structure for students, as well as the introduction of new academic programmes would enhance the enrolment of the students both locally and from abroad. In addition, the projection equally assumes that students admitted to SIAS will register a completion rate of 100% in their final years of study.

IV.2.4 Administrative Services

In order to ensure optimal student and faculty support, SIAS put part of its mission on the continuous enhancement of customer service that preserves fiscal accountability. Continuous quality improvement principles will be promoted in SIAS's culture to underscore a strong student-centred and customer-focused orientation that, in turn, will lead to improved administrative processes. These principles include respect for students, faculty, staff and stakeholders' ideas, along with enhanced leadership and empowerment through the availability of strong data and facts about SIAS's decisions along with processes and systems that led to that.

Satisfying all the mentioned concerned parties, including the government and the community, would extend to ensure the inclusion of appropriate faculty, staff, and

students in cross-functional efforts to improve and streamline processes. Work will continue to be directed at ensuring that the processes meet performance standards established by UNESCO and the HLI's as set by Rwandan Government. The **goal** of SIAS here is to provide effective administrative services by enhancing leadership at all levels of the organizational structure. Leadership enhancement would go beyond training, to more leading by example, role modelling, and discovering opportunities that lead to more effective participation.

Succession planning will be incorporated into SIAS's operations to ensure smooth transitions of responsibility and continuity of the development of its services. SIAS employees will be empowered to discover and attain any appropriate developmental opportunities. This would be supported by a knowledge system that started to be developed from the time of SIAS inception and would continue to reach the goal of having a major input for the next Strategic Planning from 2025 onwards.

The SIAS knowledge management system shall include and well-maintained Data Warehouse system that will be initiated to provide a source for information analysis for effective decision-making and reporting. For example, integrated student records that ensure the tracking of students' both theoretical and project performance, besides post-graduation performance as alumni, would add to the SIAS accomplishments. Therefore, the **goal** here is to enhance SIAS to create a more factual-based decision-making culture that also supports the budgeting and cost of the institute. SIAS shall be designed and developed over the first three years since its inception to eliminate costly decision and system redundancy, besides helping to bring more analytical reports.

Process review and improvement are essential for ensuring the fiscal integrity of the institution as well as for improving services to the SIAS community. The review would help to assist in streamlining the SIAS's processes and monitoring their performance. SIAS shall strive towards the adoption of the latest technologies that ease the accessibility of the student, staff, and faculty through their identification cards and enhance the outcome of their utilization of such services (both on and off campus).

IV.2.5 Facilities

The improvement of SIAS facilities will be supported by a physical ten years master plan that will be developed as a guide by or before 2026. Since space would remain of critical importance despite the acquisition of premises, SIAS, as it grows, will work to construct new buildings starting with Phase (2), which will include more offices, classrooms, an auditorium, Student Club and SIAS Research Centres.

By the year 2027, the SIAS will achieve at least 50% of its master plan, which shows a considerable increase in the quantity and quality of offices, classrooms, and teaching and research centre and spaces to accommodate additional growth in student enrolment, besides faculties and student study rooms. All these facilities will provide SIAS programs with a swing space that supports its future projects. SIAS will continue to encourage

positive development around the institution's facilities through good relationships with neighbourhood and city constituencies.

As part of its commitment to its student housing, SIAS would work on building relations with both public/private partners. As SIAS continues to expand in size and space, more open and well-designed green space will be provided to encourage students to network around the institute. Securing adequate funding for deferred maintenance, code compliance, and systems infrastructure improvements will be a particular focus in SIAS. The institute will strive to enhance safety policies and support them with training and development programs for its students, faculty, staff and the community around its facilities.

IV.2.6 Technology

The **goal** of SIAS is to become and remain current in the application of ICT that leads to students ease of accessibility for essential learning and development. All students should have ready access to computing resources and an opportunity to develop information management skills for lifelong learning. The educated citizen of the future will need to know how to access global databases. Administrators will need easy electronic access to data on which to base decisions for execution and continuous improvement of the SIAS's activities. Faculty and staff will need the support of human resources, equipment, and classroom facilities in the transfer and application of technology to new learning environments.

Out-of-class electronic connections between faculty and students will be encouraged. Because of the SIAS's growing dependence on the technology infrastructure, it is essential to plan for and install an adequate network and another infrastructure capacity in advance of when it is needed. Similarly, adequate network and other infrastructure capacity are essential for administrative and service functions. SIAS governing board would ensure that the information systems will be developed and updated regularly since information technology is an area that is changing rapidly and needs to be reviewed, every three years. Therefore, the **goal** of SIAS is to have a stable network that supports both the academic and administrative work of the institute inside and outside the premises.

The SIAS will work to provide easier electronic access for faculty, staff, and students to the SIAS's library and information resources. The SIAS librarian staff will continue to provide guidance for references and will strive to link the institute library with a popular research database.

IV.2.7 Financial Base

The board of trustees represented by the Founder, along with the SIAS governing board, would work together to ensure that the financial status and performance of the institute become more independent from the founders' funds overtime, but still also independent from the students' tuition fees, but more focused on profits made from social-for-profit projects, investments, training, consultancy, commercial research and other favourable income generating activities. The institution would work consistently on streamlining its

operations towards total self-sufficiency, which guarantees more sustainability over the first five years since the inception of SIAS.

IV.2.7.a Key Assumptions

Based on the outcome of the needs assessment, the following important assumptions are considered to be the main constructs of the financial plan:

- Clear visualisation of the amount committed from the founders over the five-year projection period specifically.
- The Institution's type of 'continued generation of revenue streams' from the postgraduate students' tuition fees and other creative sources.
- Institutions' capacity to source funds from social-for-profit projects that become like clusters for businesses within specific communities.
- Revenues will increase proportionately with the increase in the number of students.

IV.2.7.b Required Funding

In order to achieve its objectives, SIAS will seek to raise funds, which will be mainly invested in the construction of classrooms, a library, administrative blocks, and furniture for the classrooms. An amount of **520 (five hundred and twenty) million Rwanda francs** will be required for SIAS Phase (1) Building for the first year. This amount would come mainly from the founders and the board of trustees of SIAS as the seed fund in 2023. With this in mind, the following would be committed:

Table (3) Summary of planned investments for the Seed Fund in 2023

Descriptions	Total cost (ooo') Rwf
Purchase of Building Infrastructure	400,000
Human Resources Overhead (Faculty, Admin, Finance, Registration, QA& QC, IT, Librarian, Secretary Pool, Security, Helper & Cleaners)	90,000
Other Running Cost	30,000
Total cost	520,000

IV.2.7.c Projected SIAS Cost and Source Of Financing

At the start, the project will be fully financed by the SIAS founders and its board of trustees (100%); however, this amount shall be released in instalments. Then, SIAS shall start its financial independence journey by recruiting more paying students who would support their operating costs by the fees paid towards their degrees. SIAS shall also start collecting income that comes from other sources mentioned in relevance to social for-profit and other consultancy projects.

V. Identification and Implementation of Strategic Plans

V.1 Introduction to SIAS Implementation Focus

It is crucial that all strategic issues be dealt with effectively if the institution is to realize its vision. Strategic issues, objectives and strategies presented in this section were tailored to identify strategic directions the institution wishes to take towards its growth and development and nurture issues relevant to its immediate development and subsequent operations in the next decade.

V.2 Strategic Issues

Strategic issues are fundamental challenges facing the institution's mandate, mission, conduct, services or clients. Identifying strategic issues will therefore enable the institution to focus on immediate and future challenges. It is vital for strategic issues to be dealt with expeditiously and effectively if the institution is to prosper.

After a review of the needs assessment study and the SIAS situational analysis, the following strategic issues are identified by SIAS management for action:

1. Academic programs and quality teaching
2. Identifying, recruiting, training and developing quality staff;
3. Learning facilities;
4. Revenue base;
5. Corporate image;
6. Partnership, networking and linkages;
7. Research and consultancy;
8. Students affairs;
9. Governance, leadership and management;

These issues, as briefly discussed below, form the basis upon which the objectives and the corresponding strategies are formulated:

V.3 Academic Programs and Quality Teaching

To promote the culture of self-reliance of its graduates, Socioeconomic Institute for Advanced Studies (SIAS) will aim at introducing socioeconomic programs that are relevant to the emerging global challenges. The programs will have unique content so as not to duplicate what is already offered by other postgraduate universities. The SIAS, therefore, commit itself to maintain an academic quality assurance policy and standards to ensure that relevant curricula, as well as teaching and learning materials, are developed. Appropriate physical facilities, including equipment, are provided to ensure that work and processes are executed smoothly.

Since it forms the core business of SIAS, an adequate number of qualified multidisciplinary thinking teaching staff for effective and efficient delivery of the SIAS programs is highly expected. To remain competitive, quality research and development of case studies would be integrated with the SIAS teaching plans for each program.

V.3.1 Identifying, Recruiting, Training and Developing Quality Staff

SIAS would work to identify, recruit, develop and retain quality staff for conducting its business. Continuous development of critical skills within the academic and administrative staff will be a critical component of this plan.

V.3.2 Learning Facilities

V.3.2.a ICT and Library Services

SIAS would work on developing its ICTs infrastructure and enhancing its availability. ICTs would be used to raise the productivity and efficiency of SIAS at all levels. It is, therefore, necessary that ICT infrastructure be developed by the institution to provide a conducive environment for the provision of quality teaching, learning and research. Special attention should be given to the library as it is the heart and soul of any higher learning institution.

Libraries fundamentally influence and facilitate the pursuit of knowledge and research for students and staff. The SIAS library should be adequately equipped with textbooks, online resources, journals and relevant publications. SIAS would provide different adequate reading and working space.

V.3.2 Development and Maintenance of Infrastructure and Facilities

SIAS, to provide a conducive environment for its operations, emphasis should be placed on the development and maintenance of key infrastructure and facilities such as sustainable water supply, library, lecture halls, among others.

V.4 Revenue Base

As a private postgraduate institute in Rwanda SIAS is expected to witness a steady growth if it manage to operate under ‘fit for purpose’ budget. To capitalise on its efforts to avoid any unfavourable budgetary deficit, SIAS, over the next 5 years would work on the diversification of its operations by increasing and consolidating its revenue base.

V.5 Corporate Image

Corporate image building is a critical part of what SIAS seeks to achieve over the planned period of 5 years. The institution is expected to operate to demonstrate that it is a leader in its field of socioeconomic programs development and advancement. The overall effectiveness of the way it operates by identifying its goals and devising strategies for achieving those goals is what could make SIAS unique in its corporate image. The means through which this success is achieved will become a major source of corporate inspiration in the immediate community and the country at large. In this process, the corporate image of SIAS will be highly regarded nationally and internationally.

V.6 Partnership and Linkages

SIAS targeting to be a unique institution with high-impact programs that would target to form partnerships with a variety of entities such as academic institutions, chambers of commerce, investment board, youth, women and social development ministries and NGO (both local and international). Besides, the different public entities, SIAS would work with civil societies and private organisations. SIAS would be an active partner with relevant

bodies and industries such as those responsible for disseminating information to the community. This postgraduate academic institution would be unique in discovering opportunities towards capitalising and marketing its graduates and faculty, through the projects, and the products that are supported by both its research and consultancy findings.

V.7 Research and Consultancy

SIAS has the twin mandate of research and consultancy taken into consideration to support the outcome of the needs assessment. The institution would therefore strive to venture into these areas and disseminate its needs assessment findings to the community through a strategy that solidifies its corporate image and enhance the impact of social responsibility towards communities' socioeconomic development.

V.8 Students Affairs

SIAS management will place students' affairs at the centre of its operations and similarly consider them as major partners and stakeholders in the advancement of higher education, where they shall have one representative in the institute's council. This encompasses students' involvement in issues that affect higher education in areas such as the evaluation of teaching methods and curricula, and in the framework of policy formulation and institutional management. To this end, the institution will provide a conducive environment for students to enhance their academic, and social lives and subsequently nurture them into responsible citizens. The dialogue will also be promoted between members of staff and students at all levels. There would be means to this through students alumni, book clubs, student unions and student forums.

V.9 Governance, Leadership and Management

The governance and leadership structure and system of SIAS will always be comprehensively reviewed from time to time to serve the challenging, dynamic and competitive environment in which the institution is operating in. SIAS would follow a governance and leadership system that embraces prudent and more business-like approaches in its management in order to seize emerging opportunities. The following shall constitute forms of governance and management:

V.10 Human Resource and Organization Structure

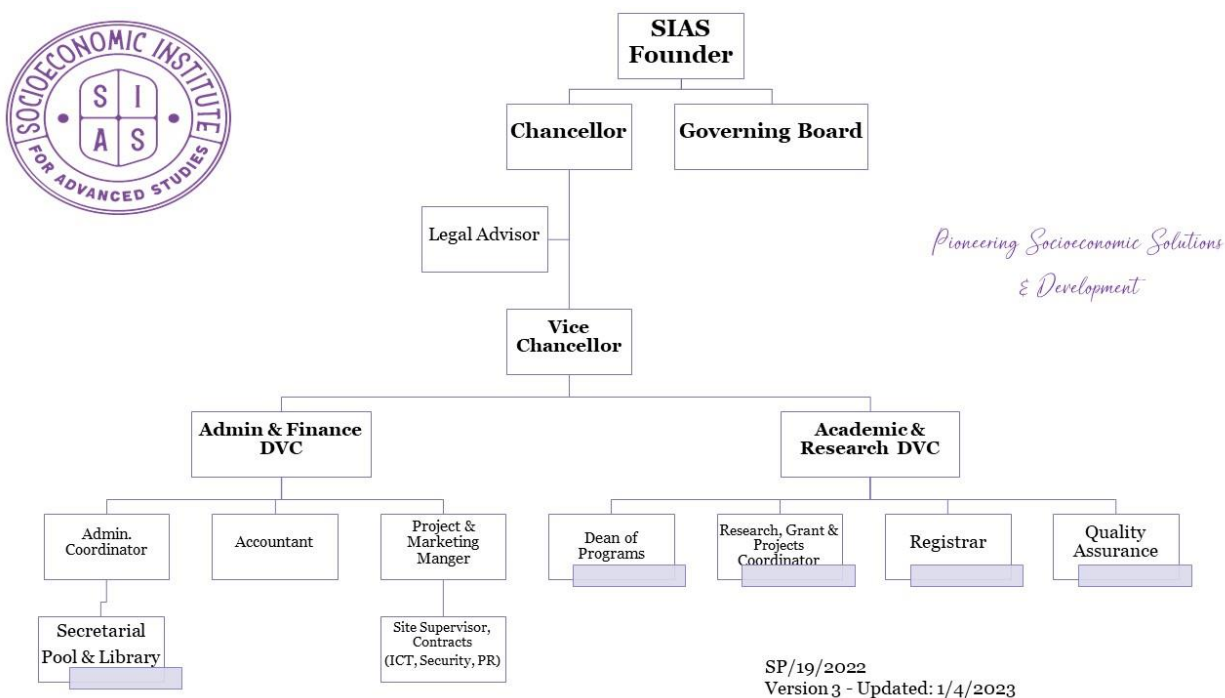
The Human Resource and Organization Structure of the proposed Socioeconomic Institute for Advanced Studies (SIAS) will be organized in the following three (3) structures shown below:

V.10.1 SIAS Organisation Structure

SIAS team members are represented by its organisation structure design which would ensure its effectiveness, efficiency, availability and continuity. Besides the founder of SIAS, the structure have variety of organs including the governing board, the executive organ, the faculty organ, among others.

The assigned Quality Assurance manager would ensure the continuous development and competitiveness of the SIAS organs. The below positions will be incorporated into the SIAS administrative structure to ensure quality delivery.

Figure (1) SIAS Organisation Structure & Main Organs



V.10.2 Faculty of SIAS and their Recruitment Plan

The recruitment of the SIAS faculty would take into consideration what has been set in the institution's criteria for selecting and accrediting the faculty, faculty module design, type and level of faculty engagement per program, or module assignment. Being a multidisciplinary and international postgraduate institution that is going to deliver blended programs in the first three years since its inception, SIAS would use both full- and part-time faculty to ensure effective one-to-one student supervision, mentorship and follow-up. Almost 50% of the part-time and multidisciplinary supporting faculty of the SIAS would be already fully acquainted with the programs that SIAS intends to offer since they are either advocates, experts, or members of the institution's governing board, and they come from different nationalities and backgrounds.

The entire SIAS faculty are expected to be passionate about leading projects with their students in the modules and the programs on offer. The projects should have a priority of solving the relevant student communities and/or solving a global issue in the world. This requires the faculty to be multidisciplinary thinkers who would be leading and supporting this new economic discipline and its initiatives.

The SIAS would have program coordinators to ensure effective delivery for classes. The faculty workload and its distribution during the module delivery would preferably be designing the programs requires to have 2 teachers per class that come from different disciplines.

V.11 Realising the Potential Sponsors for SIAS programs

Based on the needs assessment study carried by SIAS teams that defined the importance of Rwandan and EAC government role in making the targeted academic programs a success, there are also major international and national humanitarian agencies that could make a difference in the outcome targeted by this institution. For example, UNDP, UNESCO, UN Women, Save the Children, WHO, major international and regional Human Relief Agencies, etc., could play a good role in emphasising the bottom-up framework and its approaches that came as a result of needs assessment. Large private companies known for 'Social Entrepreneurship' programs and sponsorships are also welcomed. Sponsorship would be sought also for SIAS from countries or communities that would benefit mostly from its different MSc and PhD programs. The rate of sponsorship is expected to grow at least 5% every year from the previous years.

VI. Future Foresight of SIAS

The future foresight for the SIAS postgraduate programs; 3 to 5 years from the date of its accreditation are the following:

VI.1 We anticipate that in 3 Years- SIAS Accredited Programs will get stability and maturity in local and international content development.

VI.2 In 5 Years- SIAS programs would have acquired many sponsors that are concerned about socioeconomic stability, or are concerned about 'communities development'. Also, the SIAS graduates would spread many community-based best practices models that can be visited, or published as case studies.

VI.3 Six main steps towards SIAS Programs Maturity

The six steps that would give SIAS programs maturity and make it start to impact the world:

Step1- Rwandan, East Africans and Developing Countries Postgraduate Students will be introduced to the concepts and approaches of the SIAS academic programs and then inspiration labs that become SIAS (project hubs).

Step 2- These SIAS postgraduate students would review the possible SIAS projects through the models explained.

Step 3- SIAS postgraduate students get engaged with specific competency-based projects that create a change in the community and address the necessities that came clearly in the needs assessment study.

Step 4- Ensure that any SIAS students graduate from the program based on the achievement of the project, would have potential job or become a job creator.

Step 5- Ensure SIAS students can become part of the SIAS socioeconomic multidisciplinary economy experts that establish models, which could be used in the PIE program.

Step 6- Each SIAS program would celebrate the best models of its student alumni and create from it best practice forums and visits.

VII. SIAS Organisation Chart from 2023 till 2025

The SIAS Organisation Chart and the tables below reflect the Structure and Budget of related commitments of the proposed SIAS as forecasted originally by 'Inspiration Economy Limited' in Rwanda and then confirm by the Founder. The budgetary commitments towards the SIAS is set even for five years plan. Please refer to Figure (1) in the Organisation Structure Paragraph for more details.

VIII. Implementation Matrix of SIAS's Strategic Planning 2023-2027

Table (2) SIAS's Strategic Planning Implementation Matrix

#	Objectives	Strategies	Key Performance Indicators (Baseline &Targets)	Time frame	Budget/Rwf	Responsible Unit
	Goal I	Improving quality teaching and learning				
1.1	Ensuring that academic programs meet national, regional and international standards and needs of the labour market	<i>Developing & implementing programs at postgraduate level for strategically planned programs after the first 3 years.</i>	A number of new postgraduate programs developed within 2025-2026, besides the accredited programs. Baseline: None Target: at least 2 postgraduate programs would be tested before submitted to HEC for accreditation	2025-2026	7,500,000	-DVC (Academic & Research) - Quality Assurance -Research & Development team (Faculties) -Faculty Teaching the Programs

#	Objectives	Strategies	Key Performance Indicators (Baseline &Targets)	Time frame	Budget/Rwf	Responsible Unit
		<i>Continuous Assessment of the Masters and PhD programs to better align to the Rwandan & African Market Demand, besides Qualification Framework</i>	Number of programmes reviewed. Baseline: 2 programs Target: 3 programs	2026-2029	12,500,000	-DVC (Academic & Research) - Quality Assurance -Research & Development team (Faculties) -Faculty Teaching the Programs
		<i>Developing & implementing programs accredited by HEC</i>	Number of postgraduate programs developed and implemented. Baseline: 2 MSc and 1 PhD programs Target: at least 6 new postgraduate programs would be implemented within the period of five years.	2022-2027	30,000,000	-DVC (Academic & Research) - Quality Assurance -Research & Development team (Faculties) -Faculty Teaching the Programs
		<i>Promoting the involvement of stakeholders in the development of demand-driven curricula</i>	Number of postgraduate programs developed and implemented. Baseline: None Target: at least 3 PhDs and 4 MSc programs	2022-2027	25,000,000	-DVC (Academic & Research) - Quality Assurance -Research & Development team (Faculties) -Faculty Teaching the Programs

#	Objectives	Strategies	Key Performance Indicators (Baseline &Targets)	Time frame	Budget/Rwf	Responsible Unit
1.2	Enhancing & standardizing student support services for academic performance & employability	<i>Streamlining students' admission</i>	Admission policy in practice. Baseline: Admission policy in practice. Target: Policy developed and implemented	2022-2024	2,500,000	Accreditation & Quality Management Unit Academic Registrar
		<i>Equipping students with the necessary skills and ICT for their success in postgraduate studies and learning endeavours</i>	Students support services through centres and labs. Baseline: 2 operational centres. Target: Para-academic support services through centres.	2022-2027	22,500,000	Accreditation & Quality Management Unit Research & Development team (Faculties) Spearheaded by SIAS Senate
		<i>Establishing students sponsorship schemes by the Institution</i>	Number of sponsorship schemes established. Baseline: None Target: A sponsorship scheme established.	2022-2027	10,000,000	Board of Trustees (Founder) Spearheaded by SIAS Senate Marketing Department
		<i>Setting up mechanisms for students' industrial attachment,</i>	Number of mechanisms set up. Baseline: Centre in place but limited operations	2022-2023	12,500,000	Academic Registrar Research & Development team (Faculties)

#	Objectives	Strategies	Key Performance Indicators (Baseline &Targets)	Time frame	Budget/Rwf	Responsible Unit
		<i>career advisory, and professional development</i>	Target: Policy developed and fully implemented			Spearheaded by SIAS Senate
		<i>Conducting tracer studies</i>	Number of tracer studies conducted. Baseline: None Target: 2 tracer studies	2025-2027	5,000,000	Accreditation & Quality Assurance Management Unit Research & Development team (Faculties) Institutional Marketing Department
		<i>Producing module handbooks and guidebooks for students</i>	Documents produced. Baseline: Only student guide books in place Target: Module handbooks and guidebooks produced and accessible	2022-2025	25,000,000	Accreditation & Quality Assurance & Management Unit Research & Development team (Faculties) Spearheaded by SIAS Senate
		<i>Integrating values and ideals into curricula and research programmes</i>	Number of programs integrating values and ideals. Baseline: Undefined	2023-2026	5,000,000	Accreditation & Quality Assurance Management Unit Research & Development team (Faculties)

#	Objectives	Strategies	Key Performance Indicators (Baseline & Targets)	Time frame	Budget/Rwf	Responsible Unit
			Target: One component per programme addresses values and ideals' principles			Institutional Marketing Department Academic Representatives
1.3	Complying with HEC standards, procedures and rules	<i>To have sufficient Full- and Part-Time PhD holders, i.e. Associate Professors and full professors on teaching staff as per the program design and way of delivery</i>	Percentage of teaching staff with PhD degree and professorship. Baseline: undefined teaching staff Target: 25% of teaching staff	2022-2027	1,130,241,911	-Excutive Organ -SIAS Founder and the Board of trustees
		<i>Enhancing modular system of teaching and learning</i>	Level of implementation. Baseline: satisfactory Target: Excellent	2023-2027	5,000,000	-DVC (Academic & Research) - Quality Assurance -Research & Development team (Faculties) -Faculty Teaching the Programs
		<i>Designing and updating policies for SIAS quality assurance</i>	% of quality assurance policies designed and updated. Baseline: 0%	2023-2027	5,000,000	-DVC (Academic & Research) - Quality Assurance -Research & Development team (Faculties)

#	Objectives	Strategies	Key Performance Indicators (Baseline &Targets)	Time frame	Budget/Rwf	Responsible Unit
			Target: 100%			-Faculty Teaching the Programs
		<i>Reducing the number of part-time lecturers</i>	Percentage of part-time staff as full-time staff equivalent. Baseline: 54% Target: less than 20%	2023-2027	30,000,000	-Excutive Organ -SIAS Founder and the Board of trustees
		<i>Increasing the number of PhD holders in teaching staff</i>	Percentage of teaching staff with PhD's degree. Baseline: 56% of teaching staff. Target: 75% of teaching staff	2023-2027	1,834,511,062	-Excutive Organ -SIAS Founder and the Board of trustees
1.4	Enhancing ICT-led teaching and learning	<i>Introducing new e-learning modes of teaching and learning</i>	Number of new e-learning modes introduced. Baseline: None Target: At least one mode	2023-2025	35,000,000	-Excutive Organ -SIAS Founder -ICT Team
		<i>Installing ICT teaching facilities in classrooms</i>	ICT teaching and learning facilities. Baseline: Basic ICT facilities available and used in teaching and learning Target: all classrooms equipped with ICT facilities	2023-2027	50,000,000	-Excutive Organ -SIAS Founder -ICT Team

#	Objectives	Strategies	Key Performance Indicators (Baseline &Targets)	Time frame	Budget/Rwf	Responsible Unit
		<i>Increasing the capacity of the Electronic Library</i>	Effective and efficient online access to the main library. Baseline: None Target: Sufficiently used the e-library	2023-2025	10,000,000	-Excutive Organ -SIAS Founder -ICT Team -Library Coordinator
		<i>Increasing access to electronic data and sources</i>	Access to socioeconomic programs Labs and training held as SIAS (project hubs) Baseline: Undefined Target: At least three training per AY	2023-2025	10,000,000	Library, ICT,
1.5	Empowering teaching staff and creating a conducive working environment	<i>Setting up an effective staff retention policy</i>	Retention policy Baseline: None Target: Retention policy	2023-2027	2,500,000	-DVC (Academic & Research) - Quality Assurance
		<i>Improving the use of English as a language of instruction</i>	Number of subscriptions and electronic databases per program Baseline: None Target: Subscription to 20 international journals and two electronic databases per program	2023-2026	15,000,000	-Research & Development team (Faculties) -Faculty Teaching the Programs

#	Objectives	Strategies	Key Performance Indicators (Baseline &Targets)	Time frame	Budget/Rwf	Responsible Unit
		<i>Conducting training workshops in pedagogical skills to all teaching staff</i>	Number of workshop pieces of training held. Baseline: None Target: 1 training per Academic Year	2023-2027	5,000,000	-DVC (Academic & Research) - Quality Assurance -Research & Development team (Faculties) -Faculty Teaching the Programs
1.6	Enhancing assessment and evaluation mechanisms	<i>Developing and implementing a quality monitoring and evaluation framework</i>	Operational mechanisms in place. Baseline: None Target: Mechanisms enhanced and operational	2023-2027	5,000,000	-Excutive Organ - Quality Assurance
		<i>Conducting regular self-assessment of the SIAS</i>	Number of self-assessments conducted Baseline: none Target: One self-assessment per AY	2023-2027	5,000,000	-Excutive Organ - Quality Assurance

#	Objectives	Strategies	Key Performance Indicators (Baseline &Targets)	Time frame	Budget/Rwf	Responsible Unit
		<i>Enhancing assessment and evaluation mechanisms and practices</i>	Quality monitoring and evaluation framework developed and implemented Baseline: Some tools in place ¹ Target: Framework developed and effectively implemented	2023-2027	2,500,000	-Excutive Organ - Quality Assurance
		<i>Conducting regular academic audits and implement recommendations</i>	Number of academic audits conducted. Baseline: None Targets: One academic per Academic Year	2023-2026	2,500,000	-Excutive Organ - Quality Assurance
		<i>Conducting modules evaluation by students</i>	Number of external examinations conducted. Baseline: None Targets: one external examination per AY	2023-2027	40,000,000	-Excutive Organ - Quality Assurance

#	Objectives	Strategies	Key Performance Indicators (Baseline &Targets)	Time frame	Budget/Rwf	Responsible Unit
		<i>Conducting external examinations</i>	Number of evaluations conducted by students. Baseline: None Target:: One evaluation per AY	2023-2027	-	-Excutive Organ - Quality Assurance
1.7	Enable Students with disabilities to access programs	<i>Providing specialized academic staff in special education</i>	Number of specialized academic staff in place Baseline: None Targets: Two specialized academic staff	2023-2027	10,000,000	-Excutive Organ - Quality Assurance
		<i>Setting up facilities for students with disabilities</i>	Physical facilities in place. Baseline: None Target: All facilities in place	2023-2027	19,712,061	-Excutive Organ - Quality Assurance
1.8	Increasing enrolment and students' retention	<i>Recruiting Masters students</i>	Number of master's students enrolled. Baseline: 0 Targets: at least 250	2023-2025	10,000,000	-Academic Registrar -Institution Marketing Unit
		<i>Recruiting PhD students</i>	Number of PhD Students enrolled. Baseline: 0 enrolment Targets: 100 students enrolment	2023-2027	2,500,000	-Academic Registrar -Institution Marketing Unit

#	Objectives	Strategies	Key Performance Indicators (Baseline &Targets)	Time frame	Budget/Rwf	Responsible Unit
		<i>Organizing recruitment campaigns</i>	Number of campaigns organized. Baseline: None Target: At least one campaign per AY	2023-2027	10,000,000	-Academic Registrar -Institution Marketing Unit
		<i>Reducing students' dropout</i>	Number of students drop out Target: 0.01 % dropout	2023-2027	2,500,000	-DVC (Academic & Research) - Quality Assurance -Research & Development team (Faculties) -Faculty Teaching the Programs
		<i>Mounting satellite campuses (Project Hubs)</i>	% of dropout students to total registered students. Baseline: 2% of dropout Targets: 0.5% of dropout	2023-2025	2,500,000	-DVC (Academic & Research) - Quality Assurance -Research & Development team (Faculties) -Faculty Teaching the Programs
		SUBTOTAL			3,621,965,034	

	Goal II	Promoting research & disseminating research results				
#	Objectives	Strategies	Key Performance Indicators (Baseline & Targets)	Time frame	Budget/Rwf	Responsible Unit
2.1	Setting up mechanisms for the promotion of fundamental, applied and development-oriented research	<i>Establishing sustainable research funding mechanisms for the institution</i>	Mechanisms established. Baseline: Unstructured Target: At least 4 mechanisms	2023-2027	250,000,000	Research Centre (Research Development Team) Spearheaded by SIAS Senate
		<i>Providing trainings in research skills</i>	Number of trainings organized. Baseline: None Target: At least one training per AY	2023-2027	7,500,000	Research Development Team
		<i>Updating & making effective the research and publication policies at institution level</i>	Research policy updated and operational. Baseline: Drafted Research policy in place Target: Research policy updated and operationalized at institution level	2023-2027	2,500,000	Research Centre (Research Development Team) Spearheaded by SIAS Senate
		<i>Motivating staff and students to do research through incentives and awards</i>	Performance related awards and incentives for research. Baseline: Promotion, research grants Target: Introduction of performance related awards and incentives for researchers	2023-2027	12,500,000	Research Centre (Research Development Team) Spearheaded by SIAS Senate

		<i>Increasing cooperation between other HLIs, industries and community in research</i>	Number of cooperation agreements signed and operational. Baseline: 4 Target: 20	2023-2027	5,000,000	Research Centre (Research Development Team) Spearheaded by SIAS Senate
		<i>Increasing joint research at national, regional and international levels</i>	Number of joint projects. Baseline: 0 Target: At least 5 joint research projects carried out.	2023-2027	50,000,000	Research Centre (Research Development Team) Spearheaded by SIAS Senate
		<i>Enhancing the use of ICT in research</i>	ICT usage in research. Baseline: existing e-journals Target: 100% ICT usage in research	2023-2027	7,500,000	ICT & Research Centre (Research Development Team) Spearheaded by SIAS Senate
		<i>Improving coordination and supervision of research at all levels</i>	Research coordination and supervision mechanisms improved. Baseline: Research Development Team & Spearheaded by SIAS Senate	2023-2026	3,500,000	Research Centre (Research Development Team) Spearheaded by SIAS Senate

			Target: Research coordination and supervision enforced			
		<i>Establishing research priorities/themes for the community</i>	Research themes for the community. Baseline: Themes in place but not updated Target: updated database in place	2023-2027	2,500,000	Research Development Team) Spearheaded by SIAS Senate
2.2	Developing a system for accessing and sharing research information and resources	<i>Publishing research findings in peer reviewed journals</i>	Number of publications in peer reviewed journals. Baseline: 0 Target: At least 3 publications per year in foreign scientific journals	2023-2027	25,000,000	Research Development Team) Spearheaded by SIAS Senate
		<i>Establishing & streamlining intellectual property framework at the institutional level</i>	Intellectual property framework in place. Baseline: No framework Target: Framework established and operational at the institutional level	2023-2027	1,000,000	Research Development Team) Spearheaded by SIAS Senate Legal advisor and Partnerships

		<i>Organizing conferences, research days and media shows to disseminate research findings</i>	Number of events organized. Baseline: None Target: At least 2 events per AY	2023-2027	42,500,000	-DVC (Academic & Research) - Quality Assurance -Research & Development team (Faculties) -Faculty Teaching the Programs
		<i>SUBTOTAL</i>			406,000,000	

	Goal III	To Promote Innovation in Socioeconomic Studies				
#	Objectives	Strategies	Key Performance Indicators (Baseline &Targets)	Time frame	Budget/Rwf	Responsible Unit
3.1	Enhancing creativity, innovation through transferring Socioeconomic Studies towards sustainable development	<i>Disseminating research to inspire local communities to tackle challenges</i>	Number of dissemination campaigns/activities organized. Baseline: None Target: one kind of dissemination campaign /activities per AY	2023-2027	25,000,000	-Excutive Organ - Quality Assurance -Institution Marketing Unit
		<i>Organizing Socioeconomic Development workshops to local communities</i>	Number of visits organized. Baseline: None Target: One community engagement activity per Year	2023-2027	10,000,000	- Excutive Organs - Quality Assurance -Institution Marketing Unit
		<i>Supporting innovation & creative ideas</i>	Number of innovations and creative ideas supported. Baseline: Undefined Target: At least one innovation/creative project per AY	2023-2027	25,000,000	All SIAS Faculty

		<i>Establishing 'Self Sufficiency' Research</i>	Number of incubation centres set up and operational. Baseline: 2 Target: At least 2 new fields	2023-2027	25,000,000	-Excutive Organ -Research & Development Team -SIAS Founder
		<i>Implement research findings to address the community needs</i>	Number of projects implemented. Baseline: 1 in the last five years Target: At least 3 projects	2024-2027	30,000,000	-Excutive Organ -Research & Development Team -Concerned Faculty - SIAS Founder
		<i>SUBTOTAL</i>			115,000,000	

	Goal IV	To enhance outreach and community-development activities				
#	Objectives	Strategies	Key Performance Indicators (Baseline &Targets)	Time frame	Budget/Rwf	Responsible Unit
4.1	Providing the community with training and expertise	<i>Training Social entrepreneurs on socioeconomic development skills</i>	Number of training sessions. Baseline: None Target: At least 1 training per AY	2023-2027	12,500,000	-Excutive Organ -Research & Development Team -Concerned Faculty
		<i>Providing high-level Socioeconomic Workshops</i>	Number of expertise activities provided. Baseline: None Target: 5 expertise/activities	2023-2027	40,000,000	-Excutive Organ -Research & Development Team -Concerned Faculty
4.2	Establishing information and communication channels to facilitate networking with stakeholders	<i>Conducting the baseline survey on social economic conditions of local community</i>	Number of baseline surveys conducted. Baseline: None Target: 2 survey conducted	2023-2027	12,500,000	-Research Development Team -Concerned Faculty
		<i>Organizing open days</i>	Number of open days organized. Baseline: None Target: One open day organized per AY	2023-2027	5,000,000	-Excutive Organ -Research & Development Team -Concerned Faculty -Institution Marketing Unit

		SUBTOTAL			70,000,000	
#	Objectives	Strategies	Key Performance Indicators (Baseline & Targets)	Time frame	Budget/Rwf	Responsible Unit
	Goal V	Ensuring financial sustainability				
		<i>Setting tuition fees based on modules & programs</i>	Percentage of tuition fees based on modules. Baseline: 0% of tuition fees are based on modules Target: 100% of tuition fees are based on modules	2023-2027	500,000	-DVC (Admin & Finance)
		<i>Segmenting SIAS fees per program</i>	School fees segmentation. Baseline: 5,000,000 for MSc and 10,000,000 PhD programs Target: Program-based fees	2023-2027	5,000,000	-DVC (Admin & Finance)
5.2	Diversifying the sources of income	<i>Attracting external funds through grants and donations in terms of scholarships</i>	Number of successful grants/donations/scholarships. Baseline: 0 grants Target: At least two grants per AY.	2023-2027	2,500,000	-SIAS Founder -Excutive Organ -Institution Marketing Unit

	<i>Mounting additional income-generating initiatives within the SIAS</i>	Number of income-generating initiatives mounted. Baseline: None Target: Cyber café, canteen operating, and renting income Accommodation facilities etc.	2023-2027	30,000,000	-SIAS Founder (for advocacy) -Governing Board -Excutive Organ -Institution Marketing Unit
	<i>Establishing and operationalizing SIAS Business Company</i>	Operating Business company. Baseline: None Target: SIAS Business company established and operational	2023-2027	2,500,000	-SIAS Founder (for advocacy) -Excutive Organ -Institution Marketing Unit
	<i>Investing in financial instruments and business companies</i>	Amount of investments and the return on these investments. Baseline: Fixed deposit (Rwfmillion-9%) Target: Rwf 500 million of investments	2023-2027	5,000,000	-SIAS Founder (for advocacy) -Governing Board -Excutive Organ -Institution Marketing Unit
	<i>Establishing partnership and resources mobilization Unit</i>	Unit operational. Baseline. None Target: Unit fully operational	2023-2027	2,500,000	-SIAS Founder (for advocacy) -Governing Board -Excutive Organ -Institution Marketing Unit

		<i>Increasing consultancy income as source of funding</i>	Percentage of income from consultancy as a percentage of total budgets received from internally generated income. Baseline: 0% Target: 15%	2023-2027	2,500,000	-SIAS Founder (for advocacy) -Executive Organ -Research & Development Team -Institution Marketing Unit
5.3	Ensuring rational utilization and management of resources of SIAS	<i>Preparing a realistic annual action plan & budget and its effective execution</i>	% of achievement. Baseline: 65% Target: 90% achievement of budget	2023-2025	5,000,000	DVC (Admin & Finance)
		<i>Improving the finance Skills of SIAS personnel</i>	Number of continuous professional training attended by finance personnel. Baseline: None Target: One training per AY	2023-2026		DVC (Admin & Finance)
		<i>Involving all operational units in financial management</i>	All units involved in financial management. Baseline: 0 Target: Involvement of all operating units	2023-2027	-	DVC (Admin & Finance)

		<i>Prioritizing allocation and utilization of financial resources</i>	<p>Prioritization of core SIAS activities carried out</p> <p>Baseline: Undefined</p> <p>Target: Prioritization of allocation and utilization of financial resources</p>	2023-2027	-	DVC (Admin & Finance)
		<i>Effectively managing SIAS assets</i>	<p>Compliance with principles of assets management.</p> <p>Baseline: Undefined</p> <p>Target: Full compliance to principles of assets management</p>	2023-2027	2,500,000	DVC (Admin & Finance)
		<i>Optimizing of Operational Cost Efficiency</i>	<p>Costs optimization.</p> <p>Baseline: No policy and guidelines for cost optimization</p> <p>Target: Policy and guidelines for cost optimization in SIAS.</p>	2023-2027	500,000	DVC (Admin & Finance)
		<i>Preparing and submitting periodical performance reports</i>	<p>Regular periodical reports submitted.</p> <p>Baseline: Not regular reports</p> <p>Target: Regular periodical reports prepared and submitted</p>	2023-2026	-	DVC (Admin & Finance)

		<i>Reinforcing SIAS fees collection policy</i>	The collection rate of financial resources. Baseline: 0 Target: 98% collection rate and implementation of penalties for late payment of fees	2023-2025	-	DVC (Admin & Finance)
		SUBTOTAL			49,000,000	
#	Objectives	Strategies	Key Performance Indicators (Baseline &Targets)	Time frame	Budget/Rwf	Responsible Unit
	Strategic Goal VI	To Strengthen Institutional Capacities				
6.1	Expanding teaching and learning space and physical facilities	<i>Construction of a Phase (2) Classes to Accommodate more students</i>	Enhance to capacity to accommodate more than 30 Students per cohort	2025-2027	450,500,000	-Founder -Excutive Organ
		<i>Construction of a new library to accommodate the increased number of students & Books As part of Phase (2) Expansion</i>	Enhance to capacity to accommodate more than 30 Students per cohort	2025-2027	50,000,000	-Founder -Excutive Organ

		<i>Construction of an administrative bloc to increase the office space</i>	Enhance to capacity to accommodate more Staff	2025-2027	136,000,000	-Founder -Excutive Organ
		<i>Construction of recreational facilities for students and staff</i>	Number of recreational facilities developed. Baseline: None Target: 2 recreational facilities (volleyball and basketball)	2025-2027	25,000,000	-Founder -Excutive Organ
6.2	Improving learning equipment/facilities	<i>Increasing the number of Laptops & Flat Screens</i>	Computer-students ratio. Baseline: 0:0 Target: 1:5	2023-2025	100,000,000	-Founder -Excutive Organ
		<i>Providing classrooms with standard modern equipment</i>	% of classrooms are provided with modern equipment, smart boards and interactive screens. Baseline: 0% of classrooms Target: 80% of classrooms	2023-2025	25,000,000	-Founder -Excutive Organ
		<i>Increasing the number of books</i>	Number of books per student. Baseline: 0 books per student Target: 10 books (major domains) per student	2023-2027	75,000,000	-DVC (Admin & Finance) -Library Team

		<i>Increasing the number of student seats</i>	Number of seats. Baseline: 100 seats Target: 300 seats	2025-2027	62,500,000	-Founder -Executive Organ
6.3	Improving staff working equipment and facilities	<i>Providing office supplies</i>	Office supplies provided. Baseline: Not enough Target: All needed office supplies provided	2023-2027	55,000,000	-Founder -Executive Organ
		<i>Providing SIAS Transport Fleet (Cars, buses and Jeep)</i>	SIAS Cars & buses (coaster), and jeep (4x4) provided. Baseline: 0 Target: 2 Cars & 2 buses provided and 1 jeeps.	2025-2027	-	-Founder -Executive Organ
		<i>Acquiring modern office furniture and equipment</i>	% of offices provided with modern office furniture and equipment. Baseline: 0% of offices Target: 90% of offices	2022-2024	60,000,000	-Founder -Executive Organ
6.4	Strengthening human resource capacity and management	<i>Enhancing staff performance evaluation framework</i>	Enhanced performance evaluation framework. Baseline: 0 Target: Framework fully implemented	2023-2027	10,000,000	-DVC (Admin & Finance)

		<i>Organizing continuous professional training sessions for all staff</i>	Number of professional training sessions organized. Baseline: None Target: 1 training per AY	2023-2027	15,000,000	-DVC (Admin & Finance)
		<i>Developing policy for part time staff</i>	Part time staff policy in place. Baseline: unstructured procedures Target: Policy on part-time employment developed	2023	1,000,000	-DVC (Admin & Finance) -Quality Assurance
		<i>Providing social and financial incentives to staff</i>	Social and financial incentives are provided to staff. Baseline: Salary advance. Target: Accommodation facilities, salary advance, backing staff loans (vehicles).	2023-2027	2,500,000	-DVC (Admin & Finance)
6.4	Strengthening ICT capacity	<i>Improving the website to make it more dynamic and interactive</i>	The website improved. Baseline: Undefined Target: Dynamic and Interactive Website	2023-2027	7,500,000	-DVC (Admin & Finance) -ICT

		<i>ICT infrastructure & equipment</i>	Have modernized and upgraded ICT infrastructure and equipment. Baseline: undefined Target: Modern ICT infrastructure and up-to-date equipment	2023-2027	100,000,000	-DVC (Admin & Finance) -ICT - Projects Coordinators	
		<i>Developing and implementing ICT policy</i>	ICT policy. Baseline: No policy Target: Policy developed and fully implemented	2023-2027	-	-ICT -Quality Assurance	
		<i>Facilitating the development & sharing of e-content in research, teaching and learning with other HLIs</i>	Content developed and shared. Baseline: None Target: e-content database developed and shared	2023-2027	25,000,000	-ICT -Quality Assurance	
		<i>Have a wide and strong internet bandwidth within the SIAS</i>	Internet bandwidth. Baseline: 0 MBPS Target: 50 MBPS	2023-2027	25,000,000	-ICT -Quality Assurance	
		SUBTOTAL				1,854,500,000	
		GRAND TOTAL				6,116,465,034	

Crosscutting Issues

Table (4) Implementation Matrix of Crosscutting Issues

#	Objectives	Strategies/Activities	Key Performance Indicators (Baseline & Targets)	Time frame	Budget/Frw	Responsible Unit
	Goal VII: To Transform the SIAS into an attractive and friendly environment					
7.1	Promoting Social cohesion through clubs, associations and cooperatives	<i>Prompting the implementation of national social cohesion policies</i>	Compliance with social cohesion policies. Baseline: Undefined Target: Continued compliance	2023-2027	5,000,000	-DVC (Admin & Finance) -Students Affairs
		<i>Prompting the creation of a staff cooperative</i>	Support Staff welfare Baseline: None Target: staff cooperative operational	2023-2027	12,500,000	-DVC (Admin & Finance)
		<i>Supporting existing staff and students' clubs and associations</i>	Support associations Baseline: 0 Target: All clubs supported	2023-2027	15,000,000	-DVC (Admin & Finance)

#	Objectives	Strategies/Activities	Key Performance Indicators (Baseline &Targets)	Time frame	Budget/Frw	Responsible Unit
		<i>Promoting sports and cultural activities</i>	Promote a number of sports and cultural activities. Baseline: 0 Target: At least five sports clubs and 1 culture troupe promoted	2023-2027	50,000,000	-DVC (Admin & Finance)
		<i>Setting up mechanisms for preventing any sort of abuse and violence</i>	Setting up Mechanisms. Baseline: No mechanisms Target: Code of conduct for staff and students and SIAS citizen charter developed and implemented.	2023-2027	2,500,000	-DVC (Admin & Finance)
		<i>Developing a policy and procedures for staff and student social welfare</i>	Developed policy and procedures. Baseline: No policy	2023-2027	500,000	-DVC (Admin & Finance)

#	Objectives	Strategies/Activities	Key Performance Indicators (Baseline & Targets)	Time frame	Budget/Frw	Responsible Unit
			Target: Policy and procedures developed and implemented			
7.2	Increase the community attachment to the SIAS	<i>Prompting loyalty Scheme Program that enhance the community loyalty to SIAS</i>	Loyalty of the community. Baseline: Undefined Target: high	2023-2027	5,000,000	-DVC (Admin & Finance)
		<i>Establishing mechanisms for maintaining a good image of SIAS within the community</i>	Reputation. Baseline: High Target: Very high	2023-2027	2,500,000	-DVC (Admin & Finance)
		SUBTOTAL			73,000,000	

Goal VIII: To turn the SIAS into a gender-sensitive community						
	Objectives	Strategies/Activities	Key Performance Indicators (Baseline &Targets)	Time frame	Budget/Frw	Responsible Unit
8.1	Promoting the principle of gender equity and balance among students and staff	Increasing female enrolment inspiration programs	% of females in SIAS inspiration programs Baseline: 28% Target: 40%	2023-2027	2,500,000	-DVC (Admin & Finance)
		Including gender mainstreaming in curricula and research programmes	Gender-friendly Curricula and research programmes. Baseline: None Target: Component of gender-integrated in all curricula and research programmes	2023-2027	-	-DVC (Admin & Finance)
		Including gender mainstreaming in institutional practices	Gender mainstreaming in staff and students. Baseline: 25% for staff (teaching and	2023-2027	-	-DVC (Admin & Finance)

			administrative) and 51% for students Target: At least 30% for staff and 51% for students			
		<i>Raising awareness of gender equity and balance through trainings and seminars</i>	Organize a number of training sessions Baseline: None Target: At least one training per year is organized	2024-2017	2,500,000	-DVC (Admin & Finance)
		SUBTOTAL			5,000,000	

Goal IX: To maintain the principle of good governance within the SIAS						
#	Objectives	Strategies	Key Performance Indicators (Baseline & Targets)	Time frame	Budget/Rwf	Responsible Unit
9.1	Ensuring an effective legal and managerial framework	<i>Complying with the governance & management texts (policies, procedures, structure)</i>	% of compliance to management texts. Baseline: Undefined Target: 100% compliance	2023-2027	1,000,000	-DVC (Admin & Finance) - Quality Assurance
		<i>Reviewing key governance texts</i>	Frequency of reviewing texts. Baseline: Undefined Target: review every three years	2024-2016	2,000,000	-DVC (Admin & Finance) - Quality Assurance
		<i>Restructuring & updating the organization structure for much more performance</i>	Updated organization structure is in place. Baseline: structure not updated Target: Structure updated and implemented	2023-2027	-	-DVC (Admin & Finance) - Quality Assurance
		<i>Keeping a record of national, regional and international laws concerned with the SIAS</i>	Laws recorded. Baseline: All laws not recorded	2024-2027	2,500,000	-DVC (Admin & Finance) - Quality Assurance

			Target: all appropriate laws recorded			
9.2	Promoting accountability at all levels	Strengthening periodical reporting system	<p>Periodical performance reports.</p> <p>Baseline: Reporting system in place but not effective</p> <p>Target: Regularly performance reports submitted</p>	2023-2027	2,500,000	<p>-DVC (Admin & Finance)</p> <p>- Quality Assurance</p>
		Developing performance management and reward system within the SIAS	<p>Performance contracts management and rewards.</p> <p>Baseline: Undefined</p> <p>Target: Effective annual performance management</p>	2023-2027	-	<p>-DVC (Admin & Finance)</p> <p>- Quality Assurance</p>

9.3	Ensuring effective communication between organs	Implementing an effective MIS within the SIAS	Effective MIS. Baseline: Not implemented Target: MIS fully implemented within the SIAS	2023-2027	12,500,000	-ICT -DVC (Admin & Finance) - Quality Assurance
		SUBTOTAL			20,500,000	

Goal X: To ensure customer-centred service delivery						
#	Objectives	Strategies	Key Performance Indicators (Baseline & Targets)	Time frame	Budget/Rwf	Responsible Unit
10.1	Meeting customer's expectations in service delivery	Setting up customers' feedback management system	Customers' feedback management system. Baseline: No system Target: customers' feedback management system set up	2023-2027	250,000	-DVC (Admin & Finance) - Quality Assurance
		Training staff in customer-centered service delivery	Organized Number of trainings. Baseline: None Target: One training annually	2023-2027	2,500,000	-DVC (Admin & Finance) - Quality Assurance
		SUBTOTAL			2,750,000	

Goal XI: To prompt partnership for integration and development						
#	Objectives	Strategies	Key Performance Indicators (Baseline & Targets)	Time frame	Budget/Rwf	Responsible Unit
11.1	Maintaining the SIAS in the wide network of academia	<i>Promoting the internationalization of higher education</i>	Number of students received through international partnerships. Baseline: None Target: 50	2023-2027	2,500,000	-SIAS Founder -Excutive Organ
		<i>Promoting inter-SIAS cooperation (in exchange of staff, scholarship)</i>	Have number of Exchange programs and scholarships. Baseline: 0 exchange programs and 0 scholarships Target: 10 exchange programs and 20 scholarships	2023-2027	10,000,000	-Excutive Organ
		<i>Strengthening existing partnerships and initiating new ones</i>	Number of partnerships. Baseline: 20 Target: 50	2023-2027	2,500,000	-Excutive Organ -Marketing Team

11.2	Positioning & maintaining the networking with public & private sector	Collaborating with public and private institutions in specific programs	Number of partnerships. Baseline: 0 Target: At Least 10	2023-2027	25,000,000	-SIAS Founder -Excutive Organ -Marketing Team
		Attracting experts and qualified volunteers	Attracted a number of experts and volunteers. Baseline: 0 Target: 15	2023-2027	7,500,000	-SIAS Founder -Excutive Organ -Marketing Team
		SUBTOTAL			25,000,000	
	GRAND TOTAL				168,750,000	

IX. Implementation, Monitoring and Evaluation

IX.1 Background

The goal of the SIAS's strategic plan provides an academic environment that would lead to producing a generation of socioeconomic leaders that would deliver effective projects and inspired research. In relevance to the Rwanda's vision 2050, SIAS's activities also would help to prepare students to be more responsible citizens who have the potential to be critical thinkers, and creative problem solvers, that bring in ethical choices.

Through monitoring and evaluating this strategic plans, SIAS graduating students would be able to present their thoughts cogently, lead their targeted communities, and work well in teams, for the development of their country. SIAS must ensure that students are able to analyze and evaluate important trends in their communities during their academic life, comprehend how the world is changing, and cope with the dynamics of change in a way that would create socioeconomic advantage.

This strategic plan abides by Article 99 of law No 010/2021 of 16/02/2021, which empowers the governing board to approve the vision of SIAS.

IX.2 Implementation plan

The Socioeconomic Institute for Advanced Studies (SIAS) strategic plan is an established strategy to achieve the stated goals over 5 years (2022/2023-2027/2028). To implement this, in the medium- and short-term, an 'annual action plan' would be adopted from the strategic plan in the business plan, and other immerging priority programs.

Each stakeholder's role in this strategic plan is defined in the implementation of each project or program. Each department/unit and their heads/line managers will identify clear and detailed activities to be accomplished, and budgets needed and share the information with SIAS senior management. All the program heads and department managers, and their subordinates are responsible for implementation.

Throughout the process of implementation, SIAS will enhance all the following:

- Coordination, planning and implementation of activities;
- Better reporting and information on the implementation of projects;
- More active involvement of all stakeholders, including the Founders.

IX.3 Budget

The costs of SIAS Strategic plan objectives are expressed in Rwandan Francs. The costing puts into consideration all cost interventions at the institution level and those interventions that are covered by SIAS. The cost interventions at the institute level will be sources of revenue from the Founder, the investments in projects and Social-for-Profit initiatives, consultancies, tuition and registration besides other internally generated revenues.

IX.4 Checklist for SIAS Overall Monitoring and Evaluation

Based on both the outcome of the needs assessment study, the SIAS strategic and business plan, the SIAS faculty will be evaluated for their accredited programs and its workshops along with projects, to ensure whether the goals and objectives set in this strategic plan are actually resulting in “academic outcomes”; i.e. in students who are actually prepared for “thoughtful and productive lives in their several professions and places.”

SIAS will be judged by its outcome and impact on both its direct customers (the graduating students) and the community. However, important questions need to be asked, such as:

- ✓ Do SIAS faculty and staff possess a depth of multidisciplinary academic knowledge and the capability to look after the students?
- ✓ Are the SIAS faculty creating their own models of socioeconomic change or trying to bring positive change in their community?
- ✓ Are the SIAS postgraduate students getting the community engaged with their projects?
- ✓ Will students succeed as people with superior analytical, critical thinking, and problem-solving skills – with versatility for any context in which they work?

Besides, the annual self-assessment, SIAS will need feedback from students, staff, communities that have SIAS satellite centres, other stakeholders (such as government, private and/or NGOs), and any other regional and international channel.

IX.5 Strategic Plan Review and Update

Since this Strategic Plan is a dynamic document, it may change with time and according to the prevailing context, especially with regard to the environment of SIAS, and its development, besides the economic and social situation of the country. It is suggested items regarding the development plan should be reviewed every two years according to the situation.

All plans will need changing, fine-tuning, and revising, annually. The real legacy of strategic planning is the interactive communication process used to derive and adjust the plan. Discussing SIAS ideas and dreams should be used to help to build relationships and nurture bonding between members of the institute and its targeted community or stakeholders. SIAS's strategy would help its stakeholders to work together toward a common end, transforming one another in the process. Strategic planning isn't a cure-all, but it can make a decisive difference in the future of our SIAS community.

IX.6 Policies, Mechanisms and Procedures Supporting or Complementing the Implementation of the Strategic Plan

SIAS have established the following documents to ensure the effective and efficient implementation of its strategic plan:

Part One - Documents of Proposed Programs for Accreditation Assessment

1-1 PhD Inspiration Economy Program

1. PhD Inspiration Economy Program (Proposal)
2. PhD in Inspiration Economy Program (Specification Profile)
3. PhD Inspiration Economy Program (Modules Description Profile)

1-2 MSc Inspiration Economy Program

4. MSc Inspiration Economy Program (Proposal)
5. MSc Inspiration Economy Program (Specification Profile)
6. MSc Inspiration Economy Program (Modules Description Profile)

1-3 MSc Resilience Economy Program

7. MSc Resilience Economy Program (Proposal)
8. MSc Resilience Economy Program (Specification Profile)
9. MSc Resilience Economy Program (Modules Description Profile)

Part Two- Documents of SIAS Policies and Procedures

00.SIAS Response to HEC's Recommendations- May-2023

0.SIAS Application for Accreditation_form

1. SIAS Strategic Plan 2023 till 2027

2. SIAS Business Plan

3. SIAS RDB Registration

4. SIAS Academic Regulations Policy

5.a SIAS Governance Manual

5.b SIAS Governing Board-Approval Evidence

6. SIAS Roadmap toward Establishment of SIAS-Rwanda

7. SIAS Summary of Mission, Vision & Objectives

8. SIAS Management Structure-v2

9. SIAS Human Resources Recruitment & Growth

10. SIAS Academic Staff Appointment & Promotion

11. SIAS Staff Development & Mission Allowance Policy

12. SIAS Academic Staff Workload

13. SIAS Staff Handbook

14. SIAS Admissions Policy

15. SIAS Student Code of Conduct

16. SIAS Students Complaint & Staff Disciplinary Policy

17. SIAS Students Support Services Procedures Manual

18. SIAS Students Tuition Fees & Scholarship Plan

19. SIAS Organs Chart-v4

20. SIAS Letterhead

21. SIAS Sustainability Potentials

22. SIAS Infrastructure Plan

23. SIAS Teaching & Assessment Policy

24. SIAS Blended & Distance Learning Policy

25. SIAS Library Policy & Type of Listed Books

26. SIAS ICT Policy
27. SIAS Research Policy
28. SIAS Quality Assurance Manual
29. Finance Management Manual
30. SIAS Examination Policy
31. SIAS Risk & HS Management Policy
32. SIAS Assets Management-Inventory List-v2
33. SIAS Procurement Policy
34. SIAS Semesters Modules & Staff Plan
37. SIAS-List of SIAS MOUs
38. SIAS Consultancy Policy
39. SIAS Financial Plans (5 Years)
40. Mapping SIAS Milestone

Part Three- Extra Documents of SIAS Evidences in Response to HEC Recommendation

- Evidence File 1- SIAS Improvements Evidences as per HEC Recommendations
- Evidence File 2- Skills Gaps vs. SIAS Viability
- Evidence File 3- Examples of SIAS Programs Impact on Rwanda Community
- Evidence File 4- List of Committed Faculty & Staff to SIAS-Since Jan 2023
- Evidence File 5- Benchamarking World Socioeconomic Insitutions
- Evidence File 6a- Faculty Committed to Teach
- Evidence File 6b-SIAS Admin Staff Committed
- Evidence File 6c-SIAS Faculty Committment to Teach Modules
- Evidence Ref 1- SIAS Needs Assessment-v3
- Evidence Ref 2- SIAS Affiliates Licences & Registration Certificates
- Evidence Ref 3-Main Socioeconomic Problems of SIAS Focus as per IIEP History-by Projects & Research
- Evidence Ref 4-SIAS-Modules Projects Submission Guide

Part Four- SIAS Financial Evidence Documents

- Evidence 1-Financial Sustainability (Invested Already for SIAS)
- Evidence 2-Financial Sustainability (Real-estate Assets Dedicated by Found)
- Evidence 3-Financial Sustainability (Real-estate Assets Dedicated by Founder Family)
- Evidence 4-Financial Sustainability (Examples of People Trust in SIAS)
- Evidence 5-Financial Sustainability (Cash Flow)
- Evidence 6-SIAS Sustainability Potentials (Sources of Sustainability)
- Evidence 7-SIAS Sustainability - Transformation Plan

X. Conclusion

There is no doubt that higher education is facing escalating expectations and demands while at the same time experiencing serious economic shortfalls. This strategic Planning must therefore take, recognition of these challenges and respond to them adequately. SIAS is therefore compelled to chart a strategic direction guided by a shared vision, strategic thinking and agility.

Through this strategic plan, the institution intends to marshal its acknowledged strengths around identified opportunities, in order to address its weaknesses and minimize associated threats to its development, transformation and contribution to the national agenda of Rwanda and the society in general. This institution's Strategic Plan assumes that the need for socioeconomic development and change are a genuine concern to all stakeholders. Therefore, that the concerned parties will seek appropriate solutions, and would be capable of working with SIAS for the common good.

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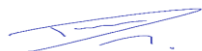
VERSION CONTROL

Version Number	3
Prepared by	Dr. Mohamed Buhijji
Version Reference number	SP/1/2022
Description	SIAS Strategic Plan
Policy owner	Social-Economic Institute for Advanced Studies (SIAS)
Responsible division	Quality Assurance Coordinator & SIAS Council
Internally validated	Yes
Date of Internal Validation	1/11/2022
Approved by	SIAS Governing Board
Date of approval	18/12/2022
Amendments	0
Proposed Review date	2024
Web address of this policy	http://www.sias.rw/

APPROVAL FORM

Checked by:

Signature:



**DR. Donya Ahmed
Vice Chancellor
Socioeconomic Institute for Advanced Studies**

Approved by:

Signature:



**DR. Mohamed Buhiji
Founder & Chairman of the Board of Trustees
Socioeconomic Institute for Advanced Studies**

