

THE UNITED REPUBLIC OF TANZANIA



**PRESIDENT'S OFFICE
TEACHERS' SERVICE COMMISSION**

**STRATEGIC PLAN
2016/2017-2020/2021**

**Secretary,
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EXECUTIVE SUMMARY

Education sector is fundamental in creating skilled personnel necessary for nurturing industrialization for economic transformation and human development in Tanzania. Generally, Tanzanians will have graduated from a least developed country to a middle income country only if it has enough skilled human resource that shall be deployed in various sectors of the economy. The Tanzania Teachers' Service Commission (TSC) was established under the Act No. 25 of 2015, it is the custodian in bringing about fundamental transformation in the management, administration and maintenance of Teachers' Service to Tanzania mainland in respect to Primary and secondary school teachers employed in the public service. The implementation of this strategic plan is expected to bring about fundamental changes in improving performance and creating more relevant institutional structures of TSC; increasing levels of institutional, departmental, and individual accountability; improve transparency and communication between management, employees and stakeholders. In the optimism of achieving this, TSC has a vision to be an excellent organization in quality service delivery to Primary and secondary school teachers in the public service; with a focused mission to deliver and ensure timely quality services to Primary and secondary school teachers through appointment, promotion and disciplinary actions for quality education.

The achievement of the TSCs vision and mission shall be attained through its 8 strategic objectives coded **A to H** namely: **A.** Services improved HIV and AIDS infections reduced, **B.** Implementation of the National Anti-Corruption Strategy enhanced and sustained, **C.** TSC's performance in managing and carrying out mandated functions improved, **D.** TSC's support to District Offices in managing and carrying out their mandated functions improved, **E.** Good governance practice and advocacy at all levels of TSC enhanced, **F.** Information and Communication Technology Services Enhanced, **G.** Financial Management mechanism of TSC enhanced, and **H.** Information flows and Communication between TSC Offices and Stakeholders improved. The formulated objectives shall be executed through clear targets derived from issues of major concern during situational analysis from which activities shall be identified for costing and implementation under each TSC's divisions, Sections and District offices. Moreover, for successful achievement, this strategic plan shall be guided by 5 core values that stand as guiding principles of operation which are: accountability and transparency, integrity, teamwork, excellence, patriotism and innovativeness.

The implementation of this strategic plan shall be the responsibility of all stakeholders while the TSC's secretary who is the Chief Executive Officer of the Commission shall be responsible, accountable, and an overseer for the strategic plan implementation, monitoring, evaluation and reporting. Other respective TSC's Divisions, Sections and District Offices shall be responsible for the day to day operations of the strategic planned activities with a helping hand from the key stakeholders from within and outside the commission. Monitoring of the TSC strategic plan will include both simple observation of the results of plan activities and more rigorous and systematic data collection, to provide a basis for periodic evaluation of the plan. In assessing achievement of the plan, there shall be on-going evaluation carried throughout the year, interim evaluation conducted after two and half years by internal evaluators, terminal evaluation to be carried out at the end of the planned period using external evaluators and the ex-post evaluation to be carried to measure the impact of the plan at a longer time after completion of plan implementation.

LIST OF ABBREVIATIONS AND ACRONYMS

TSC	Teachers' Service Commission
ICT	Information and Communication Technology
OC	Other Charges
TDV	Tanzania Development Vision 2025
FYDP II	Second Five Year Development Plan
NSGRP	National Strategy for Growth and Reduction of Poverty
SWOC	Strengths, Weaknesses, Opportunities and Challenges
MDGs	Millennium Development Goals
SDGs	Sustainable Development Goals
CCM	Chama Cha Mapinduzi
PO-RALG	President's Office Regional Administration and Local Government
LGA	Local Government Authority
CAG	Controller and Auditor General
PPRA	Public Procurement Regulatory Authority
HIV	Human Immune Virus
AIDS	Acquired Immune Deficiency Syndrome
LAN	Local Area Network
WAN	Wide Area Network

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Statement of the Chairperson

Teachers' Service Commission has been fulfilling its mandated functions as stipulated under Section 5 of the Act No. 25 of 2015. In view of the centrality of TSC to the government business, in coordinating and supervising TSC District Offices, the strategic plan is a crucial coordination tool for its stakeholders. It has been vested with powers of Appointing, Promoting, Confirming, Discipline and Registration of Teachers' in the Public Service.

This Strategic plan is strongly influenced by the current social, economic development challenges and fundamental transformation in management, administration and maintenance of teachers' service in the public service of Tanzania mainland. Such transformations are rooted from diverse National development plans and policies in which Tanzania has committed upon to improve services to teachers. For instance, Education Policy of 2014, declarations contained in the National Development Vision 2025 and the Ruling Party Election Manifesto (CCM), 2015 – 2020 on Primary and Secondary education, have been expressed in the NFYDP II of which this plan focuses. This Strategic Plan will be implemented in the span of five years from 2016/2017 to 2020/2021.

Through accomplishing this plan, it is my great expectations therefore that, the mission of the TSC which envisages on timely delivery of quality services to Primary and secondary school teachers will tremendously be attained. It is also my hope that, personal commitment and that of the TSC staff at large, to ensure Primary and Secondary school teachers in the public service will get hold of timely quality services.

Oliver P.J. Mhaiki

**The Chairperson
TEACHERS' SERVICE COMMISSION**

Statement of the Secretary

TSC's Strategic Plan 2016/17- 2020/21, has been prepared in compliance with the set of national policies, and guidelines on the improvement of teachers' service in the Public Service of Tanzania mainland. This Strategic plan is aiming at providing guidance to the Teachers' Service Commission's management, personnel and stakeholders on implementation of Organization's plans for successful achievement of TSC objectives that will ensure accomplishment of TSC's Vision and Mission. This plan is aiming at providing information to TSC's management, employees and its stakeholders on the objectives and targets that will be pursued.

The main outputs involved in this plan will be imbedded in every TSC annual plans and budgets within the plan span of five years. In achieving this plan, the following eight core objectives have been adopted.

- A.** Services improved HIV and AIDS infections reduced
- B.** Implementation of the National Anti-Corruption Strategy enhanced and sustained
- C.** TSC's performance in managing and carrying out mandated functions improved
- D.** TSC's support to District Offices in managing and carrying out their mandated functions improved
- E.** Good governance practice and advocacy at all levels of TSC enhanced
- F.** Information and Communication Technology Services Enhanced
- G.** Financial Management mechanism of TSC enhanced
- H.** Information flows and Communication between TSC Offices and Stakeholders improved

Such objectives have been developed with targets which are intended to be applicable in planning and budget preparations by the TSC. It is therefore undoubted fact that, the objectives developed in this plan cannot be successfully attained without wide-range of cooperation from all TSC stakeholders from within and outside the organization. Lastly, I take this opportunity in this regard, to request and encourage all stakeholders to hand-on their cooperation in the implementation of this strategic plan.

Winifrida G. Rutaindurwa

**The Secretary
TEACHERS' SERVICE COMMISSION**

CHAPTER ONE

BACKGROUND INFORMATION OF THE TEACHERS' SERVICE COMMISSION AND STRATEGIC PLANNING PROCESS

1.1 Background Information

The Teachers' Service Commission (TSC) was established under the Teachers' Service Commission Act No. 25 of 2015. The aim of establishing TSC is to bring about fundamental transformation in management, administration and maintenance of Teachers' Service to Tanzania Mainland in respect of Primary and Secondary School Teachers employed in the Public Service.

In this context, TSC has to adopt management policies and principles that enable the best use of the scarce resources through efficient and effective Planning, Organising, Staffing, Directing, Coordinating, Motivating, Advising and Training. The TSC shall have an authoritative role in safeguarding the common Principles and Standards as stated in the Public Service Management and Employment Policy of 2008. In order to maintain harmonized working relationships with other Government Institutions, TSC will be required to be liaising with the Regional Administration, Local Government Authorities and other affiliated Sector Ministries.

1.2 Functions of Teachers' Service Commission

In accordance with Teachers' Service Commission Act No. 25 of 2015 part 5, the commission has been mandated the following functions:

- To maintain and administer the teachers' service;
- To advise the Minister on administration and maintenance of the teachers' service;
- To appoint, promote and discipline teachers;
- To ensure equitable deployment and distribution of teachers among and within local governments and schools;
- To determine appeals from decisions of disciplinary authorities;
- To maintain a register and records of all teachers who are in the service;
- To supervise teachers in-service training programmes;
- To conduct research and evaluation on matters relating to teachers service and advise the Minister accordingly;
- To assess the teacher situation and advise the Minister responsible for teachers training on the number, type and level of teachers needed in the country;
- To prescribe code of ethics and conduct of teachers service;
- To maintain communication with District offices and on all or any matter relating to the development of teachers service; and
- To do any other thing or act, which in the opinion of the Minister, is conducive or incidental to the better carrying out its functions.

1.3 Approaches to Strategic Planning

Participatory approach was used in the preparation of strategic plan for Teachers' Service Commission (TSC). The process involved consortium of TSC's stakeholders, knowledgeable individuals under the facilitation of resource persons from the Institute of Rural Development Planning Dodoma. In carrying out this assignment professionally, and at the same time putting into consideration capacity building to TSC's staff (task force), a five days training on strategic planning process was conducted. The training commenced on 12th to 16th December, 2016 followed by strategic plan documentation and dissemination to diverse stakeholders. The TSC task force served not only as a think tank but also provided an important link with the rest of the TSC commission. The objective of the training was to impart strategic planning knowledge to TSC staff (Head of Divisions, Sections and District offices) so that they can apply the acquired skills in preparing the strategic plan for the commission.

The plan has taken into account the analysis of internal and external environment. The internal environmental scan involved critical diagnosis of the TSC's Divisions and Sections. The external environmental scan involved critical analysis of the Five Year National Development Plan (FYDP II), Tanzania Development Vision 2025, Tanzania Education Policy 2014, The Teachers' Service Commission Act 2015, Sustainable Development Goals (SDGs) and Agenda 2063: The Africa We Want.

CHAPTER TWO

SITUATION ANALYSIS OF THE TEACHERS' SERVICE COMMISSION

2.1 Introduction

Situation analysis of the Teachers' Service Commission (TSC) involved both internal and external environmental scan. The analysis entailed a critical assessment of the current situation of the Commission. In conducting situation analysis, the Commission took a hard look at itself as to where it came from? Where is it now? Where is it going? (Envisioning the desired future of the Commission) and what are its choices? In the analysis of internal environment, a good deal of information was collected, analysed and disseminated. This involved the completion of a thorough diagnosis of the existing situation in 2 Divisions, 12 Sections and TSC's District offices in 186 Local Government Authorities. The analysis involved understanding and assessment of the recent institutional performance in terms of service delivery to teachers and other respective stakeholders in order to make improvements; also in the preparation of presentations and disseminate the results.

Analysis of external environment involved an overview of Teachers' Service Commission Act No. 25 of 2015, National Visions, National development plan II, and National policies. It also involved the analysis of educational international targets, Agenda and Conventions which Tanzania has committed upon hence has a bearing on operations in improving services to teachers. A situation analysis established critical issues that were a base during the formulation of Vision, Mission, Objectives and Targets. Various approaches to undertaking a situation analysis were used that included: Brainstorming, literature Review, performance review, self assessments, logic model and SWOC- Analysis; and Political, Economical, Sociological and Technological Analysis (PEST).

2.2 The Internal Environmental Scan

2.2.1 Recruitment and Development Division

Recruitment and Development Division is one of the two Divisions of Teachers' Service Commission which performs the core functions of the commission. The objective of this Division is to ensure that recruitment, ethics and discipline of Primary and Secondary school teachers are carried out based on rules and regulations. This Division is led by Director and is divided into two Sections which are; 1. Recruitment and Development, 2. Ethics and discipline.

2.2.1.1 Recruitment and Development Section

This is one of the two Sections under Recruitment and Development Division. The Section is led by an Assistant Director. The core functions of this Section include: Advise the Commission on matters relating to recruitment and teachers' development. Provide explanations on issued guidelines, circulars and regulations pertaining to appointment, promotion and teachers' development according to Public Service Act No. 8 of 2002. Prepare issue and review guidelines on how to complete teacher's agreement forms, maintain teachers' register, scrutinize and validate teachers' seniority list, make follow up on the process of teachers' pension and gratuity at District level; teachers' appointments / re-appointments; promotions / recategorization; ensure equitable deployment and distribution of teachers among and within Local Government schools; and determine teachers' requirements and supply at national level. The Section also scrutinizes and compiles applications of reinstatement of dismissed teachers and submits recommendations to the Permanent Secretary (Establishment) for further actions.

Issuance of guidelines pertaining to appointments, confirmation, promotion, recategorization, and seniority list for teachers in Primary and Secondary schools from 2012/13 to 2015/16, the Section achieved the following; 85,094 teachers were registered, 58,834 teachers confirmed, 9,861 teachers recategorised, 181,941 teachers promoted, 8,667 teachers provided with retirement permits. The Section makes follow up of recruitment and appointment functions at the District level. Moreover, for the first quarter of the financial year 2016/2017 the Section certified 5215 history sheets for expected teacher retirees for processing their terminal benefits.

The Section also prepares calculations for death gratuities and terminal benefits for teachers under contract terms. From 2012/2013 to 2015/16 terminal benefits for 1,445 survivors were processed. There are still 297 outstanding cases on survivors and terminal benefits due to delays in submission of documents from the teachers and death gratuity administrators. Also delays occur due to prolonged procedures in the process between the TSC office, Controller and Auditor General and the Treasury.

Moreover, the Section's new role is to verify and post a list of qualified teachers to Local Government Authorities for employment. The function requires a survey to ensure an equitable distribution and deployment of teachers within the Local Government Authorities. The District offices ensure that employers adhere to teachers' training programmes at Local Government Authorities. The Section's role is

to monitor and evaluate the performance of TSC District offices. The Section also receives, scrutinizes and prepares quarterly and annual reports concerning recruitment, appointment, and promotion performances from the District offices.

Despite the significant achievement made, the Recruitment and Development Section is facing different issues of major concern that affect its performance:

- Inadequate financial resources to facilitate activities and statutory meetings which results into delay in effecting promotion, confirmation and recategorization
- Inadequate of working tools such as computers, photocopier and stationeries
- Outdated teachers' agreement forms
- Lack of prescribed teachers' registration system
- Inadequate number of staff at District offices and TSC Headquarter.
- Inadequate knowledge for interpretation and execution of issued guidelines among TSC staff and stakeholders.
- Outstanding cases on survivors and terminal benefits prior 1.7.2004 due to delays in documents submission by the teachers and death gratuity administrators.
- Delay in effecting survivors' and terminal benefits.
- Untimely submission of reports due to inadequate communication system
- Lack of mandated to enforce decision made by the Commission

2.2.1.2 Ethics and Discipline Section

The Ethics and Discipline Section is also under the Recruitment and Development Division. The Section is led by Assistant Director. The core functions of this Section are to:- Prescribe code of ethics and conduct of teachers' service; Provide explanations on issued guidelines; circulars and regulations pertaining to ethics and discipline according to the Public Service Act No. 8.of 2002; Handle complaints related to disciplinary proceedings, Effect decision made by the President concerning appeals, Sensitize teachers on their rights, responsibilities and code of ethics and conduct; Receive, process and submit appeals from Districts to the Commission and issue letters on decisions made; Maintain register of teachers' appeals; Respond upon teachers' complaints; and Prepare quarterly and annual reports on ethics and discipline issues

In prescribing code of ethics and conduct of teachers and providing guidelines on disciplinary issues for teachers in Primary and Secondary schools, in five years time from 2012/2013 to October, 2016, the Section determined 1,618 disciplinary cases. Currently there is a backload of 1,200 disciplinary cases to be concluded. However, some of TSC staffs at District level lack knowledge of interpretation and execution of issued guidelines. The Section's another role is to sensitize teachers on their rights, responsibilities and their professional code of ethics and conduct through media, meetings and visits. In this respect most of teachers lack awareness on their rights, responsibilities, professional code of ethics and conducts.

The Section is responsible for collecting, preparing and submitting all relevant documents concerning appeals against Commission's decisions to the President. The Section also receives, scrutinizes and prepares quarterly and annual reports concerning ethics and discipline from the District offices as well as to conduct follow up on functions at District level. The Ethics and Discipline Section is faced with:

- Inadequate resource on capacitating District Officers and education stakeholders on ethics and discipline procedures.
- Inadequate resources to facilitate statutory meetings which results into delay in effecting disciplinary issues to teachers
- Delay in concluding appeals due to untimely submission of relevant documents by the appellant and disciplinary authorities.
- Sensitization sessions were not done due to lack of funds.

2.2.2 Support Services Division

The Division is led by Director. Its main objective is to provide expertise and services on human resources management and administrative matters, procurement, audits, legal, finance, Information and Communication Technology (ICT), Planning and Communication to the Commission. The core functions of Support Services Division are: To provide strategic inputs to management on administration and human resource management issues. To process terminal benefits and leave; To provide a link between the Teachers' Service Commission and Public Service Management on operationalization of the Public Service Management and Employment Policy and Laws governing Public Service. To provide assurance and advisory services to the Accounting Officer in the proper management of resources; To coordinate preparations and implementation of Commission plans and budgets; To institutionalize strategic planning and budget skills; To provide legal expertise and services to the Commission; To provide to the

Commission expertise and services on information, communication and dialogue with public and media; To provide expertise and services on application of ICT to the Commission; To provide expertise and services in procurement, storage, supply of services and disposal of assets for the Commission; To coordinate and monitor implementation of government policies; To carry out monitoring and evaluation of the Commission plans and budget performance reports; To maintain basic statistics for teachers; and To carry out research, assessment and evaluation of plans and provide a basis for making informed decisions on the future direction of the Commission.

The Division has eight (8) Sections namely: 1. Administration and Human Resource Management; 2. Finance and Accounts; 3. Information and Communication Technology; 4. Government Communication; 5. Planning, Research, Monitoring and Evaluation; 6. Internal Audit; 7. Procurement Management; and 8. Legal Services.

In operationalisation of functions in 2016 TSC approved budget for the financial year 2016/2017 that was TZS 10,047,792,000.00. However up to 30th September, 2016 the Commission received TZS 838,255,383.00 which is equivalent to 8.30% of the approved budget. TSC has also managed to Prepare Personal Emoluments budget for the financial year 2017/2018.

In improving service delivery the TSC Secretary has appointed nine (9) members of the TSC Tender Board as per Section 36(1)(a) of the Public Procurement Act, No. 7 of 2011. Installation of Human Capital Management Information System to human resource office for monitoring employees' salaries and service particulars; prepared TSC quarterly implementation reports prepared. Despite success in operationalisation of its functions, the Sections of the Support Service Division have various issues of major concern be addressed in this plan.

The Administration and Human Resource Section is hampered by: Inadequate funding to finance TSC's roles and functions; Insufficient number of Staff in TSC head quarter and Districts Offices; Poor working environment especially in the TSC Districts Offices; Due to financial constraints Training Needs Assessment has not been conducted, therefore there no Training Programme; Low level of compliance with human resource practices; Lack of sensitization on anti – corruption issues; Awareness on HIV and AIDS

issues and Non – communicable diseases; Inadequate office space; and Ineffective record management system.

The Information and Communication Technology Section is experiencing : Weak information management systems; Inadequate ICT infrastructure to promote e- Government at all levels of TSC; Absence of ICT offices; Lack of ICT resources, Inadequate fund; Insufficient staff on ICT Section; Lack of connectivity through National ICT Broadband; Absence of ICT Infrastructures; Absence of Teachers statistics and statistical database; Lack of reliable and accurate data; Absence of Government Mailing System; Absence of Websites; Absence of Electronic Document Mail and File Tracking System; Absence of Teacher Performance appraisal system; Absence of Teachers' recruitment system; Absence of Teacher appeal and complain record system.

Procurement Management Section is faced with: Absence of annual procurement plan; Absence of Principal Supplies Officer; Lack of working tools

Legal Services; Shortage of one legal technical staff as per establishment to undertake core functions; Insufficient office working tools and equipment; Appeals handling mechanism is not in place; TSC statutory instruments aren't available to all TSC staff and District offices.

Planning, Research, Monitoring and Evaluation the major problems are:

Inefficient implementation of the organization plans due to shortage of fund; Section has no principle economist, and it has only one staff from PO-RALG; Section has no facilities like office, desks, computers, printers, photocopy to enable its staff to perform their tasks; No M&E and research activities coordinated; Little response for parliamentary issues and questions.

The Finance and Accounting Section is facing shortage of working facilities, overstaffed and inefficient financial management mechanism. The Government Communication Section is affected by absence of needed staffs as per establishment, lack of library services and shortage of office facilities. Finally the Internal Audit is facing lack of risk management framework and established audit committee and lack of established charter for internal audit activity and audit committee.

2.2.3 The District Offices

According to Section 11(1) of Teachers' Service Commission Act No. 25 of 2015 the Commission has offices at District level and each District office shall perform functions of the Commission stipulated under Section 12, and deal with, Appointment, Development, Promotion, Ethics and Discipline. The District Offices were established in order to make delivery of services to teachers easier in 186 Councils. The objective of establishing District Offices is to ensure that recruitment, development, promotion, ethics and discipline of Primary and Secondary school teachers are carried out based on rules and regulations, and that services are available and close to teachers' working areas. The District Offices is also an appellate to teachers aggrieved with the disciplinary decisions made by head of schools. Such offices are led by Assistant Secretaries and each District has two Sections namely 1. Appointment, Development and Promotion 2. Ethics and Discipline.

2.2.3.1 Appointment, Development and Promotion Section

The Section is led by Principal Officer. The core functions of this Section include:

- Keep and maintain an update register of all teachers of all under the District who are employed in the public service.
- Keep and maintain an update seniority list for all teachers under the District
- Ensure that teachers appointed in the service fill and sign letter of appointment before reporting to their respective stations.
- Recommend to the teachers for approval of re- appointed teachers formerly terminated from the service provided that such a teacher shall have been out of service for a period of not less than twelve months from the date of receipt of the letter of termination.
- Uphold and maintain the code of ethics and conduct for teachers.
- Maintain records in open and confidential files and submit service particulars to other District in the event of the teacher's transfer.
- Maintain complaints register
- Sensitize teachers on their rights regarding appointment, promotion and development.
- Assess and evaluate teachers distribution within local Government and Schools.
- Issue retirement notifications
- Follow up on teachers in-service training and development
- Process pension and gratuity for payment

- Promote/ recategorized teachers
- Prepare quarterly and annual implementation report and submit to headquarter.
- Carry out such other functions as may be prescribed or conferred to it by the Commission.

In 2012/13 to 2015/2016, the Section appointed 85,321 teachers, confirmed 58,834 teachers, promoted 181,941 teachers, recategorized 9,861 teachers and 8,667 teachers were given permit for retirement and 70 death gratuities were processed. The District offices have continued to ensure that employers adhere to teachers' training programs at Local Government Authorities; prepare quarterly and annual reports concerning recruitment, appointment, and promotion performance and submit to teacher's service commission headquarter. The problems facing this Section include lack of conducive working environment and inadequate funds to finance Section's roles and functions.

2.2.3.2 Ethics and Discipline Section

The Section of ethics and discipline is headed by Principal Officer. The main objective is to ensure that, ethics and discipline of Primary and secondary school teachers are carried out based on rules and regulations. The responsibilities of this Section are to sensitize teachers on their rights, responsibilities and public and professional code of ethics and conduct. The Section also receives, scrutinizes and prepares quarterly and annual reports concerning ethics and discipline and submits to the Commission.

In 2012/13 to 2015/16 1,618 disciplinary cases were concluded, 21,000 schools were counseled. The key issues affecting this Section include: Inadequate funds; delay of employers to submit disciplinary cases to TSC (District offices); District TSC Committee meetings not convened as stipulated; insufficient financial resources to manage responsibilities especially in handling cases, lack of awareness on laws governing teachers' service; un conducive working environment at District offices; and responsibilities interference by some stakeholders.

2.3 Stakeholders Analysis, SWOC Analysis, Critical Issues, and Core Values

2.3.1 Stakeholders Analysis

Stakeholders analysis for Teachers' Service Commission involved participatory process of analyzing individuals, groups of people, institutions or firms that may have a significant interest in the success or failure of this strategic plan (either as implementers, facilitators, beneficiaries or adversaries). However, a

basic premise behind stakeholders' analysis for the commission was that different groups have different concerns, capacities and interests, and this needed to be explicitly understood and recognized in the process of problem identification, objective setting and strategy selection. The key questions asked during stakeholder analysis were therefore 'whose problems or opportunities are we analyzing' and 'who will benefit or loose-out, and how, from a proposed strategic plan intervention'? The ultimate aim to help improve welfare of Teachers and ultimate beneficiaries, and minimize its potential negative impacts.

Stakeholders Analysis Matrix

No	Name of Stakeholders	Service offered	Expectations of Stakeholders	Potential impact if expectation is not met	Rank
1	Teachers	Provide high quality education to pupils at Primary schools and students at Secondary Schools To adhere to professional code of ethics and conduct	Timely and accurate services delivered Enhancement of capacity building Awareness creation on their rights, obligation and welfare Just and impartial decisions on appeals and timely feedback Timely terminal benefits Proper records keeping Political neutrality	Low morale Strikes and go slow Low Performance Administrative unrest Increase of resignation Increase of disciplinary cases	H
2	LGAs	Provide administrative and welfare services to teachers Prepare establishments and budget Comply with rules and regulations To report disciplinary allegations	Timely feedback from disciplinary Authority Timely delivery of service concerning Appointment Regular visits to schools	Low performance Grievances Loss of trust Loss of Government resources	H
3	President Office	Determining appeals of teacher's aggrieved with TSC decisions	Prompt provision of disciplinary proceedings	Low morale Delaying on decision making	H
4	Teachers' Trade Union	Creating awareness to teachers on rules and regulations Safeguarding teachers welfare Capacity enhancement Peace harmonization Ensure welfare of its members Profession development	Timely and accurate service delivery Maximum corporation Just service delivery Timely promotions Prompt data from the commission Align with other stakeholders to promote code of conduct Financed to meet its obligation	Organizing strikes	M

No	Name of Stakeholders	Service offered	Expectations of Stakeholders	Potential impact if expectation is not met	Rank
			Collaborate with stakeholders (LGAs) to develop and implement mentoring system to newly employed teachers Creating awareness to its stakeholders about its new roles Capacity building on TSC District committees		
5	Community	Creating conducive environment to teacher's performance Contributing to construction of schools/infrastructure. Creating harmony to the society	Provision of high quality of education services Motivating teachers at their working place To be a role model to the community	Distrust Low performance	H
6	PO-RALG	Providing guidelines, regulations and directives Submission of annual financial reports and budget to the parliament for approval Coordinate and monitor the performance of the Teachers' service in compliance with applicable written laws, national policies, guidelines and standards	Adherence to guidelines, regulations and directives High quality service delivery Timely disciplinary against accused teacher	Disciplinary actions against TSC	H
7	PO- Public Service Management and Good Governance	Issuing establishment circulars Approving establishment and structures Monitoring of Human Capital Management Information System Reviewing annual Personal Emolument	Adherence to establishment circulars	Low motivation of staff	H
8	Ministry of Education Science and Technology	Formulating policies, guidelines for teachers training and development	Adherence to policies and guidelines issued	Distrust to TSC Disciplinary actions	H

No	Name of Stakeholders	Service offered	Expectations of Stakeholders	Potential impact if expectation is not met	Rank
9	Political Leaders	Awareness creation to community on importance of education	High performance in service delivery Performance based on Ruling Party Election Manifesto	Disciplinary actions Administrative frustration	H
10	Mass Media	Disseminating TSC activities to the community Educating community	Maximum corporation with TSC	Weak exposure of TSC business to the community	M
11	Ministry Of finance and Planning	Disbursement of resources Providing plan and budget guidelines	Proper utilization of disbursed fund	Disciplinary actions	H
12	Financial Institutions	Providing financial facilities	Timely loans payment	Withdraw financial support	H
13	Social Security Fund	Provide terminal benefits to members Provide social security services Provide loans to members	Timely submission of deductions from the employer	Delay of provision of social security services	H
14	CAG	Auditing financial statement	Timely and accurate preparation and submission of financial statement	Adverse opinion	H
15	PPRA	Issuing procurement guidelines to public institutions	Adhere to Procurement act 2011 (as amended) and regulation of 2013	Disciplinary actions	H
16	Public service commission	Awareness on Human resource management practice Ensuring HR compliance	Proper management of Human resource		H
17	Attorney General	Ensuring financial guidelines	Proper management of financial resource	Proper use of fund	H

Key: H=High, M=Medium and L= Low

2.3.2 Strengths, Weaknesses, Opportunities and Challenges (SWOC) Analysis

In improving service delivery to its client, Teachers' Service Commission requires effective and efficient utilisation of its Strength and Opportunities to address the existing Weaknesses and Challenges which affect the progress of the commission in achieving its core business. The participatory internal and external psychotherapy of the commission identified numerous Strengths, Weaknesses, Opportunities and

Challenges (SWOC) that need to be addressed and exploited. The following is the summary of SWOC analysis of the Teachers' Service Commission

2.3.2.1 Strengths

- Existence of complaints handling mechanism
- Existence of TSC internal control mechanism
- Presence of visionary leaders
- Presence of committed secretariat
- Presence of TSC staffs at District level
- Existence of Creativity and innovation within the Commission
- Existence of qualified and professional staff
- Optimum utilization of available human resource
- Existence of institutional teamwork spirit
- Existence of multidisciplinary staff

2.3.2.2 Weakness

- Absence of Client Service Charter
- Absence of institutional risk management framework
- Absence of training programme
- Absence of retention scheme
- Absence of TSC website

2.3.2.3 Opportunities

- Existence of applicable rules and regulation
- Existence of well organized organization structure
- Mandated of TSC provided by the law
- Existence of good governance
- Having members of the commission from various institution
- Access to fund from MoFP
- Availability of professional boards
- Collaboration with stake holders
- Goodwill among development partners

- Availability of law, rules, regulations guidelines and directives
- Political support
- Existence of public service policy reform
- Availability of similar institutions with similar
- business from within and outside the country
- Government support
- Changes of government structure

2.3.2.4 Challenges

- Lack of scheme of service for TSC staff
- Interference of TSC power
- Shortage of TSC staffs
- Absence of TSC office infrastructure
- Lack of awareness on rules and regulation governing teachers' service
- Existence of organization doing the similar activities
- Weak organization TSC structure
- Misinterpretation
- and noncompliance to laws and regulations
- Lack of TSC database
- High expectation from the public
- Inadequate funds from central Government
- Absence assistance secretary at District level
- Absence of ICT facilities
- Lack of conducive working environment

2.3.3 Analysis of Critical Issues

During the internal and external environmental scan for Teachers' Service Commission, the emerged critical issues were identified to guide resources allocation. These are areas that require the Teachers' Service Commission's close attention during the medium term plan operation. The following is a summary of critical issues which TSC shall put much consideration during resource allocation and implementation of the strategic plan.

- Improve qualified teacher-pupil/student ratios at Primary and secondary schools by ensuring equitable deployment and distribution of teachers at Local Government Authorities.
- Improving working environment for Primary and secondary teaching (commensurate remuneration, housing in close proximity to work premise) as it will be prescribed by the Commission.

- Improve the professional competencies of teachers and to raise their morale by improving the quality of teaching environment by supervising training programme at Local Government Authorities and by appointing, promoting and disciplining teachers
- Enhance availability of teachers especially in Science Subjects
- Improve motivation among teachers.
- Assess the situation of teachers responsible for the creation of well educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges which face the nation.
- Prescribe code of ethics and conduct of teachers to all levels of education
- Establish data base management system of teachers training based on the number, type and level of teachers needed in the country.
- Ensure equitable quality education and promote lifelong learning opportunities for all, through equitable deployment and distribution of teachers among and within local governments and school.

2.4 The External Environmental Scan

2.4.1 Five Year National Development Plan (FYDP II) 2016/2017-2020/2021

Tanzania has adopted FYDP II – 2016/2017 – 2020/2021 which is the principal and shared tool in the realization of the Tanzania Development Vision (TDV) 2025 objectives. The FYDP II is built on three pillars of transformation namely: Industrialization, human development and implementation effectiveness with the main objective of enhancing the pace of progress towards the TDV 2025. The major theme of FYDP II is “Nurturing Industrialization for Economic Transformation and Human Development” in achieving this, FYDP II outlines new strategic interventions in all sectors to enable Tanzania industrialize in a way that will transform its economy and its society. In the context of education it has been referred to 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. Education and skills development are major inputs to human development in terms of building human capability. Furthermore, education and training are essential for economic transformation by providing skills and generation of technology and workforce that can be deployed to change country’s endowments from comparative advantages to competitive advantages.

The FYDP II under Education and Capability Development has set Key targets by 2020: Net Enrolment Ratio: pre-primary, 50%; primary, 100%; secondary, 50%; Proportion of schools with electricity: primary, 30%; secondary, 85%; Percentage of pupils/students passing: Primary 75%; Form Four 90% and Form Six 100%. Therefore, TSC envisage achieving these targets through education and capability development interventions. These include; improve qualified teacher-pupil/student ratios at Primary and secondary schools by ensuring equitable deployment and distribution of teachers at Local Government Authorities, improving teaching and learning environment (class rooms, desks, text books, latrines/toilets ratios; boarding for girls), improving working environment for Primary and secondary teaching (commensurate remuneration, housing in close proximity to work premise) as it will be prescribed by the Commission and improve the professional competencies of teachers and to raise their morale by improving the quality of teaching environment by supervising training programme at Local Government Authorities and by appointing, promoting and disciplining teachers.

2.4.2 Tanzania Development Vision 2025

It is envisioned that, Tanzanians will have graduated from a least developed country to a middle income country by the year 2025 through Development Vision 2025. Consistent with this vision, Tanzania of 2025 should be a nation imbued with five main attributes; High quality livelihood; Peace, stability and unity; Good governance; A well educated and learning society; and A competitive economy capable of producing sustainable growth and shared benefits. Therefore, TSC foresees to achieve the attribute of a well educated and learning society through assessing the situation of teachers responsible for the creation of well educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges which face the nation.

2.4.3 Tanzania Education Policy 2014

Education and Training Policy of 2014 has been designed to provide education and training framework in taking into consideration changes in economic, social, scientific and technological and educational challenges nationally, regionally and internationally, to increase opportunity, efficiency and quality of education and training in human resources to meet the standards of a country with medium economy by 2025. The education policy provides several government statements in respect of quality of education and training in human resources. Amongst those statements include; the increase the quality of employment system in education and training sector specifically to meet the requirements, acquisition and management

of human resources for the development of education and training sector and insure the value and personalities of teachers are considered at all levels of education and training.

To achieve the above statements, TSC will establish data base management system of teachers training based on the number, type and level of teachers needed in the country and prescribe code of ethics and conduct of teachers to all levels of education.

2.4.4 The Teachers' Service Commission Act 2015

The TSC Act was enacted by Parliament in 2015 with the view to establish the Teachers' Service Commission, to provide for its functions, obligations and matters related thereto. The Act came into operation on 1st of April, 2016. The Act is applicable in mainland Tanzania in respect of primary and secondary school teachers employed in the public service.

The established Commission is entrusted with powers by the Act under Section 5 to perform diverse functions regarding the teachers' service. These include; to maintain and administer the teachers' service and advise the Minister on the same; Appoint, promote and discipline teachers; ensure equitable deployment and distribution of teachers among and within local governments and schools; determine appeals from decisions of disciplinary authorities and prescribe code of ethics and conduct of teachers service.

2.4.5 Agenda 2063: The Africa We Want

The 24th African Union Assembly held in January 2015, adopted a continental plan for the next fifty years, to ensure transformation and sustainable development for future generations through Agenda 2063. Agenda 2063 is a 50 year strategic aspirations that African Union states committed to achieve by 2063. The African states have rededicated themselves to the enduring Pan African vision of *"an integrated, prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in the international arena."* As a Vision and an Action Plan, this integration agenda is the blue-print that will guide the ongoing transformation of Africa. It is a call for action to all segments of African society to work together to build a prosperous and united Africa based on shared values and a common destiny. The 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.

The Tanzania Teachers Services Commission has a key role to play in making sure that Africa is self-confident in its identity, heritage, culture and shared values and as a strong, united and influential partner on the global stage making its contribution to peace, human progress, peaceful co-existence and welfare. Africa is confident that has the capability to realise her full potential in development, culture and peace and to establish flourishing, inclusive and prosperous societies. Thus, TSC has obligations towards securing access and improved quality education, in all levels, i.e. early learning, basic education, vocational and technical, tertiary and secondary education in an inclusive way in such a way that it becomes a means of retooling human capital to transform the economy in a sustainable manner.

CHAPTER THREE

THE PLAN

3.1 Vision

To be an excellent organization in quality service delivery to primary and secondary school teachers in the public service.

3.2 Mission

To deliver and ensure timely quality services to Primary and Secondary school teachers through appointment, promotion and disciplinary actions for quality education.

3.3 Strategic Objectives

- A. Services improved HIV and AIDS infections reduced
- B. Implementation of the National Anti-Corruption Strategy enhanced and sustained
- C. TSC's performance in managing and carrying out mandated functions enhanced
- D. TSC's support to District Offices in managing and carrying out their mandated functions improved
- E. Good governance practice and advocacy at all levels of TSC enhanced
- F. Information and Communication Technology Services Enhanced
- G. Financial Management mechanism of TSC enhanced
- H. Information flows and Communication between TSC Offices and Stakeholders improved

3.4 Core Values

In fulfilling its functions and achieving the vision of TSC of being an excellent organization in quality service delivery to Primary and secondary school teachers in the public service, there is a need of all staff to have the same ethical frame of reference. The formulated core values will guide an organization's internal conduct as well as its relationship with the external world. They will be the enduring beliefs of the commission and the staffs that inhabit, it hold in common and endeavour to put into action. Values shall lead the TSC staff and individuals to believe that some objectives are legitimate or correct and that others are illegitimate or wrong. They will stand as prerequisite norms for effective and efficient service delivery in an organisation. The implementation of the TSC's Strategic Plan shall be guided by 5 major core values that constitute what the TSC values most.

(i) Accountability and Transparency

TSC adheres to meritocratic principles in appointment, promotions and disciplinary actions. It will be accountable and transparent to the community in the discharge of its mandated functions. Every person should be accountable to his/her decisions and action, ensuring transparency of process, structure and communication. All financial matters are open to all citizens and other stakeholders. All financial transactions are liable for auditing and investigation.

(ii) Integrity

TSC performs its duties honestly, impartially and adherence to law to avoid circumstances that may lead to corruption and conflict of interest. All TSC staff should be truthful, sincere, fair and consistent in all dealings, acknowledge the persons dignity, and be thoughtful of people's needs and supporting them in ways that protect their ways and self esteem/dignity. Spending time and energy and to ensure that people are well served, avoid corruption practices.

(iii) Teamwork

TSC staff maintains cooperation and teamwork spirit in achieving results. It should manage itself through participatory style, involving its internal and external stakeholders in decision making processes as a team. All staff should work in team to increase effectiveness and efficiency. All staff and members organizations put their personal agendas and interests aside to save their needs of its organizational needs and those customers and clients.

(iv) Excellence

TSC strives to achieve the highest standard of performance in service delivery. All staff should be output-oriented, striving to deliver high quality services to its customers and clients. TSC should set and maintain high standards /optimal output in service delivery. The commission should make things happen and it's proactive to anticipate and address future matters and issues. it should aim at choosing activities that deliver utility to its customers and clients doing the right things ant right time. It should strive to deliver its services at minimum costs and in time.

(v) Innovativeness

TSC should promote and implements worth new ideas in discharging its functions. Tall staff should involve creativity and innovativeness (“thinking outside the box. Ideas in this the strategic plan should be changed, updated, or reviewed to reflect changing circumstances, specifications and technology.

(vi) Patriotism

TSC inspired to observe national ethics, culture, history and political aspects.

3.5 Strategic Objectives, Strategies, Targets, and Performance Indicators

3.5.1 Strategic Objective 1

C. TSC's performance in managing and carrying out mandated functions improved

E. Good governance practice and advocacy at all levels of TSC enhanced

3.5.1.1 Result Area: Recruitment and Development

Strategic Objective	Strategies	Target	Performance Indicators
C: TSC's performance in managing and carrying out mandated functions improved	Solicit funds for mandatory and extra ordinary meetings.	60 Mandatory meetings and 30 extra ordinary meetings to deliberate TSC mandated functions convened by June 2021	Number of mandatory and extra meetings convened
	Training for the commission members, District committees, TSC staff, head of schools and stakeholders conducted.	Capacity building on appointment, promotion, confirmation and recategorization of teachers conducted to 10 commission members, 930 District committee members, 588 TSC staff, 21,000 head of schools and 750 stakeholders by June 2021	Number of commission members, Committees members, TSC staff, Head of Schools and stakeholders trained
	Make follow up and supervision on execution of TSC roles and functions at District levels	5 Monitoring and evaluations on the execution of TSC roles and functions at 186 TSC Offices conducted by June,	Number of TSC Offices monitored

Strategic Objective	Strategies	Target	Performance Indicators
		2021	
	Solicit fund for Monitoring Issue Guidelines on promotions	Monitoring of teachers promotion procedures in 186 TSC Districts Offices conducted by June 2021	Number of District Monitored
	Monitor teachers' Training Programmes.	Teachers' Training programme for 186 Local Government Authorities monitored by June 2021	Number of Local Government Authorities monitored
	Carry out Needs Assessment on deployment and distribution of teachers	Teachers deployed and distributed to 186 Councils by June 2021.	Number of teachers deployed and distributed
	Review, design, produce and disseminate Teachers' agreement form to 186 Local Government Authorities. Issue registration numbers electronically	Registration and record management system for teachers developed by June, 2021	Number of LGAs provided with teachers' agreement forms.
	Conduct Public awareness creation on survivors and terminal benefits Make follow up of relevant documents from TSC District offices, employers and death gratuity administrators.	Overdue survivors' and terminal benefits for 400 deceased and retired teachers before 1.7.2004 processed and submitted to CAG and Treasury by June, 2021	Number of survivors' and terminal benefits concluded
E: Good governance practice and advocacy at all levels of TSC enhanced	Convene mandatory and extra ordinary meetings. Make follow up of relevant documents from disciplinary authorities and appellants.	Decisions on appeals of 8,340 teachers made within 90 days by June, 2021	Number of appeals timely decided

Strategic Objective	Strategies	Target	Performance Indicators
	<p>Convene mandatory and extra ordinary meetings.</p> <p>Follow up of relevant documents from TSC District offices.</p>	Decisions on 8,340 complaints provided by June, 2021	Number of decisions on complains provided
	Train commission members, District committees, TSC staff, head of schools and stakeholders	Capacity building for 558 TSC staff, 10 members of the Commission, 21,000 heads of school and 750 stakeholders on handling disciplinary issues conducted by June, 2021	Number of commission members, District Committees members, TSC staff, Head of Schools and stakeholders trained

3.5.2 Strategic Objective 2

E. Good governance practice and advocacy at all levels of TSC enhanced

3.5.2.1 Result Area: Ethics and Discipline

Strategic Objective	Strategies	Target	Performance Indicators
E: Good governance practice and advocacy at all levels of TSC enhanced	<p>Create awareness to all teachers and stakeholders.</p> <p>Prescribe code of ethics and conduct to all teachers and stakeholders.</p>	Awareness to 186 Local Government Authorities on Public and Professional code of ethics and conduct created by June, 2021	Number of Local Government Authorities created with awareness
	Make follow up and supervision on handling disciplinary issues at District levels.	5 Monitoring and evaluation on handling of disciplinary issues and Codes of Ethics and Conduct for District Offices and delegated authorities conducted by June, 2021	Number of TSC Offices monitored

3.5.3 Strategic Objective 3

A. Service improved, HIV/AIDS infections and, non-communicable disease reduced

B. Implementation of the national anti-corruption strategy enhanced and sustained

C. TSC's performance in managing and carrying out mandated functions improved

3.5.3.1 Result Area: Administration and Human Resource Management

Strategic Objective	Strategies	Target	Performance Indicators
A: Service improved and HIV/AIDS infections reduced.	Review and implement strategy for combating HIV and AIDS	Supportive services to HIV and AIDS infected employees provided by June, 2021	Number of HIV/AIDS infected employees supported
	Create awareness on HIV/AIDS issues Supply HIV/AIDS preventive gears	Preventive measures implemented by June, 2021	Number staffs voluntarily tested Number of preventive gears supplied
B. Implementation of the National Anti-Corruption strategy	Prepare and distribute internal Anti-Corruption Strategy Facilitate training	All TSC staff trained on mechanism for preventing and combating corruption by June, 2021	Number of staff trained
C. TSC's performance in managing and carrying out mandated functions improved	Provide statutory rights to TSC staffs Conduct ad-hoc committee meetings	Administrative support to 437 TSC staff provided annually by June, 2021	Number of staff facilitated
	Solicit fund for procurement and construction	TSC working facilities procured and office building constructed by June, 2021	Number of working facilities procured and office building in place
	Solicit fund to implement the plan Develop training needs assessment	Human resources development plan developed and implemented annually by June 2021	Availability of training programme
	Convene stakeholders meeting	TSC's Client Service Charter developed by June, 2021	Availability of Client Service Charter
	Prepare record management data base	TSC's electronic record management system established by June, 2021	Electronic record management system in place

3.5.4 Strategic Objective 4

C. TSC's performance in managing and carrying out mandated functions improved

G. Financial management mechanisms of TSC enhanced

3.5.4.1 Result Area: Finance and Accounts

Strategic Objective	Strategies	Target	Performance Indicators
C. TSC's performance in managing and carrying out mandated functions improved	Provide working tools	Finance and accounts units staff facilitated annually by June 2021	Number of staff facilitated
G. Financial management mechanisms of TSC enhanced	Prepare final accounts	Integrated Financial Management Systems (IFMS) procedures and Final accounts closure developed annually by June, 2021	Number of clean reports prepared
	Provide guidelines, standards, regulations and procedures	Guidelines, standards, regulations and procedures implemented annually by June, 2021	Number of reports adhered to provided guidelines, standards, regulations and procedures

3.5.5 Strategic Objective 5

C. TSC's performance in managing and carrying out mandated functions improved

F. Information and communication technology services enhanced

3.5.5.1 Result Area: Information and Communication Technology

Strategic Objective	Strategies	Target	Performance Indicators
C: TSC's performance in managing and carrying out mandated functions	Provide working facilities	ICT Section staffs facilitated annually by June 2021	Number of Staff facilitated
F: Information and communication technology services enhanced.	Solicit fund for designing and installing ICT infrastructure	TSC ICT infrastructure established by June 2021	Availability of LAN and WAN
	Develop electronic government mail	Electronic government Mail and File Tracking System	Government mailing and file tracking system in place

		introduced by June 2021.	
	Solicit fund for designing and installed	TSC website designed and installed by June 2021	TSC website in place

3.5.6 Strategic Objective 6

C. TSC's performance in managing and carrying out mandated functions improved

H. Information flows and communication between TSC Offices and stakeholders improved

3.5.6.1 Result Area: Government Communication

Strategic Objective	Strategies	Target	Performance Indicators
C. TSC performance in managing and carrying out mandated functions improved.	Provide working tools	GCU staff facilitated annually by June 2021	Number of staff facilitated
H. Information flows and communication between TSC Offices and stakeholders improved	Use of media and website to disseminate TSC information	Public awareness on TSC business created annually by 2021	Number of programmes conducted and reports provided to media and TSC's Website
	Solicit fund	One library centre established by June, 2021	Number of library centre established

3.5.7 Strategic Objective 7

C: TSC's performance in managing and carrying out mandated functions improved

E: Good governance practices and advocacy at all levels of TSC enhanced

3.5.7.1 Result Area: Planning, Research, Monitoring and Evaluation

Strategic Objective	Strategies	Target	Performance Indicators
C. TSC's performance in managing and carrying out mandated functions	Provide working tools	Planning staff working facilities maintained annually by June, 2021	Number of staff facilitated
	Provide plan and	TSC's plans and	Quarterly and annual

improved	budgeting tools	operational Budget formulated and coordinated annually by June, 2021	reports in place National plan and Guidelines adhered
E. Good governance practices and advocacy at all levels of TSC enhanced	Develop and operationalise Monitoring and Evaluation Strategy Identify problems for undertaking different researches	TSC's Monitoring, Evaluation and research activities coordinated by June, 2021	Number of Monitoring & Evaluation reports in place Number of research reports in place
	Provide responses for questions and issues raised by parliament	Parliamentary issues coordinated annually by June, 2021	Number of reports on Parliamentary issues prepared

3.5.8 Strategic Objective 8

C. TSC's performance in managing and carrying out mandated functions improved

G. Financial management mechanisms of TSC enhanced

3.5.8.1 Result Area: Internal Audit

Strategic Objective	Strategies	Target	Performance Indicators
C: TSC's performance in managing and carrying out mandated functions improved	Provide working facilities	Internal audit Unit staff facilitated annually by June 2021	Number of staff facilitated
	Prepare TSC Risk Management Framework Conduct training to TSC staff on Institutional Risk Management Framework	Institutional Risk Management Framework prepared by June 2021	Availability of Institutional Risk Management Framework
G: Financial management mechanisms of TSC enhanced	Prepare audit plan Identify and analyze the Institutional Risks based on auditing issues	Risk based audit plan prepared and implemented annually by 2021	Availability of Risk Based Auditing plan.

3.5.9 Strategic Objective 9

C. TSC's performance in managing and carrying out mandated functions improved

3.5.9.1 Result Area: Procurement Management

Strategic Objective	Strategies	Target	Performance Indicators
C. TSC's performance in managing and carrying out	Provide working facilities	Procurement unit staffs facilitated annually by June 2021	Number of Staff facilitated

mandated functions improved	Conduct tender board meetings	Four (4) Tender board meetings coordinate annually by June, 2021	Number of meetings coordinated
	Coordinate organization procurement plan	TSC procurement plan prepared and implemented annually by June, 2021	Availability of procurement plan

3.5.10 Strategic Objective 10

C. TSC's performance in managing and carrying out mandated functions improved

D. TSC's support to District offices in managing and carrying out their mandated functions improved

3.5.10.1 Result Area: Legal Services

Strategic Objective	Strategies	Target	Performance Indicators
C: TSC's performance in managing and carrying out mandated functions improved	Provide working facilities	Legal Services Section staffs facilitated annually by June 2021	Number of Staff facilitated
	Provide regular in-house technical support	Legal assistance to TSC HQ staff provided by June, 2021	Number or percentage of Staff facilitated
	Conduct seminars Disseminate awareness through media	Awareness on TSC's statutory instruments to stakeholders provided by 2021	Number of seminars and programmes conducted
	Attend to lawsuits in courts of law and CLE seminars	Continuous legal education (CLE) and Lawsuits involving TSC attended annually by June, 2021	Number of lawsuits and CLE seminars attended
	Disseminate statutory instruments	TSC statutory instruments prepared and distributed to 186 TSC office at District level by June, 2021	Number of office disseminated with statutory instruments
D: TSC's support to District offices in managing and carrying out their mandated functions improved	Conduct legal training assessment needs Conduct in-house training Deliver remote legal advice support	558 TSC staff at District level capacitated on use of statutory instruments annually by June, 2021	Number of District offices and staff trained and legally Supported

3.5.11 Strategic Objective 11

C. TSC's performance in managing and carrying out mandated functions improved

G. Financial management mechanisms of TSC enhanced

E. Good governance practice and advocacy at all levels of TSC enhanced

3.5.11.1 Result Area: District Offices Service Provision

Strategic Objective	Strategies	Target	Performance Indicators
C. TSC's performance in managing and carrying out mandated functions improved	Construct office building	Conducive working environment of 186 District offices enhanced by June, 2021	Office building in place Availability of Office facilities
	Procure office facilities.		
	Solicit fund to improve seniority list	Seniority list in 186 TSC District offices improved by June, 2021	Number of Seniority list document prepared.
	Solicit fund for capacity building.	Stakeholders, Primary and Secondary school teachers in 186 Local Government Authorities capacitated by June 2021	Number of teachers capacitated
	Solicit funds for Statutory and extra ordinary meetings.	744 Statutory meetings and 372 extra ordinary meetings to deliberate TSC mandated functions convened by June, 2021.	Number of Statutory and extra meetings convened Number of teachers confirmed, promoted and recategorized
	Prepare procurement plan	TSC procurement issues at District offices implemented by June, 2021.	Number TSC District office facilities procured
Prepare list of Primary and secondary school teachers	Primary and Secondary school teachers register improved by June, 2021	Number of Primary and Secondary school teachers registered in place	

Strategic Objective	Strategies	Target	Performance Indicators
	Prepare projection list of teachers retiree	Retirement notifications to Primary and secondary school teachers issued by June, 2021	Number of teachers provided with retirement issued notification.
E. Good governance practice and advocacy at all levels of TSC enhanced	Convene Statutory and extra ordinary meetings, Make follow up of relevant documents from delegated disciplinary authorities and appellants.	Decisions on appeals of 105,000 Primary and secondary school teachers made within 90 days by June, 2021	Number of appeals timely decided Number of Disciplinary cases concluded
	Convene mandatory and extra ordinary meetings. Make follow up of relevant documents from delegated disciplinary authorities.	105,000 Complaints scrutinized by June, 2021	Number of complaints worked out
	Prescribe code of ethics and conduct to head of school and stakeholders.	Awareness to 21,000 head of schools and stakeholders about Professional code of ethics and conduct created by June, 2021	Number of Head of schools and stakeholders trained on Professional code of ethics and conduct.
	Solicit fund to undertake follow up and supportive supervision.	Follow up and supportive supervision on handling disciplinary issues and Codes of Ethics coordinated by June, 2021	Number disciplinary cases properly handled at school levels
G: Financial management mechanisms of TSC enhanced	Prescribe financial procedures.	Financial standards guidelines and procedures implemented annually by June, 2021	Financial reports adhered to procedures in place.

CHAPTER FOUR

IMPLEMENTATION, MONITORING, EVALUATION, REVIEW FRAMEWORK AND ASSUMPTIONS

4.1 Implementation

The implementation of this plan shall be the responsibility of all stakeholders of the Teachers' Service Commission (TSC). The TSC's secretary who is the Chief Executive Officer of the Commission shall be responsible and accountable for the implementation of the TSC's (2016/2017 – 2020/2021) Strategic Plan. The secretary will be an overseer for the strategic plan implementation, monitoring, evaluation process and reporting. The secretary shall regularly report to the commission meetings with regards to the Plan implementation and its overall performance.

For the successful coordination of all activities, the support services division is dedicated to coordinate and provide oversight on the implementation, monitoring and evaluation of the strategic plan. Thus, other respective TSC's divisions, Sections and District Offices shall be responsible for the day to day operation of the Strategic Planed activities with a helping hand from the key stakeholders from within and outside the commission. Table 1 shall guide the format of the implementation plan and cumulative budget.

Table 1: Framework of implementation plan: Result Area: x

Strategic Objective	Strategies	Target	Activity	Budget				
				2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
A:		1.	1.1					
			1.2					
			1.3					
B:		2.	2.1					
			2.2					
			2.3					

4.2 Monitoring Plan

The strategic plan monitoring shall provide essential feedback mechanisms within the adaptive management framework to keep the strategic plan dynamic and responsive to changing conditions. Monitoring shall provide the public and TSC partners with information on the progress and results of the strategic plan implementation. Monitoring of the TSC strategic plan will include both simple observation of the results of planed activities and more rigorous and systematic data collection, to provide a basis for periodic evaluation of the plan.

- Therefore, monitoring of the plan shall be a continuous process. Its objectives shall include the following:
- Determine whether implementation is focused on the fulfillment of the vision, mission and objectives of the Teachers' Service Commission.
- Facilitate review of the implementation process
- Facilitate feedback to management which is necessary for decision making
- Ensure that strategic objectives are being accomplished within the expected timeframe and taking necessary measures for timely implementation
- Ensure that the activities are carried out as planned, and that any deviations are corrected promptly
- Ensure that financial discipline as a cornerstone for proper and prudent use of resources is sustained.

Monitoring reports shall be prepared quarterly, semi-annually and annually and shall be presented by the Director of support services division to the organs representing TSC community including the commission meeting. Presentations shall be done in order that the progress reports presented are adequately informative, precise and therefore credible. Table 2 below shall guide the format of the progress reports.

Table 2: Example of quarterly progress report

S/No.	Strategic objective	Planned activities	Planned budget	Actual expenditure	Planned targets	Achievements	Remedial action

A part from reporting at the various Commission meetings, there shall be one internal review meetings which will be conducted annually, bringing together the representative of all internal stakeholders to review the strategic plan implementation process. Once in two years, these meetings will also involve external stakeholders. These meetings together will provide opportunities to enhance awareness and ownership of the strategic plan.

4.3 Evaluation Plan

In order to assess the plan performance, there shall be annual plan evaluation exercises for the entire plan period. 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 Mid-term evaluation to be conducted after two and half years and to be carried out by internal evaluators. The second type is Terminal evaluation to be carried out at the end of the planned period 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 planned but unexecuted activities of the strategic plan activities.

Specifically, the evaluation of the Teachers' Service Commission Strategic Plan (2016/2017 - 2020/2021) shall largely aim at:

- (i) Establishing whether the TSC is mobilizing adequate resources and the use of such scarce resources is justifiable.
- (ii) Assessing the reasons given with regards to success or failure in achieving implementation targets
- (iii) Understanding whether the plan implementation is achieving desired impact in fulfilling the Commission's vision, mission and strategic objectives.

During evaluation, performance indicators that show the extent of the strategic plan implementation progress will be developed. These will be a base to determine success or failure of the plan. Moreover, these will help in collecting useful data and in search for required evaluation tools and information sources. Performance indicators as a unit of success will be both quantitative (Number of people served with a particular service and number of services delivered) and qualitative.

Table 2: Evaluation Plan

Evaluation	Description	Evaluation Questions	Methodology	Time frame	Responsible
Mid-Term Evaluation	This evaluation aims to measure the realization of intermediate outcomes.	What has been achieved so far in terms of intermediate outcomes? What were the challenges and lessons learnt?	Interviews Focus group discussion Controlled studies Literature reviews	June, 2018	HoD- Planning, Research, Monitoring and Evaluation

Evaluation	Description	Evaluation Questions	Methodology	Time frame	Responsible
Terminal Evaluation	<p>This evaluation aims to measure the achievement of Planned Strategic Objectives.</p> <p>This evaluation also measures the impact that the Authority has on the public</p>	<p>To what extent have the Planned Targets been achieved?</p> <p>Has Target achievement led to realization of the intended outcomes?</p> <p>What policy, legal and regulatory framework changes can be done to improve the outcomes?</p> <p>What is the percentage of stakeholders aware of TSC and its operationalisation system?</p> <p>To what extent do TSC provide services to grass root level to meet need of teachers?</p> <p>To what extent has TSC contributed to academic development of the country?</p>	<p>Interviews Focus group discussion</p> <p>Controlled studies</p> <p>Literature reviews Controlled randomized studies</p> <p>Literature reviews</p> <p>Surveys Questionnaire</p>	Sept-Dec, 2020	HoD- Planning, Research, Monitoring and Evaluation

4.4 Plan Review

In order to remain focused in realizing the TSC’s vision, plan reviews shall be triggered by the results of evaluation activities. That is, plan reviews are meant to be responsive to the shortcomings in the course of plan implementation. Reviews will be conducted to monitor and assess performance on a continuous basis. Five reviews will be conducted, three being annual reviews, mid-term review and final outcome review. These are presented in the matrix below.

Table 4: A Review Plan

S/No.	Years	Planned Review	Time Frame	Responsible
1.	Year 1: 2016/17	Annual Performance review	May, 2016	HoD- Planning, Research, Monitoring and Evaluation
2.	Year 2: 2017/18	Annual Performance Review	May, 2017	
3.	Year 3: 2018/19	Mid-term review	March, 2018	
4.	Year 4: 2019/20	Annual Performance Review	May, 2019	
5.	Year 4: 2020/21	Final MTSP Outcome Review	May, 2020	

4.5 Assumptions

The successful achievement of the 2016/2017-2020/2021 strategic plan depends on the existence of the following major assumptions which need close monitoring and timely responded by the Teachers Services Commission management.

- Continued conducive political and socio-economic environment
- Continued willingness of stakeholders to support and respond effectively to the needs of TSC in implementing the strategic plan
- Improved conditions for effective staff retention and motivation.
- Timely disbursement of fund from central government
- Continued provision of technical support, policies, guidelines and financial support from respective ministries
- Continues stability and improved economic growth of the country
- Continued good leadership at the Teachers' Service Commission
- Continued commitment from all teachers from secondary and Primary schools in public services.

Appendix 1
**THE APPROVED ORGANIZATION STRUCTURE OF THE TEACHERS' SERVICE
COMMISSION**

(Approved by the President on 2nd November, 2015)

