

FIVE YEARS ROLLING CORPORATE STRATEGIC PLAN JULY 2011- JUNE 2016

1 Purpose of the Corporate Strategic Plan

The Government of Tanzania introduced strategic planning in 2002 in all ministries and public organizations. The ministries and organizations are obliged to develop Medium Term Strategic Plans (MTSP) to chart out their broad directions.

TIE as a public Institution has developed a Five Year Rolling Corporate Strategic Plan (CSP) for the period of July 2011 to June 2016. This corporate strategic plan intends to set the direction that TIE will follow in the course of fulfilling its mandatory roles in the coming five years. Specifically, the CSP will:

- (a) Help establish realistic goals and objectives consistent with TIE's mission, taking into account the Institute's implementation capacity;
- (b) Serve as basis for budget preparation and fund raising;
- (c) Be a guide for enhancement of institutional, departmental and individual accountability and responsibility;
- (d) Provide the framework to monitor progress and evaluate the effectiveness of performance and service delivery; and serve as a tool for communication with stakeholders and partners.

2 OBJECTIVES, STRATEGIES, PLANNED OUTPUTS, TARGETS AND OUTCOMES

2.1 Introduction

The objectives of the 2011 – 2016 TIE's rolling strategic plan are:

- (a) To improve quality of education in Tanzanian schools through better curriculum, and better training;
- (b) To strengthen capacity of TIE to deliver its core functions;
- (c) To improve Care and Supportive Services and reduce HIV and AIDS Infection; and
- (d) To enhance, sustain and implement national anti-corruption strategy effectively.

2.2 The Overall Objective of the Plan

To improve the quality of the curriculum, its delivery and related services for improved learning.

2.3 Specific Objectives

Objective 1: Quality of education in Tanzanian schools improved through better curriculum, and better training

This objective will be achieved by carrying out curriculum review, preparation of teaching and learning materials, training of teachers and curriculum implementers, and research and monitoring.

Sub-objective 1.1: Curriculum reviewed, improved at designated levels and addresses cross cutting issues

The curriculum has to be periodically reviewed to address the challenges in the society. The focus of the review shall be removal of outdated content and replacing it with relevant content; infusion of cross cutting issues such as HIV and AIDS, poverty, good governance, gender, environmental awareness, special needs education and others as need may arise. Other aspects of the review will include reorganization of content in some subjects and strengthening the teaching of English, Mathematics and Science.

Strategies adopted

1. Develop a National Curriculum Framework (NCF) for pre-primary, primary, secondary and teacher education including special needs curriculum;
2. Review curriculum for schools and teachers' colleges and mainstream crosscutting issues;
3. Establish a curriculum training centre and build capacity of curriculum developers on curriculum design and development; and
4. Provide professional advice and consultancy services.

Output 1

A National Curriculum Framework is available (NCF);

Indicators

- NCF prepared and published; and
- Number of local and international symposiums held on curricula

Targets

- NCF for pre-primary, primary, secondary and teacher education developed by 2012;
- Two local and one international symposium on curriculum held by 2013.

Output 2

Curriculum for schools and teachers' colleges reviewed and crosscutting issues mainstreamed.

Indicators

1. Number of curricula and syllabi reviewed in line with NCF;
2. Number of crosscutting issues integrated into the syllabi for schools and teachers' colleges; and
- 3.
4. Number of panel meetings held.

Targets

- Curricula and syllabi for pre-primary and primary schools reviewed and cross cutting issues mainstreamed by 2013;

- Curricula and syllabi for secondary schools(O and A-level) reviewed and mainstreamed with cross cutting issues and special needs education by 2012;
- Curricula and syllabi for teacher education reviewed and mainstreamed with cross cutting issues and special needs education by June 2014; and
- 100 subject panel meetings (20 each year) conducted by 2016.

Output 3

Curriculum training centre is established to build capacity on Curriculum Design and Development

Indicators

- Number of curriculum developers trained in curriculum design and development.

Targets

- Curriculum training centre established and operational by 2016;
- 55 curriculum developers trained on curriculum design and development by 2016.

Sub -Objectives 1.2: Quality Curriculum Support Materials Prepared and Standards Established

On the basis of the reviewed curriculum, new curriculum support materials will be developed. Present guidelines for developing support materials will be reviewed. Priority will be paid to curriculum support materials for English, Mathematics and Science subjects.

In order to reach a larger number of schools and teachers, radio programmes for English, Mathematics and Science - subjects which require special attention - will be developed and piloted. Radio programmes will be complemented by curriculum support materials sent to teachers. The preparation of e- content materials will also be given priority.

TIE is mandated to specify standards of educational materials for schools and teachers colleges. Authors and editors have to be trained and sensitized to observe TIE standards. Capacity building of TIE curriculum developers and of textbooks authors shall be provided to ensure that quality teaching and learning materials are produced.

Strategies

1. Review and develop curriculum support materials for pre – primary, primary, secondary and teachers’ colleges;
2. Develop Radio programmes for teaching of English, Mathematics and Science subjects for primary schools;
3. Build the capacity of curriculum developers and textbook writers in the development of curriculum support materials and textbooks;
4. Provide professional advice and consultancies as required; and
5. Develop e-learning programme for secondary and teacher education.

Output 4

Curriculum support materials for pre – primary, primary, secondary schools and teachers’ colleges are reviewed and developed.

Indicators

- Number of curriculum support materials developed;
- Number of curriculum support materials made available to schools; and
- Number of subjects developed in e-content for e- learning programme.

Targets

- Guidelines for developing curriculum support materials for pre-primary, primary, secondary and teacher education developed by 2012;
- Teachers guides for primary schools for Mathematics, English and Science subjects reviewed by 2012;
- Teachers guides for pre-primary and primary schools for Kiswahili, Personality and Sports, ICT, French, Geography, History, Civics and Vocational Skills subjects reviewed by 2013;
- English, Mathematics and Science teachers’ manuals for secondary schools reviewed by 2012;
- Teachers’ manuals for secondary schools for other subjects reviewed by 2013;
- Teaching and learning materials (books, charts, models, kits) for English, Mathematics and Science subjects in primary schools developed by 2014;
- Teaching and learning materials (books, charts, models, kits) for other subjects developed by 2016;
- Guidelines for developing e-content for pre-primary, primary, secondary and teacher education developed by November 2011;
- Infrastructure for e-content/e-learning programme built by June 2012;
- Capacity building for curriculum developers on e-content development conducted by June 2012; and
- E-learning programmes for pre-primary, primary, secondary and teacher education developed by 2014.

Output 5

Radio programs for English, Mathematics and Science for primary school developed and piloted in two districts.

Indicators

- Number of districts where the radio programmes are aired; and
- Number of schools and teachers involved in the programmes.

Targets

- Radio programmes for English, Mathematics and Science for primary schools developed by 2012; and
- Radio programmes for English, Mathematics and Science for primary school aired in two pilot districts by 2013.

Output 6

Capacity building conducted for curriculum developers and textbook writers on development of curriculum support materials and textbooks.

Indicators

- Number of guidelines for training curriculum developers and textbook writers;
- Number of curriculum developers and textbook writers trained in development of textbooks;

Targets

- Programme for training curriculum developers and textbook writers developed by 2012;
- 55 curriculum developers trained in textbook writing by 2013; and
- 110 textbook writers trained in textbooks development by 2014.

Sub-Objective 1.3: Training of curriculum implementers scaled up and improved

It is TIE's responsibility to train teachers for the implementation of the curriculum. Currently, there is a serious need to strengthen the competence of teachers in the teaching of English, Mathematics, and Science subjects and subsequently introduce their assessment in the curriculum. Efforts will be made to reach teachers directly, using radio programmes, and through e-learning in future.

Strategies

1. Develop new and revise existing INSET training guides and manuals;
2. Design training programmes for facilitators, teachers and tutors;
3. Conduct Training of Trainers workshops for school based in-service training;
4. Train school supervisors, inspectors and education administrative officers, teachers, facilitators, tutors, examinations officers and textbook editors in areas related to their specific roles;
5. Monitoring and evaluation of training programmes; and
6. Develop and conduct Postgraduate Diploma in Curriculum Design and Development (PGDCDD) programme.

Output 7

INSET training guides and manuals available for each level and subjects.

Indicators

- Number of training materials on INSET produced and used.

Targets

- INSET training guides and manuals developed for pre-primary, primary, secondary and teacher education developed by 2013.

Output 8

Facilitators, teachers and tutors trained in the use of new curriculum materials.

Indicators

- Number of courses conducted;
- Number of teachers, facilitators and tutors trained; and
- Training reports.

Targets

- Training programmes on the use of new curriculum materials for facilitators, teachers and tutors at designated levels developed by 2011;
- One Training of Trainers (TOT) workshop held for each zone every year from 2012; and
- Evaluation of the training programmes at designated levels done by 2016.

Output 9

School supervisors, inspectors and education administrative officers, examinations officers and textbook editors trained in areas related to their specific roles.

Indicators

- Number of courses conducted; and
- Number of school supervisors, inspectors and education administrative officers, examinations officers and textbook editors trained.

Targets

- Two courses conducted per year for school supervisors, inspectors and education administrative officers, examinations officers and textbook editors on areas related to their specific roles by 2015; and
- Evaluation of training programmes done by 2016.

Output 10

Postgraduate Diploma in Curriculum Design and Development (PGDCDD) operational

Indicators

- Curriculum Training Centre established and operational; and
- Number of graduates of the Postgraduate Diploma in Curriculum Design and Development (PGDCDD).

Targets

Postgraduate Diploma in Curriculum Design and Development (PGDCDD) established by 2012

Sub-Objective 1.4: Research and monitoring of curriculum implementation informs curriculum development activities

Curriculum implementation has to be monitored and evaluated from time to time to provide for evidence-based curriculum review. The extent to which research has been used to guide the curriculum review process at TIE leaves a lot to be desired. There are many research reports which assess the quality of education in Tanzania but they have not been well reviewed and analysed for curriculum implications. It will therefore be necessary to review local, regional and international researches on education and curriculum quality to identify the best practices and innovations in order to inform our curriculum review process.

Strategies

1. Establish a centre for research in basic education responsible for coordinating research and documentation activities;
2. Train curriculum developers in designing and conducting research;
3. Monitoring and evaluation of the curriculum implementation in schools and teachers' colleges;

4. Apply research findings to inform curriculum review activities;
5. Conduct surveys as required to monitor curriculum implementation and classroom practices; and
6. Identify institutions and researchers doing research in areas relevant for TIE with the view to establishing partnerships.

Output 11

- Research policy developed and priority research areas are identified.

Indicators

- Research policy in place.

Targets

- Research policy developed by 2012; and
- Research priority areas identified by 2012

Output 12

- Centre for Research in Basic Education in place and curriculum developers trained.

Indicators

- Centre for Research in Basic Education established and operational; and
- Proportion of curriculum experts trained on research design and data analysis.

Targets

- Centre for Research in Basic Education established by 2016; and
- One fifth of curriculum experts trained in research design and data analysis by 2013.

Output 13

- Curriculum implementation is monitored.

Indicators

- Number of reports on curriculum implementation written by 2016; and
- Number of schools (at different levels and subjects) and teachers' colleges compliant to relevant curricula.

Targets

- Monitoring reports on Curriculum implementation in schools at pre-primary, primary, secondary and teachers' colleges written by 2016.

Output 14

Existing research is reviewed and surveys are conducted to inform curriculum activities.

Indicators

- Number of research reviews available;
- Number and types of classroom observation reports;
- Research Data Bank operational; and
- Number of research partnerships or research contract established.

Targets

- Five reviews of researches and literature in the area of curriculum development done annually by 2016;

- Monitoring and evaluations in pre primary, primary, secondary and teachers colleges carried out by 2016;
- Research Data Bank established by 2016; and
- Two partnerships with key partners established annually.

Outcomes

Altogether the outputs listed above will lead to the following outcomes:

Outcome 1: Tutors effectively implement the reviewed curriculum in teachers training colleges

Indicators

1. Proportion of tutors who effectively teach competence based curriculum; and
2. Pass rate in teacher training colleges.

Outcome 2: Teachers at pre-primary, primary and secondary level effectively implement the reviewed curriculum.

Indicators

Proportion of teachers at pre-primary, primary and secondary level who effectively implement the revised curriculum

Outcome 3: Improved quality of education in pre-primary, primary and secondary schools (content and teaching methods).

Indicators

1. Pass rate at Primary School Leaving Examination (overall and by subjects);
2. Pass rate at Form IV examination; and
3. Pass rate at A level.

Outcome 4: The observatory of research on quality of education informs curriculum developers, TIE's stakeholders and researchers.

Indicators

Observatory of research on education quality in place and disseminated

Objective 2: Capacity of TIE to deliver its core functions is strengthened

TIE is expected to ensure that curriculum development, training of curriculum implementers and other development services are effectively, efficiently and professionally done. To perform these functions and deliver the expected outputs, the organization needs to strengthen its capacity in terms of staff, funding, infrastructure and equipment.

Sub objective 2.1: Improving Financial Capacity and Management by 2016

When performing its functions TIE faces many challenges one of which is inadequate financing of its activities from the government and inadequate skills of its financial staff. Apart from inadequate budgetary allocation from the government, there are often delays in the disbursement of funds. Internally generated revenues are low and insufficient to adequately support main activities. These challenges affect the performance and the rate of implementation of TIE's activities, and subsequently the implementation of its mission. In

order to overcome these challenges financial capacity need to be increased through an increased Government allocation, diversification of TIE's internal revenue generation sources and improved financial management.

Strategies

1. Strengthen existing revenue sources and establish new sources of revenues;
2. Build capacity of TIE's staff in financial management;
3. Review financial regulations and accounting, auditing and procurement manuals; and
4. Improve TIE's Financial Management System through staff training.

Output 15

Increased revenue from MOEVT, partners and sales of services

Indicators

- Percentage of overall revenue increase annually by 2016;
- Number of publishing contracts signed on TIE's authored books;
- Percentage increase of funds generated by Research and Consultancy Centre and Centre for Curriculum Training; and
- Percentage increase of funds generated by the Printing press.

Targets

- Overall revenue increase annually by 10% as from 2012;
- Upanga house reconstructed into ten storey residential building through joint venture partnership by 2016;
- Six publishing contracts reviewed and signed on TIE's authored books by December 2011;
- Research and Consultancy Centre and Centre for Curriculum Training established by 2016; and
- Printing press established by 2014.

Output 16:

Increased capacity of TIE staff in financial management

Indicators

- Number of key management staff trained on financial matters.

Targets

- 13 management staff trained on financial matters by 2016.

Output 17:

Financial regulations, accounting, auditing and procurement manuals reviewed

Indicators

- Number of Financial Regulations reviewed; and
- Number of Auditing and Procurement Manuals developed.

Targets

- Financial Regulations reviewed by 2012;
- Auditing and Procurement Manuals developed by 2012.

Output 18: TIE's Financial Management System Improved

Indicators

- Number of auditors;
- Risk Management register in place;
- Number of staff trained on performance auditing;
- Timely and accurate financial reports; and
- Number of unqualified (clean) audit certificate.

Targets

- One additional auditor employed by 2012;
- Risk Management register established by 2012;
- Training of 16 staff on performance auditing conducted by 2016; and
- TIE financial statements audited annually by 2016.

Sub objective 2.2: Enhancing Human and Physical Resources for Better Working Environment by 2016

Currently TIE faces a shortage of both professional and support staff while the existing staffs have identified training needs in their respective areas of specialisation. In order for TIE to carry out its functions effectively, the number of professional and support staff will be increased and equipped with the necessary knowledge and skills. Action will also be taken to make the working environment conducive by providing improved infrastructure, equipment and working tools.

Strategies

1. Increase staff and improve TIE's establishment according to needs;
2. Provide training to improve professional competence of TIE's staff;
3. Improve physical infrastructure;
4. Establish a well equipped library; and
5. Revise TIE's functions and organization structure

Output 19

TIE's organization structure improved in line with mandate.

Indicators

Interference free line of duties and responsibilities

Targets

TIE functions and organization structure reviewed by 2013

Output 20:

TIE's establishment strengthened according to needs.

Indicators

- Human resource plan ready and operational; and
- Number of TIE's academic and administrative staff.

Targets

- Human Resources Plan including succession plan prepared and implemented by 2011;
- TIE staff increased from 100 to 150 by 2016.

Output 21:

Professional competence of TIE's staff improved by 2016

Indicators

- Training plan in place; and
- Number of professional and support staff trained.

Targets

- Training plan reviewed and operational by 2012.50% of Curriculum developers and 50% of administrative staff trained in their respective professional areas by 2016.

Output 22:

Physical infrastructure improved with equipped offices and facilities.

Indicators

- Number of rehabilitations done annually;
- Number of offices equipped with modern facilities;
- Research and Consultancy Centre built; and
- Centre for Curriculum Training built.

Targets

- Existing TIE's infrastructure repaired and rehabilitated by 2016;
- Research and Consultancy Centre built in partnership with LAPF by 2016;
- Centre for Curriculum Training built in partnership with VETA and HELSB by 2016;
- Institutional capabilities of TIE on effective delivery of services enhanced annually by 2016.

Output 23:

Library operational and well equipped,

Indicators

- Library built and expanded;
- Number of books, articles and MOEVT reports available; and
- Number of on-line (network) computers.

Targets

- Library equipped with relevant books and articles by 2016;
- Library to be equipped with 5 networked computers by 2016; and

- Up-to-date online library catalogue developed by 2016.

Sub objective 2.3: Publishing and communication services strengthened

Since one of TIE responsibilities is to prepare teaching and learning materials, the institute is striving to enhance her capabilities in terms of expertise and physical infrastructure to publish quality educational publications to become more active in preparing teaching and learning materials. In that respect TIE will establish partnerships with private publishers in the area of authorship in order to improve the quality of manuscripts.

It has also been observed that TIE is not well advertised to stakeholders. Efforts will be made to advertise TIE and its products to stakeholders using a variety of media including the web.

Strategies:

- Teachers guides, manuals, posters and journals will continue to be internally published;
- TIE's textbooks will be published in partnership with external publishers with priority given to English, Mathematics and Science;
- Advertising and market TIE goods and services through all available channels;
- Strengthen existing collaboration with publishers and establish new ones;

Expected Outputs

Output 24:

Printing facilities and publications improved and printing staff recruited and trained.

Indicators

- Print shop in place; and
- Number of staff trained on publishing and printing.

Targets

- Printing press established by 2013; and
- Training of 5 staff in printing and publishing done by 2013.

Output 25:

Published curriculum materials

Indicators

- Number of teacher guides, manuals, and posters;
- Number of textbooks published per year; and
- Number of publications partnerships established.

Targets

- 12 teacher guides, 25 manuals, and posters published annually by 2016;

- 3 textbooks for primary and 3 textbooks for secondary schools published annually by 2016; and
- 3 partnerships with external publishers by 2016.

Output 26:

Updated TIE website

Indicators

- Frequency of TIE's Website updates.

Targets

- TIE's Website regularly updated as by 2012 ;

Output 27:

Published TIE quarterly newsletter and TIE biannual journal

Indicators

- Number of newsletters and journals published per year.

Targets

- Four newsletter and two issues of Tanzania Education Journal (TEJ) published yearly by 2016.

Sub objective 2.4: ICT and Data base strengthened

The use of ICT in TIE operations has become more significant recently and will continue to be so in the future. However, the ICT used in the preparation and production of curriculum materials, research activities, preparation of database and documentation as well as preparation of financial reports require regular updates. Different data bases have to be developed and maintained. An audit of ICT needs will be undertaken which will lead to the acquisition of appropriate hardware and software. Both academic and administrative staff will be regularly trained and updated on new technologies relevant for their respective areas of competence.

Strategies

- Review ICT policy and master plan;
- Undertake an audit of ICT needs;
- Develop intranet and access to internet;
- Support the construction and upgrading of the web site;
- Develop data bases;
- Provide staff with necessary ICT equipment; and
- Building capacity of TIE's staff on application of ICT.

Output 28:

ICT Policy and Master plan documents

Indicators

- ICT Policy and Master Plan in place

Targets

- TIE's ICT Policy and Master Plan reviewed by September 2011

Output 29:

Audited ICT requirements

Indicators

- ICT Audit report

Targets

- Audit of ICT needs done by 2012.

Output 30:

Reliable computer network established.

Indicators

- TIE intranet operational and used;
- Access to fast internet and data transmission; and
- VSAT installed.

Targets

- TIE Local Area Network (LAN) rehabilitated by 2012;
- Internet accessed by all staff by 2012; and
- Network re-installed and bandwidth increased from 256Kbps to 500 Mbps by 2012.

Output 31:

TIE's operational Website

Indicators

- Website is operational and updated.

Targets

- Website is operational and updated regularly by 2016.

Output 32:

Developed databases

Indicators

- One central database established;
- Two distributed database established.

Targets

- One central database and two distributed databases established by 2013.

Output 33:

ICT devices available to academic and administrative staff

Indicators

- Number of staff equipped with a computer.

Targets

- Every professional staff equipped with a computer by 2012.

Output 34:

Capacity of TIE's staff on application of ICT improved.

Indicators

- Training needs assessment report in place;
- Number of staff trained on ICT applications; and
- Number of TIE's staff using ICT effectively and efficiently.

Targets

- Training needs assessment on ICT application conducted by 2012; and
- 100 TIE's staff trained on ICT application at relevant levels by 2016.

Outcomes

Altogether the outputs listed above under objective 2 will allow reaching the following outcomes.

Outcome 1: Increased financial capacity of TIE.

Indicators

- Percentage Increase in revenue; and
- Internally generated funds increasing by 10% annually.

Outcome 2: Implementation rate of planned activities improved.

Indicators

- Increasing proportion of planned activities which are implemented.

Outcome 3: Stakeholders informed about TIE's activities and products through website, posters, journals and newsletters.

Indicators:

- Number of hits on the website;
- Comments received from stakeholders; and

- Number of posters, journals and newsletters developed and produced.

Outcome 4: Curriculum support materials and textbooks are available in schools.

Indicators

- Number of curriculum support materials complying with competence based curricular at primary and secondary school levels.

Outcome 5: TIE working environment improved.

Indicators

- Percentage increase of staff satisfaction and motivation.

Outcome 6: TIE library becomes the reference documentation centre in curriculum development.

Indicators

- Number of internal and external users of TIE's library

Objective 3: Care and Supportive Services Improved and HIV AIDS Infection Reduced

It is a government policy to combat the spread of HIV and AIDS at work places and to provide care and support to infected workers. The Government has directed all public institutions to accord priority to workplace interventions and provide care and support services to staff living with HIV and AIDS.

To implement the policy TIE has provided education on HIV and AIDS to TIE's staff and their families and provided care and support for the affected staff. TIE acknowledges the fact that more needs to be done to provide education, care and supportive services to TIE's staff in the coming plan period.

Strategies

- Formulate TIE's policy on HIV and AIDS;
- Strengthen awareness of TIE's staff on HIV and AIDS;
- Formulate care and supportive interventions; and
- Prepare and implement workplace programmes on HIV/AIDS and life skills education.

Output 35:

Developed TIE's workplace policy on HIV and AIDS

Indicators

- One TIE's policy on HIV and AIDS;
- Number of HIV and AIDS cases at TIE; and
- Data bank of TIE's staff health status in place.
- Copies of Guidelines on provision of care and support services to PLWA.

Targets

- TIE's policy on HIV and AIDS developed by 2012.
- Report on the status of HIV and AIDS at TIE produced by June 2016.
- TIE databank on the workers health status established and maintained.

Output 36:

Education programme on HIV and AIDS in place for TIE's staff

Indicators

- Number of awareness and training programmes on HIV and AIDS for TIE staff;
- Number of brochures and educational materials on HIV, AIDS and life skills developed or acquired and distributed;
- Number of facilitators providing advice; and
- Percentage of TIE's staff trained on HIV and AIDS.

Targets

- Awareness and training programmes on HIV and AIDS Voluntary Testing conducted by June 2016; and
- Facilitators for HIV and AIDS, life skills and voluntary testing identified among TIE staff as from 2012.

Output 37:

Care and support provided to infected and affected staff.

Indicators

- Number of opportunities provided to conduct Voluntary Counselling and Testing;
- Percentage of TIE's staff tested for HIV and AIDS; and
- Percentage of declared PLWA receiving support.

Targets

- Number of staff who have conducted voluntary counselling and testing increased by 2016; and
- All staff members living with HIV and AIDS and having declared their status provided with support by 2016.

Outcomes

The above targets will allow reaching the following outcomes.

Outcome 1: TIE workplace HIV/AIDS intervention programme implemented.

Indicators

- Reduced number of days of sick leave among TIE staff;
- Databank on workers health status; and
- TIE HIV/AIDS policy.

Outcome 2: TIE guidelines on care and support developed and implemented.

Indicators

- Report on care and support; and
- Data on support services provided to PLWHA.

Objective 4: National Anti-corruption Strategy Effectively Enhanced, Sustained and Implemented

The national anti-corruption strategy requires all public institutions including TIE to implement the strategy by formulating appropriate workplace strategies for preventing and combating corruption. In view of the foregoing, TIE intends to accordingly give full attention of the national strategy by instituting internal mechanisms for preventing and combating corruption, in addition to implementing the financial rules and strengthening the auditing procedures mentioned above.

Strategies

- Formulate TIE’s Anti-Corruption Policy;
- Revive and strengthen TIE’s Integrity Committee; and
- Conduct sensitization seminars to TIE’s staff on Anti-Corruption Strategies including the Code of Ethics and Conduct in the Public Service.

Output 38:

Anti-Corruption Policy in place and publicised

Indicators

- TIE’s anti-corruption policy and strategy in place;
- Integrity committee revived and strengthened; and
- Number of staff and stakeholders sensitized on anti-corruption strategies.

Targets

- TIE’s anti-corruption policy and strategy formulated by 2012;
- Integrity committee revived and strengthen by 2012; and
- One sensitization seminar to TIE’s staff on anti-corruption strategies conducted annually by 2016.

Outcome

The above will result in the following outcome:

Outcome: TIE staff free from corruption.

Indicators

- Increased number of TIE stakeholders; and
- Increased demand of TIE products and services.