

TANZANIA INSTITUTE OF EDUCATION (TIE)



CORPORATE STRATEGIC PLAN

2018/19 – 2022/23

JULY, 2018

FOREWORD

Tanzania Institute of Education (TIE) is a government institution under the Ministry of Education, Science and Technology established in 1975, by Act of Parliament No. 13 of 1975, (RE, 2002). The Institute is charged with the responsibility of interpreting government policies on education to befitting curriculum programs and instructional materials in order to facilitate provision of quality education at pre- primary, basic, secondary and teacher education levels.

The previous Corporate Strategic Plan (CSP) 2011/12 – 2015/16 recorded notable achievements which contributed in the implementation of the National Five Years Plan (2011/12 – 2015/16) and Education Sector Development Plan (ESDP) 2007/8-2016/17. The implementation specifically focused on curricula development and reviews, education materials design and development, and training and advising the government and education stakeholders on all matters related to quality education development. TIE achieved this through improved quality service provision, accountability, good governance and equity.

This new Corporate Strategic Plan (2018/19 to 2022/23), is anchored on TIE Mandates, Vision and Mission; and developed key result areas, objectives, strategies, targets and expected outcomes. The Plan takes cognizance of the government's industrialization aspirations which builds on science and technology. This requires a solid and quality basic education that gives priority to sciences so as to sustain the aspired future industrial economy.

The aforementioned objectives and strategies are expected to be achieved through a number of interventions. Firstly, is through efficient and effective use of government subvention and other resources to be mobilized during the period. Secondly, the Institute will make proper use of its major stakeholders that are key in contributing to the Institute's roles.

Thirdly, efficient and effective use of existing governance structure and legislative and regulatory framework will be made to perform the Institute's mandated functions, build institutional capacity, and monitor and evaluate planned interventions throughout the period. Special attention will be paid to pupils with special needs and ensure gender is mainstreamed in all the Institute's strategic operations.

Dr. Aneth Komba,
Director General

EXECUTIVE SUMMARY

The Corporate Strategic Plan (CSP) for the period 2018/19 to 2022/23 takes cognizance of issues identified in the performance review of the previous plan period, 2011/12 - 2015/2016. It builds on the achievements of the previous strategic plan and identified areas for improvement. Through a combination of analyses including internal institutional assessment and external environmental scanning, the Plan has identified critical issues to be addressed in this period.

The current Plan has maintained TIE vision which is: ‘TIE aspires to become a center of excellence in curriculum design, development and implementation with highly competent, committed and motivated professionals’. The mission of TIE reads as ‘TIE in collaboration with stakeholders intends to facilitate provision of quality and relevant education through quality curricula and curriculum support materials in Basic, Secondary and Teacher Education’.

The following are strategic objectives emanating from the critical issues and identified key results areas:

- a) Communicable and non-communicable diseases, HIV/AIDS education and care support services improved;
- b) National Ant-corruption strategy enhanced, sustained and effectively implemented;
- c) Quality curricular and curricula materials in Tanzania schools and teachers’ colleges developed
- d) Research, Knowledge exchange and consultancy improved
- e) Governance, business processes and system operations improved
- f) Competence of human capital on curricula development and implementation improved
- g) Collaboration and networking with the national and international stakeholders strengthened

These objectives contribute to the education sector overall objective of improved quality, equity and access of education at all levels, contributing towards the attainment of well-educated innovative Tanzanians with the requisite knowledge, skills, ability and positive attitude required for national development.

Successful implementation of this Plan is, among other things, contingent upon attaining planned financing targets. Hence in addition to working closely with the Government to ensure adequate release of subvention, the Institute will enhance efforts for mobilizing other sources of finance, both internal and external.

LIST OF ABBREVIATIONS

AIDS	Acquired Immuno-Deficiency Syndrome
BoT	Bank of Tanzania
CAG	Controller and Auditor General
CBOs	Community Based Organizations
CDTI	Community Development Training Institute
CDR	Curricula Development and Review
COSTECH	Commission for Science and Technology
CPI	Consumer Price Index
CSP	Corporate Strategic Plan
DHRA	Department of Human Resource and Administration
DSM	Dar es Salaam
DPs	Development Partners
EAC	East African Community
ELNF	Electronic Learning National Framework
EMDD	Education Material Design and Development
ESDP	Education Sector Development Programme
ETP	Education Training Policy
FBOs	Faith Based Organizations
FY	Financial Year
FYDP	Five Year Development Plan
GDP	Gross Domestic Product
HIV	Human Immunodeficiency Virus
ICT	Information, Communication Technology
LAN	Local Area Network
LGA	Local Government Authority
LLG	Lower-levels of Local Governments
LTPP	Long Term Perspective Plan
M&E	Monitoring and Evaluation
MDAs	Ministries, Departments and Agencies
MDGs	Millennium Development Goals
MoU	Memorandum of Understanding
MKUKUTA	Mkakati wa Kukuza Uchumi na Kupunguza Umaskini Tanzania

MoFP	Ministry of Finance and Planning
MoEST	Ministry of Education, Science and Technology
MTEF	Medium Term Expenditure Framework
MTSP	Medium Term Strategic Plan
NACTE	National Council for Technical Education
NCF	National Curricula Framework
NECTA	National Examination Council of Tanzania
NGOs	Non-Governmental Organizations
NSGRP	National Strategy for Growth and Reduction of Poverty
PBMR	Planning, Budgeting, Monitoring and Reporting
PEDP II	Primary Education Development Plan II
PO-PSM	President's Office - Public Service Management
PPP	Public Private Partnership
R&D	Research and Development
RIP	Research, Information and Publication
RSs	Regional Secretariats
SACCOs	Savings and Credit Cooperative Societies
SADC	Southern Africa Development Community
SAGCOT	Southern Agricultural Growth Corridor of Tanzania
SBAS	Strategic Budget Allocation System
SDGs	Sustainable Development Goals
SMEs	Small and Medium Enterprises
SEDP II	Secondary Education Development Plan II
TDV	Tanzania Development Vision (2025)
TIE	Tanzania Institute of Education
TIC	Tanzania Investment Centre
TORs	Terms of Reference
TRA	Tanzania Revenue Authority
TZS	Tanzanian Shilling
URT	United Republic of Tanzania
USD/US\$	United States Dollar
VAT	Value Added Tax
VETA	Vocational Education and Training Authority

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CHAPTER ONE

INTRODUCTION

1.1 Background and Context

The Government of Tanzania introduced strategic planning in 2002 in all ministries and public organizations as part of the institutional performance management systems. The ministries and organizations are obliged to develop Medium Term Strategic Plans (MTSP) to chart out their broad directions. The preparation of this Corporate Strategic Plan (CSP), while in line with good corporate management, is a requirement that every government organization develops a medium term plan as a means of enhancing result based management and efficiency in their operations.

The Tanzania Institute of Education (TIE) is one of the organizations under Ministry of Education, Science and Technology with the core function of designing curriculum for Primary, Secondary and teachers training education levels. In addition, TIE is mandated to carry out in-service teachers training for efficient and effective implementation of curricula and oversee education quality assurance with regard to teaching methods, subject objectives and standard of teaching-learning materials. The development of strategic Plans supports the translation of priorities and objectives spelt out in different sectorial and national policies to benefit curriculum and learning development.

Tanzania Development Vision 2025 envisions to have citizens with high quality education with requisite knowledge to solve society's problems and build a competitive economy. The 2nd Five Year Development Plan 2016/17 – 2020/21 is targeting education as one of the important focal sectors. The Plan recognizes education as the total process of imparting knowledge and starts at early ages in families, through childhood development, adolescence, to lifelong learning, and inclusive of all social groups. In line with national initiatives, TIE is obliged to devise better ways to contribute to ensuring quality primary, secondary and teacher education provision to all schools. This broad national policy is translated into sector policies for implementation.

The Education and Training Policy (ETP, 2014) is the key sector policy which encompasses among other levels the Pre-primary, Primary, Secondary and Teacher education. The focus of ETP, 2014 is to increase enrollment, enhancing access and equity, improvement of quality and relevance, expansion and optimization of facilities and increase efficiency in operation. Other provisions from ETP is to improve the availability of one textbook for each pupil in every school. The implementation of ETP is reflected in the Education Sector Development Plan (ESDP II) 2016/17 -2020/21, which has among others, committed to provide basic education free and compulsory by preparing quality curricula and curricula teaching and learning materials. These provisions have an impact on TIE's core functions.

TIEs Rolling Corporate Strategic Plan, 2018/19 - 2022/23, is intended to enhance result-based management and efficiency in the operations of the Institute. It is important for charting forward the broad direction of the Institute in the coming five years. It also facilitates TIE in making decisions on objectives and targets it wants to achieve, as well as the key issues that will be implemented in the future. 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 Corporate Strategic Plan 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 resource allocation, investment 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
- e) Serve as a tool for communication with stakeholders and partners.

1.1 Methodology

This Corporate Strategic Plan (CSP) 2018/19 -2022/23 is rolled out from the previous Plan, 2011/12 - 2015/16. The Plan was developed through in-depth documentary review and consultative processes; the process followed the standard steps in drawing up strategic plans which included environmental scanning (situation analysis), confirmation of the institution mission, developing an institution vision, articulating core values, developing strategic objectives, formulating strategies, developing outcome indicators and output targets and identifying initiatives and activities.

The development of the CSP was preceded by a thorough appraisal of the implementation of the previous Plan, 2011/12 to 2015/16. The preparation of TIE Corporate Strategic Plans was led by TIE experts. The appraisal involved an analysis of various TIE monitoring and evaluation reports. The reports included monitoring report on the Implementation of Primary Education Curriculum 2008; TIE Risk register report 2015; TIE Investigation report 2017, TIE monitoring report on the implementation of Secondary Education Curriculum 2009; monitoring report on the implementation of the Two-tier Diploma in Education in 2008; and TIE Capability Review Report of 2018. Also reviewed reports were the Education Sector Performance report 2009/2010, the school examinations results and preliminary findings from SACMEQ, MOEVT Medium Term 2010-2011, 2012-2013 Tanzanian Development Vision 2025, Election Manifesto of 2015-2020, Education Master Plan, Education Sector Development Programme (ESDP) and its plans (SEDP II, PEDP II).

The process has been very participatory whereby staff in collaboration with external consultant were involved in its development. During the process, the Management team brainstormed, discussed and developed the first draft of the Plan. After internal approval, the Plan was presented at a TIE stakeholders' workshop. Views raised at the workshop were incorporated to produce the final Plan document.

1.3 Rationale of the Plan

This CSP has been prepared with a view of guiding the implementation process and providing strategic direction during the coming five years. It also aimed at creating a common understanding among TIE Administration and Management, staff and other stakeholders in order to enhance their collective contribution in attainment of core functions of the Institute in the coming five years.

The strategic plan provides the framework to guide the development and implementation of annual work plans to ensure efficient and optimal use of resources to achieve the set goals and objectives. The strategy has been prepared in accordance to government format of strategic plan document and the content of the strategy stands as major reference materials for the implementation, monitoring and evaluation of Institute's activities in the period 2018/19-2022/23.

1.4 Lay Out and structure of the CSP

The plan comprises five chapters. The first chapter is the introduction that presents the purpose of the corporate strategic plan, policy issues, rationale of the plan, as well as linkages of the plan with national initiatives. The chapter also covers the methodology used in developing the CSP. Chapter two deals with the situational analysis: it includes the Institute's mandates and functions, major achievements during the past five years, critical issues and organization self – assessment. Chapter three focuses on TIE in the future, presenting the vision, mission core values and key result areas. Chapter four comprises objectives, strategic objectives, expected outcome and targets. It also presents the link between TIE's CSP and national and international development frameworks. Chapter five describes the implementation plan, monitoring and evaluation of the plan and evaluation framework.

CHAPTER TWO

SITUATION ANALYSIS

2.1 Introduction

The strategic repositioning of TIE hinges on taking stock of implementation of the previous Plan and development initiatives, assessing the path of structural transformation and social development. The CSP also identifies the fundamental issues and TIE's comparative advantages in relation to other institutions. The TIE CSP priority areas and interventions are on growth and transformation, human development, quality service provision and effectiveness implementation of its mandated functions.

This chapter assesses the environment in which the Institute operates and generates key issues for the future success of TIE. It also outlines the strategies for financial resources mobilization, and makes in-depth assessments of possible sources for both public and private sector undertakings and the manner in which planned financial resources can effectively be utilized.

2.2 The Institute History and legal Instruments

Tanzania Institute of Education (TIE) is a public institution under the Ministry of Education, Science and Technology (MoEST). Originally, the Institute was a constituent unit under the then University College of Dar es Salaam with the name Institute of Education (IE), established by Act No. 13 of 1963. Its major function was to harmonize the teacher training function of the University College of Dar es Salaam with the then Ministry of Education in order to improve the teaching and learning process in schools and teacher education colleges.

In July 1970, the University College of Dar es Salaam was elevated to the status of an autonomous University, the University of Dar es Salaam (UDSM). The Institute of Education remained a constituent unit of the newly formed University. In 1975, IE was elevated to a corporate body by Act of Parliament No. 13 of 1975 which placed it under the Ministry of Education and Culture, thus making it independent of UDSM. In 1987, through Miscellaneous Amendment Act No. 4, the name of the Institute of Education was changed to the Institute of Curriculum Development (ICD).

This was due to its strong involvement in the process of designing and developing curricula for various educational levels in the country. However, the objectives and functions of the Institute remained the same.

The Institute's name was again changed to Tanzania Institute of Education (TIE) through Act of Parliament No. 5 of 1993, because it was generally felt that the name "Institute of Curriculum Development" did not reflect the functions of the Institute properly, since curriculum development was only one among several functions of the Institute.

In July 2009 TIE was transformed from an ordinary public institution to a Non-university institution of higher learning with its training functions regulated by the National Council for Technical Education (NACTE). This transformation allows the Institute to start training curriculum specialists and to deliver certificate and postgraduate awards in curriculum design and development, a function formally enshrined in the Act No. 13 of 1975 which established the Institute.

2.3 The Institute mandate

According to the above legal documents the Institute is charged with the responsibility of interpreting government policies on education to befitting curriculum programs and instructional materials in order to facilitate provision of quality education at pre- primary, primary, secondary and teacher education levels. Specifically, the responsibility of TIE are:

- i) To design and develop curricula for Primary, Secondary and Teacher Education levels;

- ii) To carry out in-service teachers training for efficient and effective implementation of curricula;
- iii) To provide and oversee education quality assurance with regard to teaching methods, subject objectives and standard of teaching-learning materials; and
- iv) To provide technical advice to the Government through the Ministry responsible for education and to other stakeholders with the ultimate objective of providing quality education at all levels.

2.4 The Institute core functions

The functions of TIE as stated under Article 4, Act No. 13 of 1975 (RE, 2002) could be regrouped under the following five major headings:

(a) Curriculum Development and Review

- i) Analyse, review and revise curricula and support materials;
- ii) Develop educational programmes for pre-primary, primary, secondary and teacher education levels;
- iii) Initiate, promote and supervise any changes deemed necessary in curricula and educational programmes; and
- iv) Evaluate courses of study at pre-primary, primary, secondary and teacher education.

(b) Educational Materials Design and Development

The Institute prepares essential curriculum support materials such as textbooks, manuals, guides, charts, kits and multimedia teaching-learning materials for Primary and Secondary schools.

(c) Curriculum Training

- i) Conduct training programmes in subjects relevant to the design and development of curricula and assessment at appropriate levels of education;
- ii) Arrange and provide facilities for in-service training courses of teachers and tutors, conferences, workshops and seminars on curriculum and assessment matters; and
- iii) Conduct examinations on subjects within TIE jurisdiction and issue certificates, diplomas and other relevant awards.

(d) Research, Information and Publication

- i) Undertake research on issues or challenges related to education curriculum;
- ii) Matters related to achievement and maintenance of high standards of competence in teaching and learning;
- iii) Undertake Monitoring and Evaluation on implementation of curriculum and value for Money; and
- iv) Advising the Government and other stakeholders on matters related to curriculum reform;
- v) Educate the public on standards of equipment, instruments and other educational materials used in schools, colleges and other institutions of learning.

2.5 Performance review for 2011/ 12– 2015/2016 Strategic Plan

During the Plan period 2011/12- 2015/16, the Institute strived to reach four (4) objectives and its sub objectives as follows:

- a) Improve quality of education in Tanzanian schools through better curriculum, and better training.
 - i) **Sub-Objective:** Curriculum reviewed, improved at designated levels and addresses cross cutting issues
 - ii) **Sub-Objective:** Quality curriculum support materials prepared and standards established
 - iii) **Sub-Objective:** Training of curriculum implementers scaled up and improved
 - iv) **Sub-Objective:** Research and monitoring of curriculum implementation informs curriculum development activities
- b) Strengthen capacity of TIE to deliver its core functions;
 - i) **Sub-Objective:** Improving Financial Capacity and Management by 2016
 - ii) **Sub-Objective:** Enhancing Human and Physical Resources for Better Working Environment by 2016
 - iii) **Sub-Objective:** Publishing and communication services strengthened

- iv) **Sub-Objective:** ICT and Data base strengthened
- c) Improve Care and Supportive Services and reduce HIV and AIDS Infection; and
- d) Enhance, sustain and implement national anti-corruption strategy effectively.

During the period a number of achievements under each objective as reviewed below were attained. Four factors contributed significantly to TIE efforts of bringing about the quality basic education are:

- a) Cordial relationship with different ministries, institutions and development partners dealing with promotion of education;
- b) Implementation of educational policies and programs like Education and Training Policy, Secondary Education Development Plan (SEDP) and other education based programmes;
- c) The analysis of TIE's capabilities conducted in 2013, including stakeholders expectation, which made a number of recommendations; and
- d) Improvement of TIE organizational structure.

Implementation of 2011/12 – 2015/16 Strategic Objectives

This section reviews the performance in the implementation of TIE's previous Corporate Strategic Plan 2011/12 – 2015/16. As shown above, the Plan had four objectives under the main critical areas including better curriculum for quality education in Tanzanian schools, better teachers training; Capacity of TIE to deliver its core functions; Care and Supportive Services to reduce HIV and AIDS Infection; sustain and implement national anti-corruption strategy effectively.

The overall performance realization was 26%, which is rated as low. The main reason of this low performance was that many of the strategic initiatives were not implemented due to inadequate financial resources. The performance review for each objective is done below.

Objective A: Improve quality of education in Tanzanian schools through better curriculum, and better training

Analysis and review of curricula and support materials are among the core functions of the Institute. This objective was realized through implementation of sub-objectives and targets, which focused on preparation/reviewing curriculum to accommodate issues of crosscutting and developing National Curriculum Framework. In the period of 2011/12 to 2015/16, TIE implemented the objective focusing on 4 sub objectives and 42 targets. The main sources of financing the objective during the period was government subventions, own sources and fund from donors.

Achievements

The overall achievement of the objective was 29%. Under the Sub – objective of “curriculum review and improvement”, TIE expected to implement 9 Targets. However, during the period, only 3 targets (30%) including developing curricula and syllabi for Standard I –II, curricula and syllabi for Standard III – IV and incorporating cross cutting issues in the curricula and distributing to schools countrywide were implemented.

In addition, during the period, TIE planned to implement the objective through sub objective of “preparation of quality curriculum support materials and establishing standards”, which comprised of 16 Targets. During the period under review TIE developed the following guidelines: the guide for developing curriculum support materials for pre-primary, primary secondary and teacher education, the guides for primary schools for Mathematics, English and Science subjects; and teachers guides for pre-primary and primary schools for Kiswahili, Personality and Sports, ICT, French, Geography, History, Civics and Vocational Skills. General performance of this Sub - objective is 18%.

During the last five years strategic plan, TIE also planned to scale up and improve training of curriculum implementers, which comprised of 7 targets. However, only 4 targets were fully implemented and 1 was partially implemented, giving a performance level of 59% for this sub-objective. During this period, TIE in collaboration with Aga Khan Foundation (AKF) developed the INSET modules for pre-primary education based on the 2005 pre-primary curriculum.

Other achievement was developing INSET modules for primary education. In 2011/12 TIE planned to establish a curriculum training centre; the initiative ended by undertaking feasibility study and environmental impact assessment, drawings, BoQ and cost estimates for the Centre.

Research and monitoring of curriculum implementation to inform the curriculum development activities was another sub - objective with 9 planned targets. In the only 2 targets were implemented, giving a performance level of 20%. During the period TIE conducted needs Assessment for secondary Ordinary-level education in order to inform the secondary education curricula development. In this period under review, TIE conducted a Monitoring of Standard I and Standard II curriculum to inform the curricular implementation of that level. One research and literature review in the area of curriculum development was conducted.

Challenges

The main challenge was that most of the sub objectives and targets were not attained due to financial constraints. During 2014/15 -2015/16, TIE received an average of 57.5% of the budgeted government subvention.

Way forward

Issues that need to be addressed in the next plan period include:

- i) Mobilizing funds from different stakeholders and development partners to enable TIE fulfill its mandate rather than depending solely on government subvention.
- ii) TIE will continue to embrace symposia on curriculum as part of the institutional linkage/affiliations to ensure quality education is delivered in the country.
- iii) Look into the possibility of rolling over targets which were not achieved during the implementation of the last plan;

Objective B: Strengthen capacity of TIE to deliver its core functions;

TIE planned to ensure curriculum development, training of curriculum implementers and other development services are effectively, efficiently and professionally done. In order to perform this core function and deliver the expected output, the Institute needed to strengthen its capacity in terms of skilled staff, funding, infrastructure and other equipment. During the plan period, TIE strived to implement four (4) sub – objectives and 37 targets.

The implementation of targets focused on lobbying for the increase of government allocation; and diversification of TIE's internal revenue generation through strengthening revenue sources by 10%, improving working environment and enhance staff capacity on adaptation of new technologies in undertaking their tasks.

Achievements

During the period TIE experienced unstable flow of revenues from government subvention with relatively small increase by 2.5% in internal income annually. The inconsistency of the flow of fund from government hindered the implementation of most core functions of the Institute. Out of six publishing contracts planned to be reviewed; only 4 publishing contracts were reviewed and signed. Out of 10 targets aimed to be realized in this sub objective, TIE managed to implement 2 target (20%).

Under sub objective of enhancing human and physical resources for better Working Environment TIE had 11 targets. In this area, TIE managed to review the TIE organization structure which was approved by Treasury Registrar and also prepared a succession plan which was approved for use. Also, in-service programme was partly implemented whereby 23 staff were trained on digital content development and other 13 staff on graphic design course were trained on ICT skills relevant to their area of profession.

In this period, TIE arranged to improve working environment, planning the repair and rehabilitation of the existing infrastructure and build Centre for Curriculum Training partnership. In carrying out the activities, TIE succeeded to rehabilitate Upanga resident house, carried out Environmental Impact Assessment at Mikocheni B plot and improved the feasibility study report for establishing Ultra-Modern Centre for Curriculum Training at Mikocheni "B".

One of the core functions of TIE is to publish and distribute different learning materials particularly textbooks, modules and guides that is prepared by the Institute. These materials need printing services. During the period under review, TIE planned to strengthen the printing services by targeting six issues. TIE however managed to prepare a business plan for establishing printing press.

For smooth running of the core function of TIE, ICT and Database were planned to be strengthened. This sub objective had 9 Targets. During implementation the achievement of this sub- Objective reached to 70.5%. The performance contributed to this percentage of achievement include establishment of Optical Fibre Cable last mile conning TIE LAN to the National broadband link which increases the bandwidth to 10Mp. Other achievement in this objective was all staff offices about 95% access internet and equipped with ICT devices.

Challenges

- i) Unstable resource flows during the five years of the Plan, as shown on the Table below, affected the extent of implementation. For example in 2014/15, TIE received only 25.6% of the approved budgeted amount. In 2016/17 TIE received about 50% of the approved budgeted amount
- ii) TIE infrastructure focused on new construction and rehabilitation. The plan of shifting to Dodoma Capital city caused the construction and rehabilitation projects to cease.

Way forward

Since the financial resources affected the implementation of target, TIE should come up with strategies of increasing income for the Institute rather than depending on government subvention in carrying out its objectives.

Objective C: Improve Care and Supportive Services and reduce HIV and AIDS Infection

This objective was implemented in adherence to the government effort to reduce the spread of HIV/AIDS among workers in the place of work. During the period TIE focused on providing care and support for the affected staff. TIE planned 7 strategies and 6 targets to be implemented focusing on developing HIV/AIDS awareness on HIV/AIDS as well as providing care and support for affected workers.

Achievement

During the year of implementation, TIE planned to implement 6 targets in this objective. TIE managed to provide awareness to all workers on voluntary testing to know their status. This made only one target implemented out of 6. The analysis shows that there was no motive behind on issues of HIV/AIDS in the Institute.

Challenges

- i) Some targets under this objective were hard to implement because of inertia to undertake voluntary tests.
- ii) Financial constraints hindered the implementation of the set targets

Way forward

Issues that need to be addressed in the next plan period include:

- i) Consider interventions in non-communicable diseases.
- ii) Continue to make HIV/AIDs a cross-cutting issue
- iii) Raise awareness and the importance of undertaking voluntary test
- iv) Prepare and implement institutional action plan for HIV/AIDS

Objective D: Enhance, sustain and implement national anti-corruption strategy effectively

National Ant-corruption Strategy and Action Plan is a government initiative that directs all public institutions to formulate appropriate strategies for preventing and combating corruption in work place. In view of this strategy, TIE intended to prepare ant- policy document and sensitization on corruption.

Achievement

TIE anticipated implementing only three targets. One of the targets was to revise an integrity committee which was implemented partially by revising the committee and didn't function due to most members being suspended.

Challenges

Despite the little registered achievements, implementation of the objective was affected, among others, by inadequate funds to support TIE anti-corruption initiative.

Way forward

Issues that need to be addressed in the next plan period include:

- i) Compliance to directives given in Section 4.6.1.1. of the National Anti-Corruption Strategy and Action Plan Phase III 2017-22
- ii) Continue to make national anti-corruption strategy a crosscutting issue and

- iii) Reconstitution of the integrity committee
- iv) Conduct seminars on ethics.

2.6 Organization's Internal Assessment

The main purpose of organization internal assessment is to establish the capacity of TIE to implement its strategic plan and determine relevant intervention to improve the organization capacity. It generates strengths and weaknesses of the organization in relevant strategic areas. The internal assessment of TIE focused on nine strategic issues: Human Resource Capacity, Financial Resources, Infrastructure and Facilities, Research, Quality assurance, Policies and Guidelines, Organizational Structure, Information and Communication Technology Adoption and Collaboration and Networking

Human Resource Capacity

Human resource capacity in terms of numbers, qualification and skills, influences the overall performance of an organization. TIE's establishment is 250 staff, broken down as follows: 118 curriculum developers / coordinators, 123 administrative staff and 9 non-skilled office assistants. However, currently TIE has a total of 93 staff, with 28 expected to retire in the next five years, indicating that the organization has a severe staff shortage. Of most concern is the shortage of 71 curriculum developers who are critical in undertaking TIE's mandate and functions.

There are also gaps in terms of academic qualifications required. Currently all curriculum developers hold at least a master's degree as required. According to the establishment 19 curriculum developers should have PhDs, but currently only 5 hold such qualification. This entails a need to train some of the existing curriculum developers to PhD level and or recruit from the market qualified PhD holders in required fields.

There are also capacity gaps in the administrative cadre. According to the establishment TIE should have 55 administrative staff with master's degree. However, currently has only 12 administrative staff with master's degree. The rest hold diploma and certificates.

Since TIE is also finalizing a review of its organizational structure, it is important that this exercise be combined with a manning level study to determine the correct establishment and staff gaps. This exercise should also be combined with a training needs analysis to assist the organization to make strategic intervention in recruiting and training so that it is able to undertake its mandates effectively and efficiently.

Financial Resources

The TIE main sources of income government subvention, which covers Personal Emolument (PE) and Other Charges (OC) supported by development project fund. In addition, TIE has its own sources of funds generated from sales of publications; hiring out of seminar rooms and house rent. Others sources is from donor support. Table 1 shows the budgeted and actual receipt from the different sources between 2014/15 and 2016/17 TIE.

During the period 2014/15 and 2016/17 financing through development project was the dominant sources, constituting 58.7% of the total budget, with the government subvention expected to contribute 37.1%. Internal sources was expected to contribute only 4.2%. In terms of performance in actual receipts, 77.7% of the budgeted internal sources were received, with development receiving 62% of the budget. Government subvention receipts were only 37.1% of the budget.

Table 2.1: TIE Budgeted and Actual Funding by Sources

YEAR	Subvention		Internal Sources		Project		Total		%
	Budget	Receipt	Budget	Receipt	Budget	Receipt	Budget	Receipt	Rec/ Bud
2914/15	4,969.8	2,275.0	870	866.2	10,928	1,175.6	16,767.8	4,316.8	25.7
2015/16	3,435.9	2,782.4	3,300	2,529	25,448.5	16,596	32184.4	21907.4	68.1
2016/17	46,373.9	11,216.9	2,011.9	1,406.1	50,162.6	36,244	98,548.4	48,867	49.6
Total	54,779.9	16,274.3	6,181.9	4801.3	86,539.1	54015.6	147,500.6	75,091.2	50.9
% Rec/ Bug		29.7		77.7		62.4			
Source % of Budget	37.1		4.2		58.7				

The budgetary flows have also been unstable during the three years, with 2014/15 receiving 25.7% of the budget, rising to 68.1% in 2015/16 and falling to 49.6% in 2016/17.

The gap between the budgeted amounts and actual receipts, coupled with unstable flow has been a challenge on the implementation of the planned activities particularly for textbooks preparation and printing, infrastructure and human resource capacity building. It is extremely important for the TIE to look for alternative sources of financing its core functions. This also requires strengthening its internal sources of revenue.

Infrastructure and Facilities

TIE has its own physical infrastructure located along Bagamoyo Road at Mikocheni Plot No. 686, occupied by 3 buildings. One building is for academic use with 31 office rooms and the other is administration building with 21 office rooms. While the office space for the room is for one person, each office room is currently occupied by 2 or 3 staff. With the current 93 available staff, there is a shortage of 41 offices. It is therefore important for the TIE to increase office rooms to accommodate the current and expected staff to be recruited.

TIE has more than 7,509 Square Meters of land for infrastructure development in Mikocheni B Plot. Since the plot is undeveloped; it provides a room for partnership investments of infrastructures for education development. Also, TIE possesses a land of approximate 2 acres and a building at Upanga. During the 2015/16 financial year, TIE rehabilitated the house which currently generates a rent of Tsh 2.2 million per year.

TIE owns printing press in different regions under the giant printing press A, which was formerly owned by the Ministry of Education, Science and Technology. The printing press include, The Press A, Press B, Kisomo Printing Press- Mwanza; Tujifunze Printing Press – Ruvuma; Elimu ni Bahari Printing Press – Tabora and Nuru Yetu Printing – Mbeya. There are also office in Morogoro, Dodoma and Kilimanjaro centers. All these centers provide training services through printing and publishing zonal newsletter for community consumption and other minor printing.

Despite the existence of these centers, analysis carried recently shows that the performance is low due to a number of reasons including: under staffing with limited expertise; old machines and weak financial record keeping. It is therefore important for TIE to equip the centers to efficiently and effectively undertake printing activities.

Research

Research is a key aspect for relevant and modern curriculum. Research discovers, elucidates and evaluates new knowledge, ideas, and technologies essential for curriculum development. Higher degrees, Masters and PhD enhance the capacity for major research. Despite the fact that the Institute 5 PhD and 45 masters holders since 2016/17, there is little impact in terms of attracting research funding, conducting research and dissemination of research outputs for curriculum development. Activating research is important since use of research and knowledge exchange is important in performing TIE core functions.

Quality Assurance

One of the core functions of TIE is to develop, print and distribute quality textbooks for government non-government schools. Although the number of textbooks published progressively increased over the past 3 years, few of the textbooks published were not well prepared and thoroughly evaluated. As a result text books were distributed to final user with minor errors which caused national alarm and negatively affected TIEs' reputation. This calls for strengthening of the Quality Assurance system in reviewing and approving textbooks and supplementary books for schools.

Policies and Guidelines

For efficient and effective implementation of the core function of TIE, important policies and guidelines are in place and are reviewed and updated regularly whenever need arises. During the internal analysis it was observed that the Institute is very slow in internalizing and operationalizing policies and guidelines. This has brought about inconsistencies when using the guidelines or policy and therefore the standard is affected. In addition, the mechanisms for reviewing policies, rules, regulations, manuals, and guidelines are not systematic. This renders some of policies and guidelines to become outdated and be difficult to use.

TIE Organizational Structure

TIE has a standard structure common to most public education institutions, with a Board at the top, as an oversight body, and the operational organization with the Director General as a Chief Executive Officer. The operational structure has units and departments reflecting TIE's core functions. The structure provides for information flow in all directions; top-down, bottom-up and laterally. However, the structure has been observed to be fragmented such that some of the responsibilities overlaps between departments, resulting into weakening of accountability. Furthermore, the organization structure for academic departments does not reflect the education levels. This has affected the performance of the academic functions.

Since structure is import for effective and efficient implementing of strategy, there is a need to restructure TIE organization to reflect the its core functions for primary, secondary, and teacher training, and align it with TIE priorities identified in this plan.

Information and Communication Technology Adoption

The Information and Communication Technology (ICT) plays a very important role in developing curriculum and curriculum materials. TIE has tried to have a modern internet connectivity within its building and staff offices. About 78% of academic administrative staff have been trained on the use internet to search materials. The investment in ICT in TIE have also contributed the smooth and efficient operations of financial and procurement processes. Investment on ICT still needed to strengthen the provision of ICT services internally and externally, to match with change in technology in this area.

Collaboration and Networking

Collaboration and networking with institutions with the country, the region and beyond is important in order to share expertise and experiences with other members of the same field and for benchmarking. The situational analysis of TIE performance that was conducted identified significant issues linked to learning, professional development and linkages with institutions within the region, that may positively affect the implementation of the Corporate Strategic Plan. With rapid advancements in technology and systems, it is necessary for workers to be exposed and catch up with professional development in their fields through linkage with other similar institutions in the country, region and other part of the world.

However, the organizational analysis conducted observed the absence of linkages with similar institutions of education and universities in for example, course sharing, joint research and / or development activities. During the new Plan period, TIE should enhance twinning arrangements as a way of promoting information and experience sharing, and also benchmarking through internationally recognized best practices in the relevant fields.

2.7 Institute initiatives on cross cutting issues

TIE recognizes the government initiative on a number of cross cutting issues including climate change, HIV/IDS and gender equality. These issues cut across the socio-economic development spectrum.

Climate change

The TIE provides education to its staff and stakeholders regarding the side effects of environmental degradation and the essence of conserving environment. TIE has developed its curricula that give due consideration on environmental conservation. At the same time, TIE has been involved in national campaigns on planting trees to conserve nature and prevent climatic hazards.

HIV/AIDS

TIE has regularly commemorated the World's Aids day (1st December) each year. On that day, TIE staff in collaboration with the community are sensitized on the importance of HIV/AIDS check-up regularly, methods and tools on how to protect themselves from being infected as well as the proper use of ARV's.

Following a National HIV/ AIDS policy, any TIE worker who voluntarily declares to be HIV victim will have moral, material and financial support until death. Nevertheless, Institute HIV/AIDS Committee that is formed under National HIV/AIDS policy handles all issues concerning HIV/AIDS.

Gender equality

For balancing the gender, in the last CSP, TIE gave equal opportunity in all levels of operations and involved them on all levels of decision-making. Currently, there is gender inequality among curriculum coordinators and administrative staff cadre, with majority of those being administrative staff. Overall representation of female in administrative staff is 23 and 15 academic staff being female. It is, therefore pertinent, that the Institute makes a strategic commitment to recruit and capacitate with due consideration to gender equality.

2.8 Organization's External Assessment

TIE's external assessment was conducted to analyze the external environment of TIE and the environment in which it operates. The assessment was made at two levels: the sector analysis focusing on Basic education (Pre-primary, Primary, and Secondary) and Teachers education; and external environmental analysis using the PESTAL model.

2.8.1 Sectoral Analysis

Pre- primary and Primary Education

The notable impacts in pre-primary education is the increase in enrollment from 1,026,466 in 2013 to 1,517,670 in 2017 (BEST, 2017). Enrollment is projected to reach 1,738,843 by 2021. This increase of 47.8% between 2013 and 2017 is associated with the implementation of Government's free basic education and the Education and Training Policy of 2014, which direct that each primary school to have a pre-primary class. The primary education enrollment increased from 8,222,667 in 2014 to 9,317,791 in 2017 (BEST 2017), equivalent to an increase of 13.3%. Majority of the pupils of about 8,969,110 were from Government schools. This increase is mainly a result of the Government decision to provide free and compulsory basic education.

Implication of this increase to TIE

The achievement recorded in pupils' enrollment has many implications to TIE in terms of increased demand for quality teaching and learning materials. Among the required teaching and learning materials, include textbooks, syllabi, curriculum and other materials.

This external analysis in this area shows that TIE need to set strategic intervention of textbook supply as per number of students increase proportionally per agreed pupil book ratio. According to BEST, 2017 indicate that, enrollment of Grade I –VII depict the high demand of textbook as indicated in the Table 2.1 below:

Table 2.2: Enrollment grade I-VII for the year 2017 (Government schools)

No.	Grade	Number of pupils per grade	Text Books Ratio		
			1:1 (1 Title)	1:2 (1Title)	1:3 (1 Title)
1	I	2,016,579	2,016,579	1,008,290	672,193
2	II	1,797,059	1,797,059	898,530	599,020
3	III	1,255,427	1,255,427	627,714	418,476
4	IV	1,136,372	1,136,372	568,186	378,791
5	V	932,997	932,997	466,499	310,999
6	VI	948,987	948,987	474,494	316,329
7	VII	881,689	881,689	440,845	293,896
Total Textbooks required			8,969,110	4,484,555	2,989,703

Source: Computed from URT BEST, 2017

Table 2.1 shows that, one title, for ratio of three pupils one textbook for example grade V, TIE will write and print about 310,999, textbooks, and therefore TIE need to write and print 2,487,992 Text books for eight (8) titles. From this observation, a strategic intervention on printing process need to be strengthened.

Secondary Education

Enrollment in secondary education (Form 1-6) increased from 1,804,056 pupils in 2013 to 1,908,857 in 2017 this increase is about 5.8%. Government schools accounted for 81.9% of the total enrollment. Out of this enrollment, lower secondary level (F1-4) increased from 1,447,432 in 2013 to 1,467,958 in 2017 indicating the only 1.4% increase (BEST, 2017). Enrollment in higher secondary school (F5-6) recorded high increase from 75,522 in 2013 to 140,967 in 2017 which account 86.6%. The increase in secondary education is attributed to increase in the number of schools through SEDP II and initiatives to implement the Big Results Now programme.

Implication of this increase to TIE

The increase in enrollment in secondary schools has an implication to TIE in terms of teaching and learning materials. The increase of pupils depict the need of more materials such as textbooks, syllabi and required number of teachers as specified in the curriculum. The Table shows the impact to textbooks against enrollment

Table 2.3: Enrollment F1-4 for the year 2017 (Government schools)

No.	Grade	Number of pupils per grade	Text Books Ratio		
			1:1 (1 Title)	1:2 (1Title)	1:3 (1 Title)
1	F1	491,535	491,535	245,768	163,845
2	F2	443,614	443,614	221,807	147,871
3	F3	296,034	296,034	148,017	98,678
4	F4	236,775	236,775	118,388	78,925
			1,467,958	733,980	489,319

Source: URT (BEST, 2017)

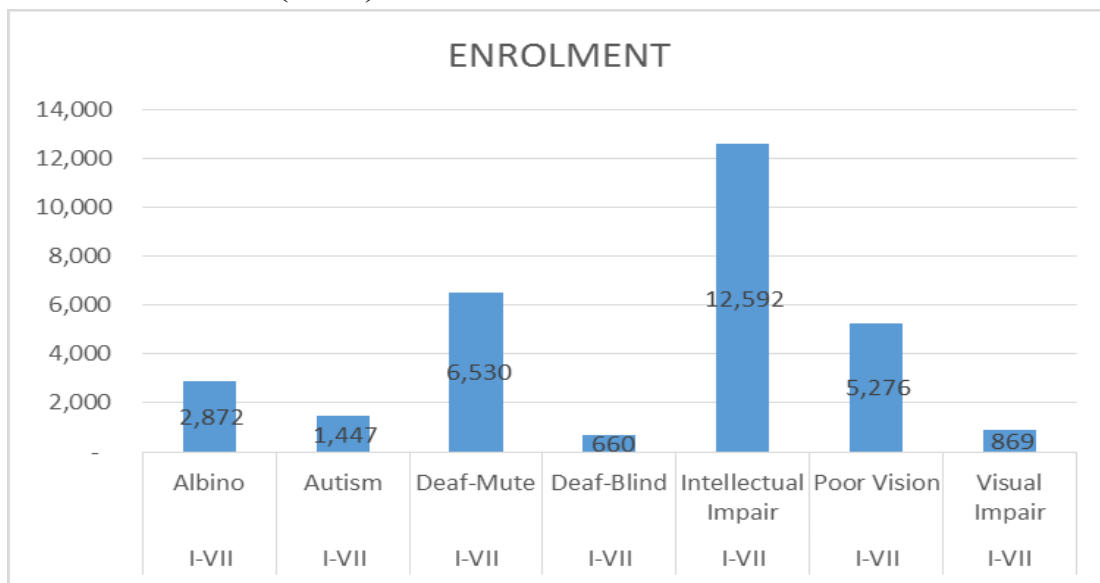
The statistics in Table 2.2 is an example of one textbook, which depict the number of textbooks and other teaching and learning materials required. From statistics TIE has to prepare and print textbooks corresponding to 1,467,958 enrollment if we are aiming to reach 1:1; 733,980 for the ratio of 1:2; and 489,319 for ratio of 1:3. TIE requires setting strategies to overcome the demand of teaching and learning materials due to fast increase of pupils in schools.

Special Needs in Primary education

TIE's functions is powered by the Act No. 13 of the 1975 and its amendment of 2002 to prepare and promote quality education and training by reviewing the curriculum in accordance to needs within the framework of overall national socio-economic development plans and policies. The Tanzania Education Policy 2014 direct for inclusive education of pupils with disabilities. Tanzania's National Policy on Disability of 2004 states that the government in collaboration with stakeholders shall provide a conducive environment for inclusive education that takes care of special needs of disabled children.

BEST 2017 indicates that there are many enrolled students with various kinds of disabilities that requires attention in terms of not only infrastructure but even friendly learning materials. TIE’s mandate is to prepare teaching and learning materials for all pupils considering various disabilities specifically pupils with Autism Deaf / Mute, Deaf Blind, Poor vision, Visually Impaired and other alike. Chart No. 2.1 shows the number of students with various kinds of disabilities enrolled in primary education in 2017

Chart 2.4: Enrollment of pupils with various disabilities for Primary schools (I-VII)



Source: Computed from BEST, 2017

Implication of this Enrollment to TIE

Chart 2.1 summarizes the indicative requirements of special teaching and special learning facilities based on enrollment for primary schools. It should be noted that teaching and learning facilities for pupils with disabilities need special attention and preparation. The implication of the enrollment of pupils with different disabilities call for TIE to set a strategic intervention to ensure the textbooks and other teaching and learning facilities for pupils with disabilities are available for quality education for all.

Special Needs in Secondary education

President Office Local Government Regional Administration (PO-RALG) through Secondary schools, implement National Inclusive Education Strategy by enrolling pupils with different kinds of disabilities. It is estimated that in 2016, 7.3% of the total students enrolled in secondary schools have different kinds of disabilities and hence need special intervention. Table 2.3 provides a breakdown of students with disabilities by sex, as estimated in 2017 (BEST, 2017).

Table 2.5: Enrollment of pupils with different kind of disability in secondary schools

Kind of Disability	Enrolled in Secondary Schools		
	M	F	Total
Albinism	298	227	525
Deaf / Mute	541	559	1,100
Deaf Blind	56	63	119
Mentally impaired	66	51	117
Multiple Impaired	72	47	119
Physically Impaired	143	964	1,107
Poor vision	1160	1476	2,636
Visually Impaired	292	205	497

Source: BEST, 2017

Implication of this Enrollment to TIE

This is the indication that more effort is needed to prepare a teaching and learning materials for special need pupils especially pupils with poor vision which seems to be higher than other kind of disabilities.

Teacher Education

For quality output in the education sector, the quality of teachers and curriculum materials for all levels of education is critical. Number of qualified teachers in government schools is increasing. According to BEST, 2017 shows that there is big increase of teachers teaching government schools from 58,028 teachers in 2013 to 89,475 teachers.

This is an increase of 54.1%. If this trend of increase continues calls for a special, attention to ensure training is provided to raise up the standard teaching for quality education. Despite teacher education is implementing various programmes such as pre-service training of Science and Mathematics and Student Teacher Enrichment programme (STEP), TIE need to intervene by providing training on other areas such as on revised curriculum, 3 RS training and pedagogy training.

The Education and Training Policy

The Education and Training Policy (ETP 2014) advocates that every educated citizen should have knowledge and skills necessary for contributing to national development. The development ETP was contributed by challenges encountered during implementation of various education plans and directives such as the Primary Education Development Plan (PEDP) and Secondary Education Development Plan (SEDP).

The last 3 years period, Tanzania has witnessed fast growth of pupils' enrolment in primary and secondary schools. The growth in primary and secondary education, however, has not been supported by corresponding increase in supply of teaching and learning materials. The policy statement on supply of teaching materials in schools has an impact to TIE functions, and therefore call for strategic intervention to increase the supply of teaching and learning materials.

2.8.2 PESTEL Analysis

The PESTEL analysis scans political, economic, social, technological, environmental and legal factors that have a bearing on TIE's performance.

Political factors

The government's decision in year 2016 to provide free basic education has led to a profound increase pupils enrollment in pre-primary and primary levels. This transitional expansion will no doubt be reflected at the secondary school levels as years pass by. This has a lot of implication to TIE in terms of developing education support materials to sustain the increased number of pupils in schools. This entails the need for TIE to enhance its capacity, human, financial and infrastructure in order to meet the expected demand.

Also, the decision of the Government to relocate its headquarters to Dodoma has effect on TIE as is true of other public offices. While reinforcing its infrastructure in Dar-es-Salaam, TIE needs to plan for its relocation to Dodoma in order to efficiently and effectively interact with other education sector MDAs. This will require additional resources. At the same time it may entail revision of its logistics in the production and supply of teaching and learning materials in schools. Hence during the coming five years, TIE has to reposition itself to address the opportunities and challenges arising from this political environment.

Economic factors

The current government led by President John Pombe Magufuli has vied to make Tanzania a middle-income economy that is also industrial led by year 2025. The sustenance of such economy depends on a solid base on science and technology, as among the prime movers of the economy. The succession in science and technology required that a good base is built at the basis levels of education, through offering quality programmes with relevant curricular but also supported by appropriate learning resources. This has an impact on TIE as an institution with mandate to design and develop curricula for Primary, Secondary and Teacher Education levels; to carry out in-service teachers training for efficient and effective implementation of curricula; and to provide and oversee education quality assurance with regard to teaching methods, subject objectives and standard of teaching-learning materials. As TIE is carrying these mandates, it has to have these broad national development aspirations, so that a solid basic education, which is foundation for higher education is provided.

The overall performance of the economy has also got a direct effect on TIE. Currently TIE operations are dependent on Government subvention and support. The ability of the Government to support its institutions depends on the increase in government revenue, which in turn depends on the economic growth. Currently the GDP of Tanzania has been growing at around 7%, and revenue collections have increased to an average of Tsh. 1.3 trillion a month and inflation is less than 4%. At the same the current government has vowed to build an infrastructure that is supportive of the industrial led economy by increasingly using internally generated resources. This has meant increased government budgetary commitments in line with its priorities. TIE needs to diversify and enhance other revenue sources to support realization of its mandate.

Social Factors

As an educational institution charged with supporting delivery of quality basic education, TIE needs to maintain a positive societal image. Any action attracts public attention to have negative on the quality of education may demand the reputation of the institution. TIE needs to ensure that it maintains a positive link with society as it undertakes its mandate by observing highest integrity its work.

Technological factors

The world has witnessed a huge revolution in technology all walks of life, including service delivery. Huge investments are being made in ICT and software to enhance access of teaching and learning materials to a wider spectrum of user and increasing lower cost. As a provider of learning and teaching materials for primary and secondary school levels, TIE needs to undertake this role efficiently and effectively and should certainly exploit the opportunity offered by the heavy investments that the government has made on the ICT infrastructure. In particular, while schools may continue to rely on hard copies of text books and other learning materials, which a costly to produce, TIE, as it has already started to do, should by and by migrate to provision of e-learning materials, as the ICT infrastructure is extending to more and more schools in the country.

Environmental Factors

Tanzania has joined the rest of the world in signing protocols that commit the country in protecting the planet earth. Environment is currently a cross-cutting issue that requires the attention of institutions at all levels. As they carry their mandates, institutions need to undertake measures that contributes towards environmental conservation, directly and indirectly. As producers of learning and teaching resources, TIE needs to be sensitive on the material usage, but also on energy consumption. Any efforts to produce learning and teaching material that demand less paper and hence less felling of trees somewhere have to commended. Migration to e-text books and other learning materials is therefore a move towards the right direction. E-textbooks and learning materials also mean less use of energy.

Legal Factors

The legal environment influence TIE's operations and performance. As a legal entity, TIE has to operate according to its establishment Act. However, its operations are mutually dependent on implementation and execution of other laws, rules and regulations. These regulations include employment regulations, procurement, as well as health and safety regulations. Therefor TIE has to be abreast of all legal issues affecting its operations in order to avoid legal pitfalls in the course of undertaking its mandates to avoid unnecessary legal pitfalls.

2.9 Stakeholder Analysis

The Institute is faced with increasing expectations of its stakeholders. As an important part of the strategic planning, the Institute identified key stakeholders of the Institute and their expectations. The effective implementation of the strategic plan depends on the extent to which these expectations are addressed. The Institute identified the following stakeholders:

2.9.1 External Stakeholders

Ministries

The external stakeholders of TIE include President's Office-Regional Administration and Local Government, Ministry of Finance and Planning; and the Ministry of Education, Science and Technology, President's Office – Public Service Management

Financing Stakeholders

These are stakeholders that provide statutory sources of financing to the TIE include the Government of the United Republic of Tanzania through the Ministry of Finance and Planning. Other financing stakeholders are development partners including UNESCO, GPE – LANES II and CANADA-through TESP

Consumers

The stakeholders that receive the product from TIE include public and private schools from pre-primary – secondary as well as teacher's education in Tanzania Mainland. Other customers are Teachers; Tutors and parents;

Private sectors

TIE collaborate with public sectors in production and printing of teaching and learning materials. Such private sectors includes Publishers; NGO's, CBO's and FBO's;

Regulators and assessors

The first category are stakeholders that assures the quality of education provided in schools. Regulators are the ones that assures the curriculum and other learning materials are used according to stipulated standard. These include school quality assurers, Teachers professional Board, NACTE and NECTA.

The second category of regulators are those overseeing public institutions as whole, that the Treasury Registrar.

2.9.2 Internal Stakeholders

TIE Board

TIE Board expects the organization to realize its vision and mission and implement the Corporate Strategic Plan. The Board expects the TIE Management to provide them with timely report and well analyzed problems in support of their function and duties.

TIE staff

These is the internal stakeholders that make use to the strategic plan. TIE' Staff expect to implement the plan to realize the organization goals.

The detailed expectation of the identified groups of key internal and external stakeholders, listed above is explained in the table below.

Table 2.6: Summary of TIE key stakeholders and their expectations

Stakeholders	Expectations
Ministries and MDAs	<ul style="list-style-type: none"> ○ Continue to work according its roles and functions successfully on its mandate as ○ Timely and relevant teaching and learning materials distributed timely
Consumers	<ul style="list-style-type: none"> ○ Timely receiving the teaching and learning materials ○ Syllabus and Guidelines are available timely ○ Relevant and quality training materials available ○ Quality educational materials is available in affordable price
Private sectors	<ul style="list-style-type: none"> ○ Timely approval of submitted publication materials ○ Syllabus and Guidelines are available in private schools
Financing Stakeholders	<ul style="list-style-type: none"> ○ Funds disbursed to TIE will be used timely and for intended purposes ○ Report of performance and implementation.
Regulators and assessors	<ul style="list-style-type: none"> ○ Timely release of information about teaching and learning materials ○ Timely distribution of Textbooks and other learning materials to schools
TIE Board	<ul style="list-style-type: none"> ○ Expects the Management to provide the Board with timely and well analyzed issues in support of their function and duties
TIE Staff	<ul style="list-style-type: none"> ○ Better payment and staff welfare ○ Timely and accurate information and responses to issues and maintenance of open lines of communication, feedback and recognition; ○ Sustainability of the Organization ○ Career development and progression ○ Good working environment ○ Job security

2.7 SWOC Analysis

2.7.1 Internal Strengths and Weaknesses

In the preparation and revision of TIE strategic plan, a detailed analysis of the internal environment was carried out in order to identify the institute's strengths and areas of weaknesses for improvements. Table 2.5 shows the institute's current strengths and Weaknesses:

Table 2.7: TIE Current Strengths and Weaknesses

No.	TIE CORE FUNCTIONS	STRENGTHS	WEAKNESSES
1	Curriculum Design and Development	<ul style="list-style-type: none"> ● Existence of Act No. 13 of 1975 ● Presence of experienced curriculum developers 	<ul style="list-style-type: none"> ○ Lack of textbook writers' guideline ○ Inadequate number of curriculum developers
2	Training Programmes	<ul style="list-style-type: none"> ● Professional capacity to organize and conduct trainings. ● Availability of training materials ● Existence of department responsible for Training programmes ● TIE is accredited by NACTE for training programmes 	<ul style="list-style-type: none"> ● Inadequate facilities and infrastructure for training programmes. ● Weak monitoring system of training programmes.
3	Research	<ul style="list-style-type: none"> ● Availability of experienced staff who can Write fundable research proposals and Conduct research ● Existence of research policy 	Inadequate skills to analyze and use of research findings

No.	TIE CORE FUNCTIONS	STRENGTHS	WEAKNESSES
4	Teaching /Learning Materials Design and Development	<ul style="list-style-type: none"> ● Existence of Act No. 13 of 1975; ● Presence of pool of experienced personnel. ● Presence of guidelines for developing teaching and learning materials ● Presence of evaluation guideline 	<ul style="list-style-type: none"> ● Inadequate financial resources flow for publicity of materials and programmes for TIE's products.
5	Consultancy and professional advice	<ul style="list-style-type: none"> ● Existence of Act No. 13 of 1975; ● Existence of qualified curriculum developers/ staff who can perform consultancy services and professional advice 	<ul style="list-style-type: none"> ● Lack of consultancy policy.
6	Publications	<ul style="list-style-type: none"> ● Existence of a publication section at the TIE. ● Presence of qualified Curriculum Developers who can write academic publications. ● Existence of copyrights. ● Presence of Tanzania Institute of Education Journal (TEJ) 	Inadequate skills in Writing and publishing

No.	TIE CORE FUNCTIONS	STRENGTHS	WEAKNESSES
7	Administrative and HRM functions	<ul style="list-style-type: none"> ● Existence of qualified staff ● Committed leadership/ good governance. ● Existence of training policy and programmes. ● Existence of standard Management tools. ● Availability of TIE's ICT policy and master plan. 	<p>Inadequate resources for implementing the incentive scheme for staff promotion by merit and by recognition</p> <ul style="list-style-type: none"> ● Inadequate number of staffs. ● Non implementation of succession Plan
8	Integration of technologies in Basic education	<ul style="list-style-type: none"> ● Existence of a Section of Instructional Technologies ● Existence of audio studio and theatre room. 	<ul style="list-style-type: none"> ● Inadequacy number of e-Learning Professionals ● Shortage of e-learning development facilities ● Inadequate e-learning knowledge and skills among TIE personnel
9	Evaluation of curriculum instructional materials	<ul style="list-style-type: none"> ● Existence of qualified staff ● Existence of instructional materials Evaluation guidelines ● Existence of Evaluation Committee 	<ul style="list-style-type: none"> ● Inadequate number of staff to conduct evaluation process ● Lack quality assurance section

2.7.2 TIE External Trends of Opportunities and Challenges

During the preparation of TIE strategic plan, an analysis of the opportunities and challenges was carried out for the purpose of making use of the opportunities; and strategize on how to intervene the emerging challenges. Table 2.6 shows the institute's current strengths and Weaknesses:

Table 2.8: TIE External Trends of Opportunities and Challenges

No.	TIE CORE FUNCTIONS	OPPORTUNITIES	CHALLENGES
1	Curriculum Design and Development	<ul style="list-style-type: none"> ● Presence of positive relationship between TIE, PO-RALG and other educational institutions. ● High demand of TIE products and services from stakeholders. ● Existence of Education Training Policy (ETP), 2014 	Inadequate sources of financing of TIE activities
2	Training Programmes	<ul style="list-style-type: none"> ● Presence of teachers, tutors and other curriculum implementers ● Availability of development partners to support TIE activities ● Existence of qualified TOTs for school-based inset trainings on curriculum implementation. 	<ul style="list-style-type: none"> ● No clear policy on INSET ● Under funding of INSET activities ● Inadequate commitment and financial support for school-based INSET by LGAs

No.	TIE CORE FUNCTIONS	OPPORTUNITIES	CHALLENGES
3	Research	<ul style="list-style-type: none"> ● Presence of other educational institutions to collaborate ● Availability of research areas in education sector ● Availability of development partners to support TIE activities 	<ul style="list-style-type: none"> ● Much dependence on donor funding. ● Low morale on writing competitive research proposals
4	Teaching /Learning Materials Design and Development	<ul style="list-style-type: none"> ● Growing demand for TIE's products. ● Presence of positive relationship between TIE, PO-RALG and other educational institutions. ● Existence of different media for publicity of TIE products 	<ul style="list-style-type: none"> ● Piracy of TIE intellectual properties.
5	Consultancy and professional advice	<ul style="list-style-type: none"> ● National and International recognition of TIE's expertise in curriculum issues. ● Existence of demand for consultancy services in education. 	<ul style="list-style-type: none"> ● Professional advice is sometimes not followed
6	Publications	<ul style="list-style-type: none"> ● Demand for TIE products and services. ● Access to other academic journals 	<ul style="list-style-type: none"> ● In effective enforcement of copyright law. ● Piracy of TIE intellectual properties.

No.	TIE CORE FUNCTIONS	OPPORTUNITIES	CHALLENGES
7	Administrative and HRM functions	<ul style="list-style-type: none"> ● Availability of national ICT policy. ● Availability of favorable environment for cooperation and partnership in ICT amongst stakeholders. ● Existence of different media for advocacy and publicity. ● Presence of PO- PSMGG to issue guidelines, circulars on employees' welfare. 	<ul style="list-style-type: none"> ● Insufficient resources from the government. ● Untimely disbursement of funds.
8	Integration of technologies in Basic education	<ul style="list-style-type: none"> ● Availability of National ICT Policy 2003 emphasizing the use of technologies in education ● Political will of decision makers to promote ICT in Education. ● Availability of Education and Training Policy 2014 emphasizing the use of technologies in education ● Existence of deferent ICTs in Teaching and Learning initiative ● Existence of National Fiber Optical Backbone 	<ul style="list-style-type: none"> ● Lack of financial resources to implement the activities ● Rapid change of technologies

No.	TIE CORE FUNCTIONS	OPPORTUNITIES	CHALLENGES
9	Evaluation of curriculum instructional materials	<ul style="list-style-type: none"> ● Availability of subjects experts countrywide ● Mutual cooperation with stakeholders 	<ul style="list-style-type: none"> ● Funds to facilitate evaluation exercise

2.10 Critical issues for the next five years

The analysis of TIE performance in the last Plan period, combined organizational internal analysis and external environmental scanning, identified specific critical issues which, TIE needs to focus on in the next five years as it continues to undertake its mandate of improving quality of education in Pre-primary, Primary, Secondary and Teacher Education. The critical issues identified, some of which overlapping, are:

- 1) Curricula and Syllabi design for primary and teacher education
- 2) Curriculum support materials, including equipment and instruments
- 3) Capacity building for curriculum development and Implementation
- 4) Financial, Human and Physical Resources
- 5) Textbooks and other curricula support materials
- 6) Research, Consultancy and Knowledge exchange
- 7) Governance, business processes and systems, capacity building, communication, corporate image and operational efficiency
- 8) Collaboration and Networking

2.10.1 Curricula and syllabi design for primary, secondary and teacher education

Quality education in primary, secondary and teacher education depends on quality curricular and syllabi prepared. Updating the curricula and Setting standards for contents, delivery approaches and assessment improves the quality of education provided in the country. In this regard therefore, TIE noted a need for strong strategies and design mechanisms in order to provide strategic increase in quality of curricular and curricular materials.

Progression of pupils from one level of education to another level depends on linkages of basic education curriculum to that of Higher learning curriculum. There is subject or courses in each level of education that is supposed to link with other levels. TIE is responsible to develop *National Curriculum Framework for Basic Education* (NCFBE) such that it provide an opportunity of pupils to join Pre-university school (A-level secondary) or join professional colleges. This need a strategic intervention to increase smooth progression of learners to professional colleges and A – Levels secondary schools.

2.10.2 Standards of equipment, instruments and other curriculum support materials

Standards of equipment, instrument and other curriculum support materials is one of the important aspect for quality education. Analysis of critical issues indicates that, standard is a key components when preparing curriculum and curriculum materials.

2.10.3 Capacity building for curriculum development and its implementation;

Internal analysis of TIE performance that was done in relation to capacity on curriculum and curriculum development and implementation indicate that there is weak capacity of curriculum implementers in schools. This area therefore, needs intervention in order to upgrade the capacity of curriculum implementers in schools. This need to be implemented during the coming Five year Strategic Plan.

2.10.4 Textbooks and other curricula support materials

External analysis of TIE performance indicates that there is a number of stakeholders and customers who need textbooks for pre- primary, primary and secondary schools. Further analysis indicates that the textbooks do not reach to schools in time. This has been causing difficulties in teaching using the appropriate books. TIE will intervene this challenge by strategizing in the next Plan.

Evaluation of Text books, Supplementary Books, Reference Books and Non-textual materials is another area to concentrate. This area focuses on advising the minister on approval of textbooks, supplementary books, reference books, readers books and non-textual material written by private publishers.

The process of evaluation and advice is routed through the Commissioner of Education for scrutiny and recommendations to the minister. This area need to be strengthened in the next strategic Plan.

2.10.5 Printing of printed textbooks and curricula support materials

Printing of primary and secondary schools' textbooks, teachers' guides, teachers' manual and both teachers' and students' practical manual is of higher priority. Situational analysis of TIE performance for the past five years identified significant issue linked to preparation and printing of pre- primary, primary and secondary schools textbooks and module for teachers education. If the issue of printing is not worked out will affect the speed of supply of textbooks in schools. The next Strategic plan will set a mechanism of using available government printing press for cost reduction and speed up the supply of textbooks to schools.

2.10.6 Research, consultancy, knowledge exchange and innovation

Without research, a relevant and modern curriculum does not exist because it is the means to Understand Various Issues. In this era of Science and Technology, Research, Knowledge exchange and Innovation has become an important aspect. Research fosters professional excellence important for delivering outstanding student education, training, knowledge exchange and a room for innovation. Not only that, research and consultancy discovers, elucidates and evaluates new knowledge, ideas, and the technologies essential in driving the future of TIE and educational at large. TIE noted the need for an increasing realization and the importance of using research and knowledge exchange during performing its core function. However, strategies and mechanism to raise fund for research, knowledge exchange and innovation were noted to be a critical issue.

2.10.7 Monitoring, Evaluation, performance and value for money audit

Timely and adequate financial flow from designated sources is pertinent in making Monitoring, Evaluation and value for money audit to succeed. TIE has many activities that involved huge sum of money that needs interim monitoring and interim value for money audit on the activities. The situational analysis indicates that there was a relatively reliable source of finance from the Government, although need focused strategies of mobilizing financial resources to enable TIE perform the function in producing a desired outcome of quality of education.

2.10.8 Professional development and linkages with other bodies within the region and beyond

Professional development is very crucial in education sector in order to improve the quality of education provided and make a society up to date. On the other hand, linkages within the region and beyond is important in order to share expertise and experiences with other members in the field. Situational analysis of TIE performance identified significant issues linked to learning, professional development and linkages within the region, which might affect the implementation of the Corporate Strategic Plan on one hand, and realization of Organization mission and vision on the other hand. In the current climate of rapid advancements and changes in technology and systems, it is becoming necessary for workers to be exposed to professional development linked to other bodies in the region. This require the use of proper intervention by setting a mechanism to guide directors and managers in directing training funds where they can help the most.

2.10.9 Governance, business processes and systems, capacity building, communication, corporate image and operational efficiency

Institutional business process, systems and operations are the key areas for the performance of the institute that needs to be enhanced. There will be a need for an audit to be conducted annually to evaluate the internal control systems of financial and non-financial operations and recommend for improvement whenever is needed.

Internal analysis of TIE performance was done in relation to how the Institute is implementing its core functions in order to examine whether the prepared teaching and learning materials conform to pupils and stakeholders' requirements. The need to improve performance of governance, business processes, ICT and other functional areas was identified to be critical in this aspect. This calls for a need for capacity building of the skills [Human capacity improvement in terms of staff and skills development], capacity building and improvement of the institute internal processes; as well as periodical capacity building on system management.

2.10.10 Financial, Human and physical resources

Financial, Human and Physical resources management is very important for achieving institutional goals. Therefore, enhancing the financial and physical resources and development of infrastructure for effective and efficient performance of core function of the Institute was noted to be crucial. This requires the use of a number of strategies particularly tooling and retooling, aligning to technological changes and systems as well as the need for the review of organization structure to align with new mandates in order to put in place high performing work systems. The need for strengthening resources management by strengthen internal audit unit by developing internal audit manual, acquiring Internal audit Software and Employ new audit staff is a prerequisite. On the other hand, it is important to review risk management register that analyses more aspect of resource management for achieving organization objectives. There will be risk-based audit conducting each quarter on annual bases.

CHAPTER THREE

VISION, MISSION, CORE VALUES AND KEY RESULT AREAS

3.1 Introduction

The previous chapters (1 and 2) set a background and platform for the formulation of this strategic plan. Therefore, this chapter describes the mission, vision, core values and key Result Areas (KRAs) of the Institute and setting of the strategies to implement. TIE will be inspired and guided by the shared vision, mission, core values and KRAs.

3.2 Vision Statement

The Vision of the institute is:

To become a Centre of excellence in curriculum design, development and implementation with highly competent, committed and motivated professionals

3.3 Mission Statement

The Mission of the institute is:

To facilitate provision of quality and relevant education through quality curricula and curriculum support materials in basic and secondary education

3.4 TIE Core Values

The Core Values are much more than minimum standards. They remind the staff what it takes to get the mission done. Therefore, in order for TIE to deliver quality services to its clients efficiently and effectively, employees should display the following operating values:

- a. **Transparency:** Being transparent in all our operations and stand ready for public scrutiny;
- b. **Professionalism:** We commit to adhering to professionalism in all our undertakings;
- c. **Dedication:** Being committed and enthusiasm to all undertakings
- d. **Diligence:** Being meticulous and thorough in daily operations.
- e. **Responsiveness:** We strive to continuously respond to current and future needs of the society.

- f. **Accountability:** Being accountable to our stakeholders, teachers and pupils for the mandate and responsibilities conferred upon us.
- g. **Integrity:** Being a model in our behavior and acting with honesty and neutrality in our operations
- h. **Innovativeness:** Always we are inquisitive and striving to reach and embrace new technologies and innovative methods of doing our work and contributing to increase expert to the economy.

3.5 Key Results Areas and Objectives

The TIE 2018/19 – 2022/23 Corporate Strategic Plan comprises six (6) key results areas (KRAs) and seven (7) objectives to be addressed in the next five years. The following are KRAs to be addressed during the five-year period of the Plan:

- i. **KRA A: Addressing National Agenda**
 - A. Communicable and non-communicable diseases, HIV/AIDS education and care support services improved;
 - B. National Ant-corruption strategy enhanced, sustained and effectively implemented;
- ii. **KRA B: Curricula and curricula support Materials**
 - C. Quality curricular and curricula materials in Tanzania schools and teachers education developed
- iii. **KRA C: Research, Information and Publication**
 - D. Research, Knowledge exchange and consultancy improved
- iv. **KRA D: Governance and Administration.**
 - E. Governance, business processes and system operations improved
- v. **KRA E: Human capital capacity and operations**
 - F. Competence on curricula development and implementation improved
- vi. **KRA F: Collaboration and Networking**
 - G. Collaboration and networking with the national and international stakeholders strengthened

CHAPTER FOUR

MEDIUM TERM STRATEGIC OBJECTIVES, STRATEGIES, TARGETS AND PERFORMANCE INDICATORS

4.1 Introduction

This strategic plan of the institute for the period 2018/19 – 2022/23 is framed around the results the institute hope to achieve, as articulated in the institute strategic objectives. These objectives are measurable, meaningful, and focused on major responsibilities in order to achieve the institute’s mission and vision statements. The following are broad strategic objectives:

- A. Communicable and non-communicable diseases, HIV/AIDS education and care support services improved;
- B. National Ant-corruption strategy enhanced, sustained and effectively implemented;
- C. Quality curricular and curricula materials in Tanzania schools and teachers colleges developed
- D. Research, Knowledge exchange and consultancy improved
- E. Governance, business processes and system operations improved
- F. Competence of human capital on curricula development and implementation improved
- G. Collaboration and networking with the national and international stakeholders strengthened

4.2 Strategic Objectives and Outcome Indicators

Table 4.1: Strategic Objectives and Outcome Indicators

Strategic Objective	Outcome Indicators
KRA A: Addressing National Agenda	
A. Communicable and non-communicable diseases, HIV/AIDS education and care support services improved;	<ul style="list-style-type: none">i. Reduced number of days of sick leave due to HIV and AIDS.ii. All staff members living with HIV and AIDS and having declared their status are provided with support and continue working

Strategic Objective	Outcome Indicators
B. National Ant-corruption strategic and operational plan updated and effectively implemented;	i. Anti-corruption awareness levels amongst TIE staff ii. Number of reported corruption complaints
KRA B: Curricula and curricula support Materials	
C. Quality curricular and curricula materials in Tanzania schools and teachers colleges developed	i. Quality curriculum support materials and textbooks are available at schools level ii. Quality curricula are available in schools
KRA C: Research, Information and Publication	
D. Research, Knowledge exchange and consultancy improved	i. Journals and textbooks are available and used by community and schools ii. Improved and innovative ways of doing things
KRA D: Governance and Administration	
E. Governance, business processes and system operations improved	i. Increased financial control and financial service delivery ii. Increased internal revenue
KRA E: Human capital capacity and operations	
F. Competence of human capital on curricula development and implementation improved	i. Increased quality curriculum used by teachers ii. Increased competencies of teachers in teaching iii. Increased staff capacity and system operations iv. Motivated staff
KRA F: Collaboration and Networking	
G. Collaboration and networking with the national and international stakeholders strengthened	i. Joint basic education international collaborations increased ii. National, regional and international Partnership on basic education increased

4.3 Strategic Objectives, Strategies and Targets

Table 4.2: Strategic Objectives, Strategies and Output Targets

Strategic Objectives	Strategies	Targets	KPIs	Means of Verification	Responsible Division/ Unit
KEY RESULT AREA A: Addressing National Agenda					
A. Communicable and non-communicable diseases, HIV/AIDS education and care support services improved;	A.1 Internalize HIV/AIDS and communicable and non-communicable disease national policy	A.1 Communicable and non-communicable diseases and HIV/AIDS intervention guidelines / plans developed and in use by June, 2019	<ul style="list-style-type: none"> • % of TIE staff following communicable and non-communicable diseases Interventions • Percentage of staff getting support services 	TIE HIV/AIDS Intervention Plan	HRA
		A.2 Support services on Communicable and non-communicable diseases; and HIV/AIDS are provided to all staff affected annually, effective by June, 2019		Periodic reports on the implementation of TIE intervention guidelines and plans	

B. NATIONAL ANTI – CORRUPTION STRATEGY ENHANCED, SUSTAINED AND EFFECTIVELY IMPLEMENTED.

Strategic Objective	Strategies	Targets	KPIs	Means of Verification	Responsible office
B. National Anti – Corruption Strategy Enhanced, Sustained and Effectively Implemented	B.1 Strengthen sensitization programmes and measures on prevention and combating corruption	B.1 Integrity committee appointed and capacity are built by June, 2019	<ul style="list-style-type: none"> • Number of meetings held • Ant- corruption plan in place and operational 	Copies of letter of appointments Minutes of the Integrity Committee	HRA
		B.2 TIE Anti-Corruption plan developed and used by June 2019			
		B.3 One sensitization seminar to TIE’s staff on preventive strategies against corruption tendencies and practices among staff conducted annually, effective July 2019.	<ul style="list-style-type: none"> • Number of seminars conducted • Number (%) of TIE Staff attended seminar • Percentage reduction in corruption cases 	Seminar reports TIE Anti-corruption Status Report	HRA

C. QUALITY CURRICULAR AND CURRICULA MATERIALS IN TANZANIA SCHOOLS AND TEACHERS COLLEGES DEVELOPED

Strategic Objective	Strategies	Targets	KPIs	Means of Verification	Responsible office
KEY RESULT AREA B: Curricula and Curricula Support Materials					
C. Quality curricular and curricula materials in Tanzania schools and teachers' colleges developed.	C.1 Strengthen <i>National Curriculum Framework for Basic Education</i> for pre-primary, primary, secondary and teacher education	C.1 National Curriculum Framework for Basic and Teacher Education developed and operationalized by June, 2019	<ul style="list-style-type: none"> • National Curriculum Framework for Basic Education (NCFBE) in use 	National Curriculum Framework for Basic Education (NCFBE) operationalized report Reviewed Curricula and Syllabi Report on the use of the reviewed curricula Reviewed basic education curricular and syllabi	CDR

Strategic Objective	Strategies	Targets	KPIs	Means of Verification	Responsible office
	C.2 Improve primary, secondary and teachers education curriculum to meet the current needs.	C.1 Curricula and syllabi for secondary schools (form 1 to form 6) reviewed and available for use by June, 2020 C.2 Curricula and syllabi for Primary schools reviewed by June, 2022 C.3 Curricula and syllabi for teachers colleges (certificate and diploma) reviewed and available for use by June, 2020	<ul style="list-style-type: none"> • Enhanced quality due to Improvement in the Curricula and syllabi for form 1 up to form • Enhanced quality due to improvements in the curricula • Enhanced quality due to improvements in the curricula and syllabi 	Report on the use of the reviewed curricula and syllabi Reviewed Curricula and syllabi for teacher education (certificate and diploma) Report on the use of the reviewed curricula and syllabi	CDR

Strategic Objective	Strategies	Targets	KPIs	Means of Verification	Responsible office
	C.3 Improve curricula and curricula support materials for primary, secondary and teachers colleges	C.1 Curricula support materials for secondary schools (form 1 to form 6) developed and reviewed and available for use by June, 2020 C.2 Curricula and curricula support materials for pre-primary schools reviewed and available for use by June, 2022 C.3 Non-textual Teaching and Learning Materials (charts, models, kits) for primary schools developed and ready for use by June, 2020.	<ul style="list-style-type: none"> • Enhanced delivery and learning for form 1-6 due to usage support materials • Enhanced delivery and learning for pre-primary pupils • Enhanced learning and delivery • Enhanced learning • Number and types of modules 	Reviewed curricula support Materials Report on the use of reviewed curricula support materials Reviewed curricula and curricula support materials Report on the use of curricular support materials for pre-schools	EMDD

Strategic Objective	Strategies	Targets	KPIs	Means of Verification	Responsible office
		<p>C.4 Readers materials developed and ready for use by June 2021</p> <p>C.5 Modules for teacher education (certificate and diploma) developed and ready for use by June, 2020</p>	<ul style="list-style-type: none"> Level of Usage of Modules for teacher education 	<p>Prototypes charts and models</p> <p>Reports on the use of charts and prototype</p> <p>Developed readers materials</p> <p>Reports on the use of readers materials</p> <p>Modules for teacher education</p> <p>Report on the use of modules</p>	

Strategic Objective	Strategies	Targets	KPIs	Means of Verification	Responsible office
	C.4 Improve guidelines and manuals for curriculum materials development	<p>C.1 Guideline for developing curriculum support materials for Basic Secondary and Teachers Education reviewed by June, 2021</p> <p>C.2 Guideline for selection of textbook writers developed and in use by June, 2020</p> <p>C.3 14 Subject Practical Manuals for Form 1 – 6 reviewed by June 2020</p> <p>C.4 4 Panel meetings for each subject conducted by June, 2021 annually</p>	<ul style="list-style-type: none"> • Enhanced curriculum review facilitated by improved guidelines • Selected book writers with required qualifications <p>Quality of books authored enhanced</p> <ul style="list-style-type: none"> • Number of Practical Manuals reviewed 	<p>Reviewed curriculum support material guideline</p> <p>Report on the reviewed curriculum</p> <p>Textbooks writers' guideline</p> <p>Report on quality of textbooks</p> <p>Reviewed Practical manuals</p>	

Strategic Objective	Strategies	Targets	KPIs	Means of Verification	Responsible office
		C.5 Guideline for Evaluation of textual and non-textual materials reviewed and in use by June 2020.	<ul style="list-style-type: none"> • Number of Panel meetings Level of usage (%) of the Guideline Quality of evaluation 	Minutes / Report of panel meetings Reviewed guideline Report on the evaluation of textual and non-textual materials	

Strategic Objective	Strategies	Targets	KPIs	Means of Verification	Responsible office
	C.5 Improving teaching and learning processes for special need learners	<p>C.1 Syllabi for learners with autism, visual and hearing impairment at basic education designed and developed by June, 2020</p> <p>C.2 Instructional materials for learners with autism, visual and hearing impairment at basic education designed and developed by June, 2020</p>	<ul style="list-style-type: none"> • Number of Syllabi for learners with autism, visual and hearing impairment • Number and type of Instructional materials for learners with autism • Number and type of Instructional materials for visual impaired 	Report on teaching and learning for pupils with special needs	EMDD

Strategic Objective	Strategies	Targets	KPIs	Means of Verification	Responsible office
			<ul style="list-style-type: none"> • Number and type of Instructional materials for hearing impairment • Number and type of Teachers Guides for learners with autism, visual and hearing impairment at basic education 		

Strategic Objective	Strategies	Targets	KPIs	Means of Verification	Responsible office
	C.6 Enhancing evaluation system of textual and non-textual teaching and learning materials from private publishers	C.1 Quality assurance section or unit established by June, 2020 C.2 Two Sessions of Evaluation of curriculum materials conducted annually	<ul style="list-style-type: none"> Quality assurance unit / section operational Number of curriculum Materials evaluated % change in quality 	Quality Assurance Units Quality Assurance Reports Guidelines / framework for textual and non-textual	EMDD
	C.7 Strengthening e-Learning Programme for Basic, Secondary and Teacher Education	C.1 e-Learning National Framework (e-LNF) Developed by June, 2020 C.2 e-Learning Operational Manual and Guidelines formulated and in use by June, 2020	<ul style="list-style-type: none"> Level of awareness of e-Learning National Framework Document (e-LNF) Number of users of e-LNF Guideline 	e-Learning National Framework Document (e-LNF) e-LNF Development Guideline	EMDD

Strategic Objective	Strategies	Targets	KPIs	Means of Verification	Responsible office
		C.3 e-Content Learning Materials Developed by June, 2020 C.4 Coordinate e-Learning Initiatives in Tanzania Mainland by June, 2021	<ul style="list-style-type: none"> • Number of users of e-LNF Operational Manual • Number of users E-Learning Management Software • Number and types of coordinated e-learning initiatives 	e-LNF Operational Manual Report on strengthening e-learning Programmes for basic, secondary and teacher education	

Strategic Objective	Strategies	Targets	KPIs	Means of Verification	Responsible office
		<p>C.5 e-learning Centre established by June, 2021</p> <p>C.6 TIE audio and video studio strengthened by 2020</p> <p>C.7 One e-Learning Model School in each region in Tanzania Mainland established by June, 2023</p>	<ul style="list-style-type: none"> • Number and type of stakeholders utilizing the e-learning centre • List and type of equipment purchased • Number of Model schools established 	<p>e-Learning centre Visitors' Register</p> <p>Asset Register</p> <p>e-learning model schools</p>	

D. RESEARCH, KNOWLEDGE EXCHANGE AND CONSULTANCY IMPROVED

Strategic Objective	Strategies	Targets	KPIs	Means of Verification	Responsible Office
KEY RESULT AREA C: Research, Information and Publication					
D. Research, Knowledge Exchange and Consultancy Improved	D.1 Strengthen Research and Information services facilitate knowledge exchange and consultancy	D.1 At least two Research study conducted annually.	<ul style="list-style-type: none"> Number of research studies conducted and disseminated % of TIE staff involved in research Number Consultancies undertaken Amount of revenue collected from consultancy activities Frequency of journal published Number of publications produced 	Research Reports Consultancy Reports; TIE Periodic Financial Reports Annual Journal Issues; Publication types	RIP
		D.2 At least One Consultancy undertaken annually			
		D.3 Issues of Tanzania Education Journal (TEJ) published timely as per designed frequency yearly			
		D.4 At least thirty (30) TIE's educational publications produced by June, 2023			

Strategic Objective	Strategies	Targets	KPIs	Means of Verification	Responsible Office
	D.2 Enhance publications and dissemination of research findings and curriculum materials	D.1 Two Printing press centers and facilities strengthened annually D.2 At least two Research study disseminated to stakeholders annually D.3 TIE curriculum materials distribution policy developed disseminated to stakeholders by June, 2020	<ul style="list-style-type: none"> • Number of printing press improved and functional • Number of researches disseminated • Number of stakeholders who have received the distribution policy 	Printing press Proceedings of Stakeholders Workshop Distribution Policy Distribution List / Letters	RIP

Strategic Objective	Strategies	Targets	KPIs	Means of Verification	Responsible Office
	D.3 Enhance Monitoring, evaluation and performance audit	<p>D.1 Pre-primary, primary, secondary and teachers' education Curricula monitored annually.</p> <p>D.2 At least three Evaluations on curricula implementation undertaken Annually.</p> <p>D.3 Evaluation of national examination results for Standard VII, Form 2, and Form 4 conducted each year.</p>	<ul style="list-style-type: none"> • Number and type of monitoring activities conducted • Number of audit • Number of Evaluations conducted • Types of Evaluation undertaken 	<p>M & E report</p> <p>Evaluation Reports</p> <p>Evaluation Reports</p> <p>Audit reports</p>	RIP

E. GOVERNANCE, BUSINESS PROCESSES AND SYSTEM OPERATIONS IMPROVED

Strategic Objective	Strategies	Targets	KPIs	Means of verification	Responsible Office
KEY RESULT AREA D : Governance and Administration					
E. Governance, business processes and system operations improved	E.1 Strengthen organizational structure, policies, guidelines, scheme of work and procedures	E.1 Organizational structure reviewed and approved by June, 2020	<ul style="list-style-type: none"> • Level of Alignment of departmental functions and accountability • Optimal staffing level • Number and type of staff recruited • Staff satisfaction level • Quality and type of staff recruited developed 	New Organogram	HRA
		E.2 Manning Level study conducted by December 2020		Manning Level Study Report	
		E.3 Recruitment according to needs conducted		Employment Records / Payroll Register	
		E.4 Scheme of service revised and approved by June, 2020		Scheme of service Document	
				Succession Plan Document	

Strategic Objective	Strategies	Targets	KPIs	Means of verification	Responsible Office
		<p>E.5 Succession plan reviewed and operational by June, 2021</p> <p>E.6 Training plans reviewed and implemented by June, 2021</p>	<ul style="list-style-type: none"> • Number and type of staff trained • Changes in productivity 		
	<p>E.2 Strengthening staff performance appraisal system</p>	<p>E.1 Open Performance Appraisal System (OPRAS) implemented each year</p>	<ul style="list-style-type: none"> • Number of Annual Staff Appraisal meeting conducted; • Established staff performance levels • Changes in staff performance improvement 	<p>OPRAS Annual Reports</p> <p>Staff Personal Files</p>	HRA

Strategic Objective	Strategies	Targets	KPIs	Means of verification	Responsible Office
	<p>E.3 Improve infrastructure to create enabling and supportive working environment for improved operational efficiency</p>	<p>E.1 TIE office buildings renovated by June, 2020</p> <p>E.2 Working tools and facilities provided to staff annually</p> <p>E.3 Bills, statutory payments and overhead expenses effected annually</p> <p>E.4 TIE office building constructed in Dodoma by June, 2023</p>	<p>Quality and Amount of office space</p> <p>Degree of Staff satisfaction levels</p> <ul style="list-style-type: none"> • Number of working tools provided • Building in place • Payments made on demand 	<p>Contractors certificates</p> <p>Asset Register</p>	<p>HRA and FA</p>

Strategic Objective	Strategies	Targets	KPIs	Means of verification	Responsible Office
		E.5 E3.4. ICT Facilities and Systems acquired and installed by the year 2020	<ul style="list-style-type: none"> % of ICT usage in TIE functions and operations 	Asset Register Software licenses	ICT
	E.4 Strengthen Governance, business processes and systems.	E.1 Board Charter developed / Reviewed and operational b June 2019	<ul style="list-style-type: none"> Number of board decisions informed by data-based analysis 	Minutes of Board	HRA
		E.2 Performance Governance and value for money audit undertaken annually	<ul style="list-style-type: none"> TIE financial performance Statutory Compliance levels Status of audit report Observed risk level on strategic operational areas 	Internal /External Audit Plan Audit reports Minutes of the Audit Committee Management Report	Internal Audit External Audit

Strategic Objective	Strategies	Targets	KPIs	Means of verification	Responsible Office
		E.3 M&E result framework developed and implemented by June,2020	<ul style="list-style-type: none"> Level of operational efficiency and effectiveness 	M&E result framework M&E manual M&E reports Risk analysis report Reviewed risk register Risk management implementation report	FP
		E.4 Risk Management Framework implemented annually	Identified areas of risk exposure and mitigation actions	Risk based audit plan Audit reports	Internal Audit

Strategic Objective	Strategies	Targets	KPIs	Means of verification	Responsible Office
	E.5 Execute Procurement Management functions effectively	E.1 Procurement Plan timely prepared and approved annually E.2 All procurement conducted in accordance with the Public Procurement Act and its Regulations	Level of transparency and Efficiency in the procurement % of planned procurement timely effected Number procurement audit queries	Procurement Plan Minutes of the Tender Board Procurement Audit reports	PMU Internal Audit

Strategic Objective	Strategies	Targets	KPIs	Means of verification	Responsible Office
	E.6 Strengthen revenue sources and design sensible financial management system	<p>E.1 Revenue from existing internal sources increased by 15% annually, effective July 2019</p> <p>E.2 New sources of revenue are identified and executed by July 2020</p> <p>E.3 TIE Investment Policy developed and deployed by June, 2020</p> <p>E.4 At least two (2) funding proposal prepared annually</p>	<ul style="list-style-type: none"> • % change in revenue generated from internal sources • Number and type of new sources of revenue • Amount of revenue generated from new sources • Number of new feasible investment projects /areas identified 	<p>Annual Financial Reports</p> <p>Financial Reports</p> <p>Investment Policy</p> <p>Endowment Fund Documents</p> <p>Proposal documents</p> <p>Financial Reports</p>	<p>Finance</p> <p>Planning</p> <p>Planning</p>

Strategic Objective	Strategies	Targets	KPIs	Means of verification	Responsible Office
			<ul style="list-style-type: none"> • Number of proposals developed • Amount of funding secured through successful proposals 		
	<p>E.8 Strengthening financial regulations and accounting, auditing and procurement manuals</p>	<p>E.1 Financial controls, procedures and transactions, and regular updating of account improved by June, 2020</p> <p>E.2 Statutory audit conducted every year</p>	<ul style="list-style-type: none"> • Improved Financial system and control • Status of Annual financial performance 	<p>Internal Audit/ External Audit reports</p>	<p>Finance</p> <p>Internal Audit</p>

Strategic Objective	Strategies	Targets	KPIs	Means of verification	Responsible Office
	<p>E.9 Strengthen the management of infrastructure and fixed properties</p>	<p>E.1 Land for future use are secured and acquired by June, 2020</p> <p>E.2 At least 2 printing press centers rehabilitated and printing Machine updated Annually.</p> <p>E.3 Construction of TIE building for office use in Dodoma by June, 2022</p>	<ul style="list-style-type: none"> • Trend in the number and nature of observation in the Management Letter • Land with Title deed available • Number of Printing Press centers rehabilitated and full functional • Quantity and Quality of Office Space • Number of fixed properties and building maintained 	<p>Asset Register</p> <p>Annual Report</p> <p>Contractors' Certificates</p> <p>Site Inspection and handover Reports;</p> <p>Annual Report</p>	<p>Planning</p>

Strategic Objective	Strategies	Targets	KPIs	Means of verification	Responsible Office
		E.4 Maintain and improve TIE Building and fixed properties annually.			
	E.10 Strengthen the management of resources including financial and other resources	<p>E.1 Monitoring, Evaluation and reporting system for all departments and Units are harmonized by June, 2020</p> <p>E.2 Monitoring and Evaluation System fully implemented according to the M&E plan by the year 2020</p>	<ul style="list-style-type: none"> • Number and types of M&E reports prepared and submitted • Timely Management decisions at all levels supported by well analyzed data and statistics • Strategic plan approved by the Board 	<p>Annual performance report</p> <p>New Rolling CSP;</p> <p>Board Minutes</p>	<p>Planning</p> <p>Planning</p>

Strategic Objective	Strategies	Targets	KPIs	Means of verification	Responsible Office
		E.3 Strategic Plan reviewed and disseminated to all staff by September, 2023			
	E.11 Strengthen management of contracts	E.1 TIE contracts are prudently prepared documented and managed by June 2021	<ul style="list-style-type: none"> Number of contract with no legal problem 		LC

Strategic Objective	Strategies	Targets	KPIs	Means of verification	Responsible Office
	E.12 Strengthen ICT infrastructure, equipment and information management systems	<p>E.1 ICT Policy and Master Plan reviewed by June 2020</p> <p>E.2 TIE Local Area Network (LAN) infrastructure Rehabilitated by June, 2020</p> <p>E.3 TIE web site upgraded and in use by June, 2020</p> <p>E.4 Server Room fully equipped with up to date gadgets by June 2020</p> <p>E.5 Modern Computer Laboratory established by June, 2020</p>	<ul style="list-style-type: none"> • Compliance levels to ICT Policy • Number of offices linked to the LAN; • Extent of improvement in the TIE LAN • Level of TIE website utilization • Change in the efficiency / performance level of the server • Size of the computer lab; 	<p>TIE Local Area Network (LAN)</p> <p>Upgraded Website</p> <p>Equipped server room</p> <p>Modern</p> <p>Computer Laboratory in place</p>	<p>ICT</p> <p>ICT</p>

Strategic Objective	Strategies	Targets	KPIs	Means of verification	Responsible Office
		<p>E.6 TIE offices equipped with relevant ICT facilities by June, 2021</p> <p>E.7 TIE Library Management Information Systems and Upgraded by June, 2020</p>	<ul style="list-style-type: none"> • Level of utilization of the Computer lab offices equipped • Change in the efficiency levels • Change in the library operations efficiency; • Satisfaction levels with library service delivery 	<p>Asset Register Procurement Reports Annual Reports</p> <p>Upgraded LMIS and website</p> <p>Library User statistics</p>	<p>ICT</p>

F: COMPETENCE OF HUMAN CAPITAL ON CURRICULA DEVELOPMENT AND IMPLEMENTATION IMPROVED

Strategic Objective	Strategies	Targets	KPIs	Means of Verification	Responsible Office
KEY RESULT AREAS : E : Human capital capacity and operations					
F. Competence of human capital on curricula development and implementation improved	F.1 Strengthen performance of curricula coordinators, Implementers and other staff on curricula development and implementation	F.1 Training programs on curriculum development are prepared and operational by 2020. F.2 At least 80 curricula coordinators trained by 2020 F.3 Administrative staff are trained in relevant expertise by June 2021	<ul style="list-style-type: none"> • Number of programs prepared • Number of curricula coordinators trained • Number of staff trained 		HRA

Strategic Objective	Strategies	Targets	KPIs	Means of Verification	Responsible Office
		<p>F.4 One (1) INSET program for STD V-VII conducted by 2020</p> <p>F.5 One (1) INSET program for secondary education conducted by 2020</p> <p>F.6 One (1) INSET program for Teacher education conducted by 2020</p>	<ul style="list-style-type: none"> • Number of trained teachers • Training report • Number of trained teachers • Number of trained teachers • Training reports • Numbers of students admitted per program • Modern library in use 		<p style="text-align: center;">CCT</p> <p style="text-align: center;">CCT</p>

Strategic Objective	Strategies	Targets	KPIs	Means of Verification	Responsible Office
		F.7 Certificate, diploma and postgraduate courses in curriculum design and development conducted yearly F.8 Modern Digital library established by June, 2020			
	F.2 Enhance the curricula developers and implementers on e-content	F.1 Training sessions to e-Content Developers conducted by June, 2020	<ul style="list-style-type: none"> Capacity Building reports 		CCT

Strategic Objective	Strategies	Targets	KPIs	Means of Verification	Responsible Office
		F.2 At least 600 curricula implementers trained on e-content delivery conducted by June, 2020			

G. COLLABORATION AND NETWORKING WITH THE NATIONAL AND INTERNATIONAL STAKEHOLDERS STRENGTHENED

Strategic Objective	Strategies	Targets	KPIs	Means of Verification	Responsible Office
KEY RESULT AREA F: Collaboration and Networking					
G. Collaboration and networking with the national and international stakeholders strengthened	G.1 Strengthen cooperation and exchange of information in the area of curriculum development programs	G.1 Policy for collaboration with national, regional and international in the area of curriculum developed and implemented by June 2020	<ul style="list-style-type: none"> Number of collaborations established and active; Number of TIE staff participating in the collaborations 	<p>Collaboration Agreements</p> <p>Annual Reports</p>	CDR
		G.2 At least one symposium/ seminar between regional institution on curriculum programs conducted annually	<ul style="list-style-type: none"> Number of seminars Number of participants 	Seminar Proceedings	

Strategic Objective	Strategies	Targets	KPIs	Means of Verification	Responsible Office
	G.2 Benchmark the designing process of curriculum for basic education	G.1 Basic education curriculum designing process benchmarked with best practice in regional and international by 2020	<ul style="list-style-type: none"> Change in the Quality curriculum design 	Best practice adopted	CDR
		G.2 Instructional materials design and processes shared between the institutions by 2020	<ul style="list-style-type: none"> Number and type of shared materials 	Annual Reports	CDR

Strategic Objective	Strategies	Targets	KPIs	Means of Verification	Responsible Office
	<p>G.3 Prepare and conduct training programs on curricula development and implementation through professional teacher development within the region</p>	<p>G.1 Training program for teacher professional development prepared by the end of 2020</p> <p>G.2 Training program for teacher professional development conducted annually</p>	<ul style="list-style-type: none"> • Number of training programs • Number of teachers trained • Number of teachers with professional skills 	<p>Programme Register</p> <p>Annual Report;</p>	<p>CCT</p>
	<p>G.4 Encourage teacher professional development, technology and innovation through exchange programs</p>	<p>G.1 Exchange programs of teachers from partner institutions prepared by 2020</p>	<ul style="list-style-type: none"> • Number of exchange programs 	<p>Exchange Agreements</p>	<p>CCT</p>

4.4 Linkages with National, Regional and International Development Frameworks

4.4.1 Tanzania Development Vision 2025

The Tanzania Development Vision 2025 aims at making the country a medium income economy. Amongst the features of such economy are human development, an internationally competitive economy which is industry based, well-functioning institutions, social wellbeing and sustainable environment. Through its Corporate Strategic Plan 2018/19- 2022/23, TIE contributes to this vision through building a foundation for competent human resources by designing and developing curricular and requisite learning and teaching materials at pre-primary, primary and secondary school levels that enhance quality and access to education at these early stages.

4.4.2 Linkage of TIE's CSP to the National Five-Year Development Plan 2016/17 – 2020/21

Second National Five -Year Development Plan (2016/17 – 2020/21) is a medium-term plan that implements the National Development Vision. Amongst the strategic initiatives in this Plan are those dealing with education and skills development in all levels. Identified areas that are relevant for TIE include:

- i. Improving teaching and learning environment (class rooms, desks, text books, latrines/toilets ratios; housing, cafeteria facilities, boarding for girls;
- ii. Expanding use of ICT in teaching and learning at all levels,
- iii. Development of appropriate curricular;
- iv. Training at different levels of skill requirement such as formal and Entrepreneurial;
- v. Extending ICT applicability at all levels of skills training and learning; and,
- vi. Promoting employable skills particularly for youth, women, and people living with disabilities

The Ministry of Education, Science and Technology (MoEST) is responsible for coordinating and guiding implementation of the national interventions in the education sector. Strategic Objective C: “Access and Quality at all levels of the Education and Training Enhanced” captures well most of the areas of interventions in the National Development Plan.

TIE is one of the MoEST’s key actors. Its mission is ”to facilitate provision of quality and relevant education through quality curricula and curriculum support materials in basic and secondary education”. TIE is a strategic partner contributing to improved teaching and learning framework, development of appropriate curricular, and extending ICT applicability at basic levels of education. In this connection TIE’s Rolling Corporate Strategic Planned has also been aligned to MoEST Strategic Plan as shown below, but also the National Development Plan.

Table 4.3: Linkage between TIE’s Strategic Plan 2018/19 – 2022/23 and MoEST Strategic Plan 2017/18 – 2020/21

MoEST Objective	Outputs	TIE Objective	Targets
Strategic Objective C: “Access and Quality at all levels of the Education and Training Enhanced	Increased Access and Quality Education	Objective C: Quality curricular and curricula materials in Tanzania schools and teachers’ colleges developed.	C.1.1 National Curriculum Framework for Basic Education (NCFBE) reviewed and operationalized by July, 2019
	Availability of teaching materials		C.3.1 Curricula support materials for secondary schools (form 1 to form 6) developed and reviewed by June, 2020

MoEST Objective	Outputs	TIE Objective	Targets
	Textbook ratio in priority subjects (science, mathematics and language) attained		<p>C.3.2 Curricula and curricula support materials for pre-primary schools reviewed by June, 2022</p> <p>C.3.3 Non-textual Teaching and Learning Materials (charts, models, kits) for primary schools developed by June, 2020.</p> <p>C.3.4 Readers materials developed by June 2021</p> <p>C.4.1 Guideline for developing curriculum support materials for Basic Secondary and Teachers Education reviewed by June, 2021</p> <p>C.4.2 Guideline for selection of textbook writers developed by June, 2020</p>

MoEST Objective	Outputs	TIE Objective	Targets
			C.4.3 14 Subject Practical Manuals for Form 1 – 6 reviewed by June 2020

4.4.3 Linkage with Ruling Party Manifesto 2015

The Ruling Party Manifesto requires the MoEST to ensure an attainment of modern education that is specifically oriented to science and technology to achieve the construction of the foundation of a modern economy of an independent nation. As an agency of MoEST, TIE is responsible in designing and developing curricular for science subjects and requisite teaching and learning materials at primary and secondary school levels that build a foundation science and technology education in the country.

4.4.4 Linkage with Sustainable Development Goals

Goal 4 of the adopted Sustainable Development Goals (SDGs) of the 2030 UN Agenda for Sustainable Development want member countries to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030”. TIE’s objective of Quality curricular and curricula materials in Tanzania schools and teachers’ colleges, including pupils with special needs, is in line with this SDG.

4.4.5 African Union Agenda 2063

The Agenda 2063 aspirations reflect the desire for shared prosperity and well-being, for unity and integration, for a continent of free citizens and expanded horizons, where the full potential of women and youth, boys and girls are realized, and with freedom from fear, disease and want. TIE’s mandate to provide technical advice to the Government through the Ministry responsible for education and to other stakeholders with the ultimate objective of providing quality education at all levels tallies well the AU agenda.

CHAPTER FIVE

IMPLEMENTATION, MONITORING, EVALUATION AND REVIEW FRAMEWORK

5.1 Introduction

Implementation of TIE Corporate Strategic Plan will require careful linking of its objectives, activities and targets other national Frameworks as well as the budgetary processes of the national and institute. It will also require effective cascading of the objectives and targets into directorate, unit and individual objectives and targets. This requires systematic collection of data according to the targets in the Strategic Plan and requisite activities defined in annual work plans and budgets.

5.2 Implementation Plan

The following measures will be taken in order to ensure optimal implementation of the Strategic Plan:

- i. Full development of each target into comprehensive and well costed activities;
- ii. Mobilization of adequate funding– from national, regional and international sources;
- iii. Getting relevant stakeholders involved in the implementation as deemed necessary. Efforts will be taken to ensure that the plan is well understood by the stakeholders – especially the staff and potential donors;
- iv. Taking steps to assign a responsible officer/party for each key target in the Strategic Plan;
- v. Preparing annual work plans and budgets for implementation of the targets in the Strategic Plan – as part of the annual budgeting exercise
- vi. Preparation and implementing a Monitoring and Evaluation Plan for the Strategic Plan and Client Service Charter;
- vii. Ensuring that the number and quality of human resources are adequately in line with the demands of the activities in the Strategic Plan;
- viii. Keeping staff regularly engaged in all relevant activities.

5.3 Monitoring

Implementers of the targets set in the Strategic Plan will provide quarterly progress reports to the Planning, Monitoring and Evaluation (M&E) Officer – using a monitoring form to be designed and provided. These monitoring reports will then form the basis for annual strategic plan implementation progress report– to be discussed and approved by the Commission. The guidelines for preparing, sharing and using the monitoring and other reports shall be defined by the Monitoring and Evaluation Plan. Quarterly reports need to be produced in order to have a continuous monitoring data, as Table 5.2 below shows.

Table 5.1: Template of quarterly progress report

S/N	Strategic objective	Planned activities	Planned budget	Actual expenditure	Planned targets	Achievements	Remedial action

5.4 Evaluation framework

In order to assess the Plan performance, there shall be annual Plan Evaluation exercises for the entire plan period. In order to match activity funding with plan implementation, evaluation and review; it is recommended that the evaluation exercises are conducted at the end of the financial year. Two types of evaluations are further recommended. These are Interim Evaluation to be conducted after two and half years and to be carried out by internal evaluators. The second type of evaluation to be carried at the end of the planned period (five years) using external evaluators with the assistance from internal evaluators. These reports, including the quarterly ones, shall form the basic inputs of updating and rolling over the unexecuted activities of the Strategic Plan activities. (See the evaluation framework Table 5.2 below).

Table 5.2: Evaluation Framework Template

Strategic objective/ Activity	Baseline date(x) *	Targets(cumulative)					Indicator	Tools to be used	Remarks
		Y1	Y2	Y3	Y4	Y5			

*Baseline data should be in date and its figure in brackets (for example; 2016(20), means in the starting year 2016, 20 curricula were already reviewed)

5.5 Evaluation schedule

Evaluation of the Strategies will entail both internal and external evaluation. The internal or self-evaluation will be done – annually, using TIE staff. External evaluation will be done towards the end of the fifth year. Both evaluations will aim at:

- i. Assessing the achievements and failures of the Strategic Plan;
- ii. Seeing whether adequate resources are being mobilized to implement the plan;
- iii. Assessing the impact of the Strategic Plan;
- iv. Justifying the use of resources;

The Director General will prepare and issue terms of reference for both self-evaluation and external evaluations. The terms of reference will cover among others:

- i. Study design; data collection procedures, sampling procedures, indicators to be used, basis for comparisons, etc.
- ii. Time span to be covered.
- iii. Profile of evaluators;
- iv. Procedures for executing the evaluation;
- v. Analysis and reporting;
- vi. Feedback of evaluation findings.

The criteria for selecting evaluators will consider relevant technical skills, evaluation skills and experience in similar assignments. The evaluators will also be responsible for providing feedback to the relevant authority.

5.6 Planned Reviews

Ten formal reviews will be carried out during the Strategic Planning Cycle. These reviews will be done semiannually to track progress on implementation of the targets on semi-annual and annual basis.

A number of internal surveys will be conducted to assess the pace of the implementation of certain internal procedures, the level of performance, and their impact on the level of satisfaction of stakeholders.

As mentioned above monitoring of the implementation of the curriculum and the effect of the training courses on curriculum implementers will be carried out as a regular programme activity.

5.7 Reporting Plan for the CSP Implementation

This subsection details the Reporting Plan that contains the internal and external reporting plan. The reporting plan is in accordance with statutory requirements, Medium Term Strategic Planning and Budgeting Manual or as is required from time to time.

5.8 Internal Reporting Plan

Three types of reports shall be prepared. These are sections reports, departments/units reports and management reports. These reports will be submitted to the TIE Management, Directors and Heads of Units. The reports will be prepared fortnightly, monthly, quarterly, annually or on demand basis. The Reporting Plan is presented Table 5.4 below:

Table 5.3: TIE internal reporting schedule

SN	Type of Report	Recipient	Frequency	Responsible Person
1	Section Report	Department/Units Head	Fortnightly	Heads of Section
2	Department/Unit Report	TIE's Director General	Fortnightly	Heads of Departments/Units
3	Quarterly Report	TIE's Council	Quarterly	Director General
4	Annual Report	TIE's Council	Annually	Director General

5.9 External Reporting Plan

This plan will involve preparation of four types of reports namely Quarterly Reports, Semi Annual Reports, Annual Reports, Financial Reports and Five Year Outcome Report.

The reports shall be submitted to external stakeholders, including Ministry of Finance and Planning; Controller and Auditor General; the Ministry of Education Science and Technology; and the General Public. The reports will be prepared quarterly, annually or on demand basis. The reporting plan shown below will be in accordance with the statutory requirements as directed from time to time, as well as the Government Performance Reporting requirements as stipulated in the Medium Term Strategic Planning and Budgeting Manual as indicated in Table 5.5 below.

Table 5.4: TIE External Reporting Schedule

SN	Type of Report	Recipient	Frequency	Responsible Person
1	Performance Reports	Permanent Secretary – MoFP	Quarterly	Director General
2	Financial Statements	Controller and Auditor General	Annually	Director General
3	Annual Performance Reports	Permanent Secretary - MoEST	Annually	Director General
4	Audit Report	Internal Audit General	Annually	Director General
5	Salary Returns	Permanent Secretary - MoEST	Monthly	Director General
6	Project Reports	Development Partners	As per MOU	Director General

5.10 Review

Review of the Plan is important in order to remain focused in realizing the TIE core missions as well as the vision. Review Plans shall be triggered by the results of evaluation activities. That is, review Plans are meant to be responses to the shortcomings in the course of Plan implementation. These shall include annual reviews, Medium Plan reviews to be conducted December, 2020 and a major Plan review will be in June, 2021.

5.11 Assumptions and Risks

For the objectives of this strategic plan (2018/19-2022/2023) to be achieved, the following are the major assumptions that need close monitoring and timely response by TIE Management.

- i. Continued conducive political stability and optimal socio-economic environment
- ii. Continued willingness of stakeholders to support and respond effectively to the needs of TIE in implementing the strategic plan
- iii. Improved conditions for effective staff retention and motivation.
- iv. The availability of adequate financial resources to implement the planned activities for achievement of the strategic plan.

Indicative Budget

The CSP is estimated to cost 227.9 billion spread over five years. Detailed estimates by objective indicate in the table below.

Table 5.5: Strategic Plan Indicative Budget

S/N	Strategic Objective	Total Budget
A	Communicable and non-communicable diseases, HIV/AIDS education and care support services improved;	259,500,000.00
B	National Ant-corruption strategy enhanced, sustained and effectively implemented;	635,015,708.00
C	Quality curricular and curricula materials in Tanzania schools and teachers colleges developed	145,322,029,918.00
D	Research, Knowledge exchange and consultancy improved	7,051,931,505.00
E	Governance, business processes and system operations improved	6,926,646,000.00
F	Competence of human capital on curricula development and implementation improved	66,505,326,132.00
G	Collaboration and networking with the national and international stakeholders strengthened	1,201,845,380.00
TOTAL		227,902,294,643