

Part I: Joint Executive Summary Guidance Note

Before completing this template, applicants should read Document 1: Guidance and Instructions in full. Document 1 sets out the eligibility requirements, financing parameters, evaluation criteria, and submission instructions that apply to the full EoI package.

Instructions to Applicants

The Joint Executive Summary is the opening document of the EoI package. It is co-authored and jointly submitted by the ACE and the RFTI as a single, integrated statement of the partnership's case.

This is not an abstract or a summary of Parts 1 and 2. Reviewers will read this document first. Its purpose is to make a compelling, unified case for the partnership as a whole — synthesizing the most important elements across sector alignment, institutional quality, expected accomplishments/outputs, and partnership rationale into a coherent narrative that stands on its own.

A strong Executive Summary will:

- Explain why this sector and value chain were selected and the main challenge(s) that the proposal intends to address. Proposals that connect to existing sectoral investments, including World Bank-financed programs, should make that connection explicit. Summarize the evidence of employer and industry demand underpinning this proposal.
- Provide a concise account of what each institution brings to this partnership to address the above identified challenge(s) and what they aim to achieve. This is not a full institutional profile — that is for Parts 1 and 2. The focus is on the most compelling evidence of excellence and the most important contribution each institution will make under ACE Innovate. Reviewers are looking for honesty and specificity, not institutional marketing.
- Why do these two institutions, working together, produce something more valuable than either could achieve alone?

Formatting requirements: The Executive Summary must not exceed **2 pages**. Use a minimum font size of 11pt, minimum margins of 2cm on all sides, and at least single line spacing.

Both institutions must formally endorse the document. An e-signed endorsement from the head of each institution is required at the bottom of the submission.

Ministerial and Institutional Endorsement

By signing below, the heads of both institutions and the Sector Engagement Panel (SEP) confirm that this Joint Executive Summary, and the full EoI package of which it forms a part, has been reviewed and is submitted with the full endorsement and institutional commitment of both organizations and the SEP.

Ministry Representative

Name: _____

Title: _____

Signature: _____

Date: _____

ACE/Emerging Center — Head of Institution

Name: _____

Title: _____

Signature: _____

Date: _____

ACE/Emerging Center — Head of ACE/Emerging Center

Name: _____

Title: _____

Signature: _____

Date: _____

RFTI — Head of Institution

Name: _____

Title: _____

Signature: _____

Date: _____

RFTI — Head of Institute

Name: _____

Title: _____

Signature: _____

Date: _____

Sector Engagement Panel — Chair

Name: _____

Title: _____

Signature: _____

Date: _____

Sector Engagement Panel — Vice Chair

Name: _____

Title: _____

Signature: _____

Date: _____

Part II: ACE/Emerging Center Expression of Interest Guidance Note

Before completing this template, applicants should read Document 1: Guidance and Instructions in full. Document 1 sets out the eligibility requirements, financing parameters, evaluation criteria, and submission instructions that apply to the full EoI package.

Instructions to Applicants

This template — Part II of the joint EoI package — is completed by the ACE/Emerging Center. It should be read alongside the Joint Executive Summary (Part I) and the RFTI EoI (Part III), which together form the complete submission.

The ACE/Emerging Center section should present a compelling, evidence-based case for why this institution, in this sector, with this RFTI partner, is ready to deliver impact at scale. Reviewers will assess the quality of thinking, leadership and vision, the ambition of the program, and the credibility of the proposal — not the length or polish of the document. Concision and specificity are valued over comprehensiveness.

Guidance is provided for each subsection. Page allocations are indicative — applicants may adjust space across sections provided the total narrative does not exceed 12 pages, excluding the annex. The results table in Section 2.5 does not count toward this page limit.

Formatting requirements: Minimum font size 11pt, minimum margins of 2cm on all sides, single line spacing.

Where guidance refers to expectations that may differ for Emerging Centers, this is indicated with an asterisk*.

Section 1 — Sector Focus, Value Chain, and Strategic Alignment

(Indicative: 2 pages)

This section establishes the demand-side foundation of the proposal. Describe the sector and specific value chains the ACE/Emerging Center will serve under ACE Innovate and make the case for why this focus area matters — for firms, for the labor market, and for the country's development trajectory and what main challenge(s) the proposal wants to address. Be precise: reviewers are looking for a diagnosis of real and significant challenges, grounded in evidence, not a general account of sector importance.

Proposals that connect to existing sectoral investments — including World Bank-financed programs, national sector strategies, or pipeline investments — should make those linkages explicit and indicate which part of their results the proposal will make contributions to. Strong proposals will demonstrate that the ACE's/Emerging Center's focus is embedded in the broader development agenda and job creation, not standing apart from it.

1.1 Sector and Value Chain: Identify the priority sector and the specific value chain segment(s) the ACE will serve. Explain why this value chain was selected — what role can advanced skills, applied research, and innovation play in addressing its most significant constraints?

1.2 Binding Constraints and Demand for Advanced Skills and Research: Describe the most significant skills gaps, research deficits, and innovation bottlenecks holding back the sector and value chain. What do firms, employers, and sector actors need that is not currently available — and how has this demand been evidenced? Reference labor market data, employer engagement, and Sector Engagement Panel findings where available.

1.3 Strategic Alignment: Explain how the proposed ACE/Emerging Center focus aligns with national government development priorities and existing or pipeline sectoral investments, including World Bank-financed operations where relevant. Where applicable, identify specific programs or investment initiatives with which ACE Innovate activities will connect.

Section 2 — Program Design: Skills, Research, and Innovation

(Indicative: <5 pages of narrative, plus the results table in Section 2.5)

This section is the core of the ACE/Emerging Center EoI. It should translate the sector demand identified in Section 1 into a concrete, ambitious program of advanced training, applied research, and innovation. Reviewers will assess both the quality of what is proposed and the scale of its intended reach. Proposals should reflect

genuine ambition — applicants are encouraged to review the ACE Impact reference outputs in *Guidance and Instructions* document as a benchmark for the level of performance expected.

2.1 Advanced Skills and Training Programs: Describe the postgraduate programs (PhD, Master's, and where relevant undergraduate specializations) and short-term professional development courses the ACE will offer or significantly expand under ACE Innovate. For each program or group of programs, address the target student profile, projected enrollment, regional reach, and how the curriculum is aligned with employer and sector needs.

* *Emerging Centers* should focus on developing a small number of well-designed, credible programs that respond clearly to employer and sector needs. While the overall ambition remains high, expectations take into account the earlier stage of development, with emphasis on building strong program structure, relevance, and foundations for future growth.

2.2 Research Agenda: Describe the ACE's priority research areas under ACE Innovate. A strong research agenda under ACE Innovate is one that delivers on two fronts: rigorous, peer-reviewed work that builds the institution's academic standing, and applied research that addresses real challenges facing firms, employers, and value chain actors. Both are expected, and both should be reflected in the targets in Section 2.5. Explain how the research agenda connects to and strengthens the training programs described in 2.1.

* *Emerging Centers* should present a structured applied research agenda that is ambitious relative to their current stage. An early-stage research trajectory is acceptable provided it is credible, well-defined, and clearly linked to sector demand.

2.3 Innovation and Industry Engagement:

Under ACE Innovate, *innovation* refers broadly to the practical application of knowledge, research, and technical expertise to address real sector and firm-level challenges. Innovation may include:

- development and testing of practical solutions,
- adaptation of technologies to local contexts,
- process or service improvements,
- applied problem-solving with firms,
- workforce and production innovations,
- technology transfer,
- commercialization pathways,
- or incubation and scaling of promising ideas.

ACE Innovate does not expect all institutions to produce patents or start-ups. What matters is whether the ACE demonstrates a credible pathway through which research, technical expertise, and industry engagement contribute to solving real sector problems and improving workforce, firm, or value chain performance.

Describe how the ACE will translate research and knowledge into practical application — through technology transfer, commercialization, incubation, or direct firm-level engagement. Rather than listing potential partners, applicants are asked to provide concrete examples of planned or active innovation activities.

This section is not the place for aspirational lists — reviewers are looking for evidence of relationships and clear value exchange. Applicants that cannot yet name specific partners should be candid about the current state of engagement and describe a credible plan to build these relationships under ACE Innovate.

* *Emerging Centers:* innovation at this stage means finding new and more effective ways to deliver skills, applied research, and industry collaboration. A full commercialization agenda is not expected, but concrete engagement with at least multiple firms or sector actors is.

2.4 Regional Role and Collaboration

ACE Innovate is a regional platform. In this section, describe how the ACE/Emerging Center will contribute to — and benefit from — regional collaboration across Western and Central Africa. Strong responses will demonstrate not only plans to recruit regional students, but also how the center's skills development, research, innovation, and industry engagement activities will address regional challenges, support cross-border value chains, or contribute to regional knowledge and workforce needs.

Briefly address the following:

- What role could the center play within a broader regional network of institutions working in this sector?

- How would the center benefit from collaboration with other centers, RFTIs, regional institutions, or sector partners?
- How will the center’s training, research, innovation, or industry engagement activities serve regional labor markets, firms, or development priorities?
- Are there specific regional partnerships, networks, value chains, or cross-country initiatives the center expects to contribute to or benefit from?

Reviewers are looking for 1-2 credible examples grounded in the realities of the sector — not generic statements about collaboration or student mobility.

2.5 Indicative Results Table: Complete the table below with projected achievements over the five-year program period and the key assumptions underpinning each target. Targets should be ambitious — applicants are encouraged to review the ACE Impact reference table in the *Guidance and Instructions* document as a performance benchmark. ACE Innovate expects to see results that exceed what was achieved in previous program phases.

This table does not count toward the 11–12 page narrative limit.

Indicator	Projected Achievement (5 years)	Key Assumptions
% of graduates finding employment within 6 months		
Total graduates — PhD		
Total graduates — Master's		
Total graduates — Undergraduate (where applicable)*		
Short course / professional trainees		
Firm-based on-the-job training participants		
Female students (% of total)		
Regional / non-national students (% of total)		
Peer-reviewed publications		
Applied research outputs (prototypes, pilots, technical solutions)		
Newly accredited programs		
Internships / industry placements		
Externally generated revenue (USD)		

* Undergraduate enrollment targets apply primarily to Emerging Centers where undergraduate programs form part of the program design.*

Section 3 — Institutional Excellence and Readiness

(Indicative: 3–4 pages)

This section demonstrates that the ACE/Emerging Center has the institutional foundation to deliver on the ambitions set out in Section 2. Reviewers are looking for evidence of existing excellence — not a description of what the institution aspires to become, but what it has already demonstrated. This section should also show how ACE Innovate financing will be deployed strategically to strengthen delivery capacity, not to compensate for institutional weakness.

3.1 Track Record and Existing Capacity: Summarize the ACE's/Emerging Center’s most significant achievements to date — in postgraduate training, peer-reviewed research, industry engagement, and regional reach. Where applicable, reference performance under previous ACE program phases. Be specific: numbers, named partnerships, publications, and graduate outcomes carry more weight than general descriptions of capacity.

3.2 Host University Support and Governance: Describe the host university's commitment to the ACE/Emerging Center — in financial support, institutional leadership, infrastructure, and governance. How is the center positioned within the university's strategic agenda? What specific, concrete commitments has the university made to support and sustain ACE Innovate activities?

3.3 Strategic Investment Plan: Up to 15% of the ACE grant may be allocated to institutional strengthening activities. These are investments that strengthen the host institution’s capacity in areas vital to the center— they are not general operational or infrastructure expenditures. Eligible areas include digital learning

infrastructure, career services, faculty development, research management systems (including technology transfer, commercialization, and innovation support), and quality assurance. Civil works and construction for the center remain subject to the overall civil works ceiling set out in the *Guidance and Instructions*.

Identify the most important institutional strengthening investments that will be made under ACE Innovate. Rank them by priority and indicate the approximate budget share allocated to each. Not all investment areas must be selected.

Investment Area	Rank	Approximate Budget Share (%)	Expected Usage
Faculty development			
Research management (including technology transfer, commercialization, and innovation)			
Digital infrastructure and learning platforms			
Career services and industry engagement			
Internal quality assurance			
Education management information system			
Other (specify)			
Total		100%	

For each priority investment area, provide a brief justification (2–3 sentences) explaining why this investment is critical to the center's ability to deliver its proposed program.

3.4 Financial Position and Sustainability: Provide a concise overview of the center's current financial position — sources of revenue, key expenditures, and financial trajectory. Describe the strategy for achieving financial sustainability beyond the five-year program period, including plans for externally generated revenue, research grants, fee income, and industry partnerships. Reviewers will be looking at a credible plan that may include additional support from the host institution and/or government allocation.

Section 4 — Partnership Rationale and Complementarity

(Indicative: 1 page)

From the center's perspective, make the case for why this pairing with the proposed RFTI is the right one — and why the partnership will deliver more than the ACE/Emerging center could achieve alone. In addition to coordination mechanisms, describe the complementarity: across the skills ladder, across the research-to-application pipeline, and in terms of shared sector impact.

Address what the RFTI brings that the center cannot provide on its own, how the center's research and advanced training agenda may connect to and strengthen the RFTI's programs and workforce outcomes, and how the two institutions will engage in practice — proportionate, grounded in shared purpose, and mutually reinforcing.

Section 5 — Risk and Feasibility

(Indicative: 1 page)

Identify the most significant risks to achieving the results proposed in this submission. A strong response demonstrates nuanced, honest thinking about what could go wrong — and what will be done about it. Reviewers are more persuaded by a clear-eyed risk assessment than by a proposal that identifies no meaningful challenges.

For each risk identified, address: the nature of the risk, its likelihood and potential impact on program delivery, and the mitigation measures the center will put in place. Consider risks at multiple levels: sector-level (demand shifts, investment pipeline changes), institutional (capacity, financial sustainability, leadership), and partnership-level (RFTI readiness, coordination).

Annex — Supporting Documentation

The annex provides the evidence base for claims made in the main Expression of Interest. Required items are listed below. Applicants may include additional supporting material where it meaningfully strengthens the submission — but the annex must not be used to extend the main narrative beyond the page limit.

A1 — Institutional Data Summary

Indicator	Current Figure
Total student enrollment (institution-wide)	
Total student enrollment (center programs)	
Number of active postgraduate students (ACE/Emerging Center)	
Number of faculty (ACE/Emerging Center)	
Number of faculty with PhD (ACE/Emerging Center)	
Number of peer-reviewed publications (last 3 years)	
Number of active industry partnerships	
Externally generated revenue — most recent year (USD)	

A2 — Leadership Bios

Provide brief professional bios (maximum 1 page each) for:

- Head of Institution
- Head of ACE/Emerging Center
- Up to 2 key faculty members central to the proposed program

A3 — Active Industry and Employer Partnerships

Provide a structured list of current industry and employer partnerships. For each, include: the name of the partner, the nature of the engagement, key outputs or outcomes to date, and the duration of the relationship.

A4 — Facilities and Equipment

A concise description (maximum 1 page) of key facilities and equipment available to support the proposed program — including laboratories, research infrastructure, and digital platforms. Up to 10 photographs may be included.

A5 — Financial Overview

A summary table of the ACE's/Emerging center's revenues and expenditures for the most recent two financial years, and an indication of the projected financial sustainability trajectory post-program.

Part III — RFTI Expression of Interest Guidance Note

Before completing this template, applicants should read the Guidance and Instructions in full. It sets out the eligibility requirements, financing parameters, evaluation criteria, and submission instructions that apply to the full Eol package.

Instructions to Applicants

This template — Part III of the joint Eol package — is completed by the RFTI. It should be read alongside the Joint Executive Summary (Part I) and the ACE Eol (Part II), which together form the complete submission.

The RFTI Eol should present a compelling, evidence-based case for why this institution, in this sector, with this ACE partner, is ready to develop into a Regional Flagship TVET Institute (RFTI) — a sector-focused institute recognized for excellence in technician and mid-level skills training, serving students from across the region, including from neighboring countries — and to deliver skilled graduates at meaningful scale.

An important note on scope: ACE Innovate is investing in sector-aligned programs only — not in the institution broadly. Applicants must be explicit about which programs within their institution are in scope for ACE Innovate. Where relevant programs are dispersed across departments or faculties, applicants should describe how these will be organized or consolidated into a coherent, sector-focused RFTI. Reviewers will assess the quality and ambition of the sector-aligned program cluster, not the institution's overall portfolio.

Guidance is provided at the start of each section. Page allocations are indicative — applicants may adjust space across sections provided the total narrative does not exceed 12.5 pages, excluding the annex. The results table in Section 2.4 does not count toward this page limit.

Formatting requirements: Minimum font size 11pt, minimum margins of 2cm on all sides, single line spacing.

Section 1 — Sector Focus, Value Chain, and Strategic Alignment

(Indicative: 2 pages)

This section establishes the demand-side foundation of the proposal. The RFTI's scope is expected to be broader than the ACE's — covering technician and mid-level skills across multiple nodes of the priority value chain, not a single specialized focus area. Describe which segments of the value chains the RFTI will serve, and make the case for why technician-level skills and workforce development are critical to unlocking growth in those segments.

Proposals that connect to existing sectoral investments — including World Bank-financed programs, national sector strategies, or pipeline investments — and expected job creation should make those linkages explicit.

1.1 Sector and Value Chain: Identify the priority sector and the specific value chain segment(s) the RFTI will serve. Explain how technician-level and mid-level skills directly address the binding constraints and workforce gaps across these segments. Where do firms and employers most acutely feel the absence of qualified technicians — and what does this cost them?

1.2 Labor Market Demand and Employer Needs: Describe the evidence of employer and industry demand underpinning this proposal. What specific skills, qualifications, and competencies do firms and value chain actors need that existing training institutions are not providing? Reference labor market data, employer engagement, and Sector Engagement Panel findings where available.

1.3 Strategic Alignment: Explain how the proposed RFTI aligns with national government development priorities and existing or pipeline sectoral investments, including World Bank-financed operations where relevant. Where applicable, identify specific programs or investment initiatives with which RFTI activities will connect.

Section 2 — Program Design: Skills and Workforce Development

(Indicative: less than 5 pages of narrative, plus the results table in Section 2.4)

This section is the core of the RFTI Eol. It should translate the labor market demand identified in Section 1 into a concrete, ambitious program of technician training, work-based learning, and industry collaboration. Reviewers will assess both the quality of what is proposed and the scale of its intended reach. Proposals should reflect genuine ambition.

2.1 Training Programs and Qualifications: Describe the programs — certificates, diplomas, advanced technician qualifications, short courses, and apprenticeships — the RFTI will offer or significantly expand under ACE Innovate. These must be the sector-aligned programs that form the RFTI's core scope under this proposal. For each program or group of programs, address:

- The target student profile and entry requirements
- Projected enrollment and graduate numbers over the five-year program period
- The qualification level and accreditation or recognition status from relevant national bodies — indicate clearly which programs are currently accredited/recognized and which will seek accreditation, if relevant, under ACE Innovate; and alignment, if any, with National Qualifications Frameworks (if applicable)
- How the curriculum is aligned with employer and sector needs — and how this alignment will be maintained and updated over time
- Regional reach: what share of students are expected to be from other countries in Western and Central Africa?

Reviewers are looking for programs that are genuinely demand-driven — not existing programs relabelled for the purposes of this application.

2.2 Work-Based Learning and Employer Co-Design: Work-based learning — apprenticeships, industry placements, on-the-job training, and employer co-design of curricula — is central to what distinguishes a Regional Flagship from a well-resourced TVET or polytechnic institute. Describe how the proposed RFTI will embed work-based learning across its programs, and how employers will be genuine partners in curriculum design and delivery, not passive recipients of graduates.

2.3 Industry Engagement and Partnerships: Rather than listing potential partners, applicants are asked to provide 2-3 concrete examples of planned or active industry engagements. For each example, address:

- Who is the partner? (Named firm, association, or sector actor)
- What is the nature of the collaboration? (Curriculum co-design, apprenticeship provision, equipment donation, work-based placement, applied problem-solving, or other)
- What is the expected output or outcome? (A specific qualification pathway, number of apprentices, industry-certified program, or measurable result)

Applicants that cannot yet name specific partners should be candid about the current state of engagement and describe a credible plan to build these relationships under ACE Innovate. Reviewers are looking for evidence of real relationships and clear value exchange — not aspirational lists.

2.4 Indicative Results Table: Complete the table below with projected achievements over the five-year program period and the key assumptions underpinning each target. Targets should be ambitious but justifiable within the financing envelope and timeframe.

This table does not count toward the 12.5 page narrative limit.

Indicator	Projected Achievement (5 years)	Key Assumptions
% of graduates finding employment or advancing within 6 months		
Total graduates — Advanced technician / diploma		
Total graduates — Certificate programs		
Short course trainees (reskilling / upskilling, including on-the-job training)		
Apprentices and work-based learners		
Firm-based on-the-job training participants		
Female students (% of total)		
Regional / non-national students (% of total)		
Newly accredited or industry-certified programs		
Employer partners actively engaged in curriculum or delivery		
Internships / industry placements		
Peer-reviewed publications (in collaboration with ACE partner)		

Applied research or innovation outputs linked to ACE partner		
Externally generated revenue (USD)		

Section 3 — Institutional Quality and Readiness

(Indicative: 3–4 pages)

This section demonstrates that the RFTI has the institutional foundations — or a credible and concrete plan to build them — to deliver on the ambitions set out in Section 2. Reviewers are not assessing the institution's overall profile: they are assessing the quality and potential of the sector-aligned programs being proposed. Evidence of existing excellence within that focused scope carries the most weight. Where the institution has limited sector-specific track record, a clear and honest account of the strongest foundations, and a credible plan to build from them, is acceptable — and preferable to overstating what is in place.

3.1 Track Record and Existing Capacity: Summarize the institution's most significant achievements in the proposed sector — in training delivery, employer engagement, work-based learning, and graduate outcomes. Be specific: enrollment numbers, employer relationships, graduate employment rates, and program accreditations carry more weight than general descriptions. Where relevant, highlight any prior recognition or awards for excellence in TVET delivery.

3.2 Instructor Quality and Professional Development: The quality of an RFTI rests substantially on the quality of its instructors — their technical expertise, their industry experience, and their ability to deliver work-based and applied learning. Describe the current profile of instructors, with a bit more detail on 2-3 lead instructors, in the sector-aligned programs: qualifications, industry backgrounds, and professional development practices. How will the RFTI attract, develop, and retain high-quality instructors under ACE Innovate?

3.3 Host Institution Support and Governance: Describe the commitment of the host institution to the RFTI — in leadership, governance, financial support, and infrastructure. Where the RFTI represents a new or reorganized cluster of programs within the broader institution, explain how this structure will be established, governed, and protected from institutional fragmentation. What specific, concrete commitments has the host institution made to support ACE Innovate activities?

3.4 Strategic Investment Plan: Up to 15% of the RFTI allocation may be allocated to institutional strengthening activities — investments that directly strengthen the RFTI's capacity to deliver its proposed program. These are not general operational expenditures. Eligible areas include digital infrastructure, career services, instructor development and recruitment, education management information systems, and internal quality assurance.

Identify the most important institutional strengthening investments the RFTI will make under ACE Innovate. Rank them by priority by indicating the approximate budget share (%) allocated to each. Not all investment areas need to be prioritized.

Investment Area	Rank	Approximate Budget Share (%)	Expected Usage
Instructor development			
Internal quality assurance / accreditation			
Digital infrastructure and learning platforms			
Career services and employer engagement			
Education management information system			
Other (specify)			
Total			

For each priority investment area, provide a brief justification (2–3 sentences) explaining why this investment is critical to the RFTI's ability to deliver its proposed program.

3.5 Financial Position and Sustainability: Provide a concise overview of the institution's current financial position — sources of revenue, key expenditures, and financial trajectory. Describe the strategy for achieving financial sustainability beyond the five-year program period, including plans for externally generated revenue, employer contributions, fee income, and government support.

Section 4 — Partnership Rationale and Complementarity

(Indicative: 1 page)

From the RFTI's perspective, make the case for why this pairing with the proposed ACE/Emerging Center is the right one — and why the partnership will deliver more than the RFTI could achieve alone. In addition to coordination mechanisms, describe the complementarity: across the skills ladder, across the research-to-application pipeline, and in terms of shared sector impact.

Address what the center brings that the RFTI cannot provide on its own — in terms of research depth, advanced skills, and technical innovation — and how the center's work will strengthen the RFTI's programs, instructors, and the quality of its graduates. Explain, for example, how applied research and innovation outputs from the center will reach and be absorbed by the RFTI's programs and students, and how the two institutions will engage in practice: proportionate, grounded in shared sector purpose, and mutually reinforcing.

Section 5 — Risk and Feasibility

(Indicative: 1 page)

Identify the most significant risks to achieving the results proposed in this submission. A strong response demonstrates nuanced, honest thinking about what could go wrong — and what will be done about it. Reviewers are more persuaded by a clear-eyed risk assessment than by a proposal that identifies no meaningful challenges.

For each risk identified, address: the nature of the risk, its likelihood and potential impact on program delivery, and the mitigation measures the RFTI will put in place. Consider risks at multiple levels: sector-level (demand shifts, employer disengagement), institutional (instructor capacity, financial sustainability, governance), and partnership-level (ACE collaboration, coordination across institutions).

Annex — Supporting Documentation

The annex provides the evidence base for claims made in the main proposal. Required items are listed below. Applicants may include additional supporting material where it meaningfully strengthens the submission — but the annex must not be used to extend the main narrative beyond the page limit.

A1 — Institutional Data Summary

Indicator	Current Figure
Total student enrollment (institution-wide)	
Total active enrollment — sector-aligned programs in scope	
Number of instructors (sector-aligned programs)	
Number of instructors with relevant industry experience	
Number of active employer partnerships	
Graduate employment rate — most recent cohort (%)	
Externally generated revenue — most recent year (USD)	

A2 — Leadership and Instructor Profiles

Provide brief professional bios (maximum 1 page each) for:

- Head of Institution
- Head of RFTI / Proposed Institute Director
- Up to 3 key instructors central to the proposed sector-aligned programs, with particular attention to their industry experience

A3 — Active Industry and Employer Partnerships

Provide a structured list of current industry and employer partnerships. For each, include: the name of the partner, the nature of the engagement, key outputs or outcomes to date, and the duration of the relationship.

A4 — Facilities and Equipment

A concise description (maximum 1 page) of key facilities, workshops, laboratories, and equipment available to support the proposed sector-aligned programs. Up to 10 photographs may be included. Describe facilities in terms of their relevance to the proposed programs — not as a general institutional inventory.

A5 — Existing Sector-Aligned Training Offerings

A structured list of the sector-aligned training programs currently offered by the institution. For each program, include:

<i>Program Name</i>	<i>Qualification Level</i>	<i>Duration</i>	<i>Annual Enrollment</i>	<i>Accreditation Status</i>	<i>Accrediting Body</i>
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A6 — Institutional Accreditation Evidence

Where the institution holds accreditation, provide a summary of the relevant accreditation certificate(s) issued by the accrediting body.

A7 — Financial Overview

A summary table of the institution's revenues and expenditures for the most recent two financial years, and an indication of the projected financial sustainability trajectory post-program.