**UNITED REPUBLIC OF TANZANIA**

**PRESIDENT'S OFFICE**

**TEACHERS' SERVICE COMMISION**

**VOTE 002**

**THE MEDIUM-TERM STRATEGIC PLAN (MT SP)**

**2021/22 – 2025/26**

**FINAL DRAFT**

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## ACRONYMS AND ABBREVIATIONS

| | |
|---|---|
| MTSP | Medium Term Strategic Plan |
| TSC | Teachers' Service Commission |
| PO-PSMGG | President's Office- Public Service Management and Good Governance |
| MoFP | Ministry of Finance and Planning |
| ICT | Information Communication Technology |
| NAOT | National Audit Office |
| PPRA | |
| PO-PSMGG | President Office Public Service Management and Good Governance |
| FYD | Five Year Development Plan |
| SDG's | Sustainable Development Goals |
| PO-RALG | President's Office Regional Administration and Local Government |
| TDV | Tanzania Development Vision |
| NFYDP | National Five Year Development Plan |
| SWOC | Strength Weakness Opportunities and Challenges |
| CCM | Chama Cha Mapinduzi |
| HIV | Human Immune Virus |
| AIDS | Acquired Immunity Deficiency Syndrome |
| SLWHA | Student Leaving With HIV Aids |
| HQ | Head Quarter |
| OPRAS | Open Performance Review and Appraisal |

| | |
|---|---|
| | System |
| MTEF | Medium Term Expenditure Framework |
| TOT | Training Of Trainers |
| LGAs | Local Government Authorities |
| COVID -2019 | Corona Virus Disease 2019 |
| SP | Strategic Plan |
| LAN | Local Area Network |
| TSCMIS | Teachers Service Commission Management Information System |
| GPSA | Government Procurement Service Agency |
| TANEP | Tanzania National Electronic Procurement System |
| MUSE | MfumowaMalipoSerikalini |
| BMIS | Body Mass Index Standard |
| NACSAP | National Anti-Corruption Strategy and Action Plan |
| EP4R | Education Program for Result |
| PS | Permanent Secretary |
| CAP | |
| e-GA | Electronic Government Agency |
| M &E | Monitoring and Evaluation |
| KPIs | Key Performance Indicators |
| NCDs | Non-Communicable Diseases |

**PREFACE**

On behalf of the Commission, I am privileged to present the TSC Medium Term Strategic Plan (MTSP) for five years commencing from the Financial Year of 2021/2022 to 2025/2026. The Plan describes the strategic direction that TSC intends to take during the referred period.

The Teachers' Service Commission (TSC) was established under the Teachers' Service Commission Act No. 25 of 2015. The aim 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. 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 align with the Ruling Party Election Manifesto 2020-2025, National FiveYear Development Plan III, and other National and International guiding sector Policies, TSC is compelled to prepare its Strategic Plan that will guide in fulfilling its  noble responsibilities within  five years. The MTSP has been prepared in accordance with the Strategic Plan and Budgeting Manual of the United Republic of Tanzania prepared by President's Office- Public Service Management and Good Governance (PO-PSMGG) in collaboration with Ministry of Finance and Planning (MoFP) and it has spelt out all strategic issues /activities that are expected to be executed within a period of five years from 2021/2022-2025/2026.

The review has considered various initiatives and changes that occurred in the Commission. The Commission is fully committed to offering guidance and support to TSC Management in the execution of this Plan and will provide the necessary support including liaising with the parent Ministry, other public organizations and various stakeholders to facilitate its implementation.

We are confident that with the support from Government and other stakeholders both public and private sector as well as International Community, TSC will be able to attain its strategic objectives. I urge the management to ensure service provision and make close monitoring and control of TSC's resources so that the agreed objectives are achieved accordingly. I wish the TSC Management and Staff success in efficient and effective implementation of this Strategic Plan.

…..………………………..

*Prof.*Willy Lazaro Komba
**COMMISSION CHAIRPERSON**

**EXECUTIVE SUMMARY**

The formulation of the Medium-Term Strategic Plan (MTSP) involved a comprehensive stakeholders' consultative process. The process also included the references to previous TSC Strategic Plan, Vision, Mission, Core Values, TSC's functions and mandate, National policy documents and environmental scanning, which included Benchmarking of the best practise on Teachers' service.

The Situational Analysis was conducted by identifying internal and external issues that can affect positively or negatively the implementation of the Plan whereby the most critical issues that were identified are: -

   i.    Multiple Government Institutions  involved in Teachers Service Management, welfare  and Development;

   ii.   Misintepretation of TSC Functions and mandate;

   iii.  Ineffectiveness of  disciplinary authorities   and inquiry Commitees at both school  and district level;

   iv.   Low level  of awareness of laws, regulations, profesional code  of ethics and conduct guiding Teachers' service and development among Teachers;

   v.    Small pace in adoption and use of modern  ICT services in TSC operations;

   vi.   Inadequate Finance and Human Resources to carry out its mandatory functions;

   vii.  Conducive  working environment at Head quarter and District Offices  ;

viii. Inadequate perfomance Management systems e.g Service delivery surveys, Institutional self assessment;

ix. Absence of Teachers Service Management Information System (TSC MIS)

The Commission has developed this MTSP in its effort to achieve its reviewed Vision and Mission in the implementation of the National Policies, Frameworks and Programs for five years from 2021/2022 to 2025/2026. Moreover, on this MTSP, Teachers Service Commission intends to allocate resources based on its priorities of improved Teachers' service for national development and contributing to the achievement of Vision 2025, Five Years Development Plan (FYDP III), Education Policy (2014), Ruling Party Manifesto 2020 -2025, Sustainable Development Goals (SDGs) and Agenda 2063 (Africa We Want) and other sector policies.

The overarching goal, which is in alignment with TSC Medium Term Strategic Plan, is improved teachers service for National Development. Five (5) priority areas to be addressed in the next five (5) years of this Strategic Plan are as follows:

i. To maintain and administer Teachers' service for National Development;

ii. To maintain Ethics and Discipline of Primary and Secondary School teachers in the Public Service;

iii. To strengthen the use of ICT in the Management of Teachers' Service;

iv.     To improve working environment for the TSC staff; and

v.      To create awareness to Stakeholders on Teacher Service and Development.

These priority areas form the basis for TSC objectives of MTSP that will be realized through the implementation of 53 Strategic Targets, whereby TSC expects improved Teachers Service for National Development.

The last part of this Plan focuses on a results framework which has been developed to show how expected outcomes from the implementation of the Plan will be measured as well as the benefits that will be obtained by TSC customers and other stakeholders.  In this respect, 19 Key Performance Indicators have been analysed in a matrix form as shown in Table 4.2. The framework aims to portray whether the proposed interventions lead to the achievement of the desired outcomes and how the indicators and progress of various interventions will be reported to respective stakeholders.

In this venture, I wish to extend my sincere appreciation to the TSC Management, staff and other stakeholders for their valuable inputs. The only task ahead of us now is to ensure translation of this Plan into day-to-day operation in order to realise the vision of the Commission.

# CHAPTER ONE

**1.0    INTRODUCTION**

**1.1    Background**

The Teachers' Service Commission has gone through various stages in its establishment. The steps are as follows:-

**Services For Teachers – Unified Teaching Service**

The Government decided to combine the services of all Government and Private Sector teachers under Act No. 6 of the year 1962 of Service for Teachers (Unified Teaching Service - UTS).

UTS handled the service of all Government teachers and other Employers in matters related to Employment, confirmation at work, promotion and Ethics and Discipline. A teacher employed by another Employer outside the Government, filled out a contract with his Employer and submitted it to UTS for registration and was given a registration number (UTS No.). Recommendations for job confirmation and promotion were submitted to UTS, and all Employers implemented the decision made by UTS.

The Pillars of Teaching Work Ethics were developed and taught in Teaching Colleges. In addition, every Teacher

should consider those pillars regardless of the type of Employer. Any teacher who broke the Code of Conduct for Teaching or had any misconduct was punished under the provisions of the UTS.

**Teacher Service Commission**

The report of the President's Commission on Education under Mr. Jackson Makweta (1980-82) revealed that the issue of teacher service management was a challenge. As the teachers were increasing, the problems of lack of proper services were also increasing. The commission realize the challenge of UTS being a small unit in the former Ministry of Education and Culture and the Offices of Regional and District Development Directors. They noted that the structure could not cope with the large increase in teachers and the challenges that had been identified in Teachers Service in the Public Sector.

Act No. 1 of 1989 established the Teachers' Service Commission which was an independent Department under the Ministry of Education and Culture. All the functions performed by UTS were transferred to TSC but during the Public Sector Reform Program undertaken in 1990's all Commission dealing with establishment were put under one roof of Public Service Commission.

**Teacher Service Department**

Following coming into force of the Public Service Management and Employment Policy, 1999, the Public Service of Tanzania was unified. There was enacted the Public Service Act No. 8 of 2002 which repealed Teachers' Service Commission Act No. 1 of 1989 which established by then the Teachers' Service Commission. Vide section 15(1)(1)(b) of the Public Service Act No. 8 of 2002, the defunct Teachers' Service Commission was rendered to a Department of the Public Service Commission. The Department discharged all the duties and functions that were originally discharged by the defunct TSC in respect of teachers employed in the Government Schools.

However, with the Amendments to the Public Act No. 8 of 2002 through the Public Service Act No 18 of 2007, the Public Service Commission was transformed into a Regulatory Commission whereas the Teacher Service Department retained its executive nature. This arrangement imposed number of challenges in the discharge of the TSD statutory mandates. The most remarkable challenges encountered by TSD were budgetary constraints and shortage of human resources. Moreover, there was a problem of appeals challenging decisions of the TSD being referred to the Public Service Commission of which TSD was Department. Subsequently, the Government noted the shortcoming in the

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handling of the teacher's service and realized that service offered to them should be reviewed and be accorded special emphasis taking into account their number, uniqueness of their service and responsibilities to the development.

**Teachers' Service Commission**

Act No. 25 of 2015 re-established the Teachers' Service Commission. Teachers covered under this Act are Government employed teachers who teach in Primary and Secondary Schools in Local Government Authorities. The duties of the Commission are mentioned in section 5 (I – l) of the TSC Act.

The issue of Ethics and Discipline for Teachers has continued to be under the Teachers' Service Commission, which is to define and manage the Ethics and Discipline of the teachers' conduct.

## 1.2 TSC Mandate and Functions

In accordance with Teachers Service Commission Act No. 25 of 2015 Section 5, the functions of the Commission are as follows: -

i. To maintain and administer the Teachers' service;
ii. To advise the Minister responsible for Local Government on administration and maintenance of the Teachers service;

iii. To appoint, promote and discipline Teachers;

iv. To ensure equitable deployment and distribution of Teachers among and within Llocalgovernment and Sschools;

v. To determine appeals from decisions of Disciplinary Authorities;

vi. To maintain a register and records of all Teachers who are in the service;

vii. To supervise Teachers' in-service training programmes;

viii. To conduct research and evaluation on matters relating to Teachers' service and advise the Minister accordingly;

ix. 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;

x. To prescribe code of ethics and conduct of Teachers service;

xi. To maintain communication with District Offices and on all or any matter relating to the development of Teachers' service; and

xii. 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    Approach

The MTSP has been developed in accordance with the Medium-Term Strategic Planning and Budgeting Manual of the United Republic of Tanzania of 2007. Participatory approach was adapted in preparing this Plan whereby wide range of internal and external stakeholders were conducted through stakeholders' consultative meetings. The key stakeholders involved in developing this Plan are; The Commission, TSC Management, TSC District Offices, PO-PSMGG, PO-RALG and TSC Strategic Planning Team.

The team involved in developing this Plan undertook a rigorous review on    different National Frameworks that guide the implementation of TSC mandates. Specifically, reference was made to the Teachers Service Commission Act No. 25 of 2015, The Tanzania Development Vision (TDV 2025), National Five-Year Development Plan (NFYDP III), The Ruling Party Manifesto (2020-2025), Education and Training Policy of 2014, the Sustainable Development Goals (SDGs), Human Resource reports, previous Strategic Plan, Performance reports, Financial reports, Audit reports, Sector and Cross Cutting Policies and Strategies.

In developing the Plan, the Team carried out a situation analysis to assess Stakeholders' needs, Institutional performances, Institutional internal and external environment

(SWOC). Moreover, the draft was used for further consultations with other stakeholders, workers council and parent Ministry. After incorporating comments obtained from consultative meetings, the final MTSP draft was submitted to the President's Office – Public Service Management and Good Governance for approval.

## 1.4    Purpose of the Plan

The purpose of the MTSP is to provide a roadmap towards achieving the reviewed Commission's Vision and Mission. The achievement will be met through established Strategic Objectives, Targets and Key Performance Indicators for the period of 2021/2022 - 2025/26. Furthermore, this MTSP intends to put into operation, the responsibilities of the Commission as stipulated in the Teachers Service Commission Act No. 25 of 2015.

The overall objective of the MTSP is to outline strategies for strengthening the Institutional, Human Resource and Services to ensure TSC contributes effectively to the National Development Goals. The Plan provides guidance on how the strategic objectives will be achieved and then contributes to economic growth.

It also provides a roadmap on how the Commission links its goals and strategies to the National and International Plans including; Five Years National Development Plan, Sustainable

Development Goals, Ruling Party Election Manifesto 2020-2025, Agenda 2063 (Africa We Want)..

## 1.5    Document Layout

This Plan is divided into **four** chapters. **Chapter One** is Introduction containing background, approach, the purpose of the Plan and the layout of the Strategic Plan. **Chapter Two** discusses the Situational Analysis covering historical background, TSC's mandated functions, current Vision, Mission and Core Values, guiding development frameworks and plans, benchmarking of other Commissions, previous strategic plan, Performance review, Stakeholder Analysis, SWOC Analysis, critical issues and recent initiatives. **Chapter Three** is the Plan that includes revised Mission and Vision, Core Values, Objectives, Strategies, Targets and Key Performance Indicators. Finally, **Chapter Four** describes the Results Framework containing the Purpose, Results Framework Matrix, Monitoring Plan, Planned Reviews, Milestones, Evaluation and Reporting Plans.

## CHAPTER TWO

## 2.0 SITUATION ANALYSIS

## 2.1 Introduction

This chapter presents the internal and external situation analysis by re-visiting previous Vision, Mission, Core Values, Performance Review on the previous objectives and targets, benchmarking, SWOC analysis and Stakeholders Analysis. Furthermore, the analysis involved critical issues undertaken out of the plan and later recent initiatives were drawn.

## 2.2 Current Vision, Mission and Core Values

### 2.2.1 Current Vision
To be an excellent organization in quality service delivery to primary and Secondary school Teachers in the Public Service.

### 2.2.2 Current Mission
To deliver and ensure timely quality services to Primary and Secondary School Teachers through Appointment, Promotion and Disciplinary actions for quality education.

### 2.3.1 Current Core Values
The Commission has its core values which serve as  guiding principles and require all TSC staff to commit themselves to  in pursuit of shared and agreed common goals. These are: -

**Professionalism**

Employees shall observe requirements for professional conduct by applying the skills, knowledge and competencies that meet the standards needed for the assignment.

**Customer Focus**

Employees place the customer first by maintaining the philosophy of customer driven-service delivery and demonstrate a high level of responsiveness to customer needs at all levels.

**Integrity**

Employees conduct themselves in a manner that demonstrates honesty, high moral and ethical standards and commitment to work.

**Innovativeness**

Employees endeavour to introduce new ideas and approaches to improve Teachers Service Delivery at all levels.

**Team Spirit**

Employees are committed to work through cross-status and cross-functional teams in a manner that furnish positive work relationships and enable the sharing of information among colleagues at all levels.

**2.4 Review of relevant Information**
**2.4.1 Mandate and Statutes**

TSC derives its mandate from Section 5 of the Act No. 25 of 2015. It is exercised through the following functions: -

i. To maintain and administer the Teachers' Service;

ii. To advise the Minister responsible for Local Government on administration and maintenance of the teachers' service;

iii. To appoint, promote and discipline Teachers;

iv. To ensure equitable deployment and distribution of teachers among and within local governments and schools;

v. To determine appeals from decisions of disciplinary authorities;

vi. To maintain a register and records of all teachers who are in the service;

vii. To supervise teachers in-service training programs;

viii. To conduct research and evaluation on matters relating to teachers' service and advise the Minister accordingly;

ix. 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;

x. To prescribe code of ethics and conduct of teachers' service;

xi. To maintain communication with District offices and on all or any matter relating to the development of teachers' service; and

xii. 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.

**2.4.2   National   and   International   Policies   and   Planning
         Frameworks**

Development of MTSP was guided by National and International
Policies and Planning frameworks as follows: -

**2.4.2.1Tanzania 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 to make them
professionally equipped with the knowledge needed to make leaners
competently and competitively solve the development challenges,
which face the nation.

**2.4.2.2 The Ruling Party Election Manifesto 2020-2025**

The CCM ruling Party Election Manifesto 2020-2025 is a key policy
document, which was considered during preparation of the TSC-
MTSP, The CCM as a ruling party articulated various promises to the
Tanzanian citizens when campaigning during 2020 National election.
The manifesto through paragraph**78** narrate the importance of

education sector and the targets which will be implemented during the period of 2020—2025.

## 2.4.2.3 Five Year National Development Plan (FYDP III) 2021/2022-2025/2026

Tanzania has adopted FYDP III that is the principal and shared tool in the realization of the Tanzania Development Vision (TDV) 2025 objectives. The FYDP III is built on inclusive growth where the focus is economic growth geared to people's welfare. In order to enhance inclusive growth, the FYDPIII will focus on universal access to education, where all Tanzanian children will be accorded an opportunity to quality education for National Development.

Quality education includes knowledge and skills consistent with the needs of economic activities. Knowledge and relevant skills improve productivity in production and service delivery. On this basis, this Plan focuses on improving systems of education and learning, rationalising education with the needs of labour market, including the promotion of innovation and technology transfer

TSC by enhancing Teachers Service Management and welfare through appointment, promotion and maintaining ethics which is geared to improve working environment for teaching staff at Primary and Secondary will contribute to the attainment of quality education in Tanzania.

## 2.4.2.4 Education Policy of 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 and Training Policy provides several government statements in respect of quality of Education and Training in human resources. Amongst those statements include; the increase in 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 at primary and secondary level.

## 2.4.2.5 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 primary and secondary school teachers' service.

### 2.4.2.6 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-yearstrategic 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.

## 2.5. Performance Review of 2016/17 – 2021/22 MTSP

Performance of the Commission was reviewed through assessing objectives implementation against achievements obtained. The analysis also revealed challenges encountered in the implementation and the way forward to curb the challenges. Generally, the implementation of previous SP was satisfactory whereby out of **59** targets, **34** were fully implemented equivalent to **73.5**% and **25** targets were partially implemented equivalent to **26.5**%

## 2.5.1 Objective A: Service Improved and HIV/AIDS Infections Reduced

This objective targeted at developing and operationalizing HIV/AIDS workplace programmes. During the period, the following were achieved: -

   a) **Achievement**
   i. HIV /AIDS Action Plan  was prepared and HIV/AIDS committee was established and operationalized;
   ii. 220 staff were sensitized on Preventive measures against HIV/AIDS (65 from HQ and 155 from District Offices);
   iii. Seven (7) HIV/AIDS and NCDs Committee meetings were held and Protective gears such condoms were provided;

iv. Supportive services including special food (diet food), drugs and medicines were provided to eight (9) Staff who are living with HIV/AIDS on monthly basis;

v. Four (4) voluntary testing and counseling on HIV/AIDS programs were done;

vi. In addition, in the course of implementing MTSP, guidelines and policies on Management of non-communicate Diseases (NCD's) were implemented leading to a number of achievements including; Procurement of weighing machine, BP machine and the establishment of physical fitness programs at TSC Head quarter 2 times a week as well as provision of sports gears to 89 staff. .

**b) Challenges**

i. Sensitization has not reached full coverage to District Offices; and

ii. Unwillingness of staff to undertake voluntary testing and sharing their HIV/AIDS status.

**c) Way Forward**

The TSC planned to overcome the aforementioned challenges by taking the following measures;

i. Conduct HIV & AIDS situation analysis for the Commission;

ii. Enhancing management support in prioritizing HIV/AIDS interventions;

iii. Establish HIV/AIDS guidance and counseling desk at the Commission;

iv. Provide periodical training on HIV/AIDS and NCD's;

v. Maintain high confidentiality on people living with HIV/AIDS;

vi. Create awareness and sensitization;

vii. To conduct frequently voluntary testing and counseling programs on HIV/AIDS;

## 2.5.2. Objective B: Implementation of the National Anti-Corruption Strategy Enhanced and Sustained

This objective aimed at creating awareness to staff on the effects of corruption at work place. Achievements realized and challenges encountered during the period of implementation of this objective include the following:

**a) Achievement**

i. The Anti-corruption strategy of the Commission was developed and action plan in place

ii. Awareness on Anti-Corruption to 220 staff at HQ and at

District Offices undertaken and measures on reported cases has been taken which reduced corruption cases significantly;

iii. Four (4) Integrity Committee Meeting was held and assessment on risk areas for corruption was conducted. The identified areas will be incorporated in preparation of a new Anti-Corruption Strategy for the Commission;

**b) Challenges**

i. Unwillingness of customers and employees to report corruption incidents;

ii. Insufficient use of ICT to reduce personal contacts in daily operations.

**c) Way forward**

i. Effective use of ICT systems in daily TSC operations; and

ii. Enhance staff awareness on the functions of the Integrity committee;

iii. Provide periodical training on corruption;

iv. Maintain high confidentiality on people who alert on corruption practices;

v. Increase awareness and sensitization.

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

This objective    seeks to improve/uplift the capability of the Commission on execution of mandated functions. Achievements obtained from interventions related to this objective include;

a) **Achievements**;
   i. **33,522** Teachers were recruited, deployed and distributed in LGA's schools including **19,419** Primary and **14,103** Secondary School Teachers;
   ii. **28** statutory meetings for TSC HQ were conducted and **2,057** statutory meetings at **139** District offices were convened and as a result **215,813** Teachers were promoted. In addition, **26,573** teachers were confirmed and **13,895** re-categorized;
   iii. **26,573** Teachers were registered of which **15,470** were Primary and **11,103** Secondary School Teachers. Also, **1,748** teachers reregistered of which **1'115** were Primary School and **633** Secondary School Teachers;
   iv. Training programs for Teachers were supervised whereas **13,121** were in different upgrading programs;
   v. Retirement permits were provided for **27,925** teachers of which **26,429** were primary and **1,496** Secondary School teachers;
   vi. Overdue survivors' and terminal benefits for **718** deceased, **870** contract and **191** Pension for Teachers before 01.July,

2004 processed and submitted to CAG and Treasury for further action;

vii. Recommendation of reappointment of **207** teachers were processed and submitted to PO-PSMGG for further action;

viii. Seniority list of Teachers in **139** Districts were prepared this made possible to update the list of teachers' to be promoted, re - categorized and confirmation;

ix. **10,978**Teachers' disciplinary cases were instituted whereby **10,479** cases were concluded, and the remaining **499** cases are in various stages;

x. **139** Districts were facilitated to conduct Inquiry on **10,479** teachers' disciplinary cases;

xi. **824**Teachers'appeals received by the Commission whereby **738** were scrutinized and decided which is equivalent to **88%,** of achievements.

xii. **75** appeals submitted to the President by Teachers aggrieved by the decision of the Commission were prepared and submitted to the Chief Secretary for further action. Out ofthe **75** appeals, the President confirmed the decision made by the Commission on **56** appeals  rescinded the decision of the Commission on **8** appeals, and the remaining **11** appeals are waiting for the decision of the President;

xiii. A total of **3,770** complaints about promotions, re – categorization and disciplinary proceedings were received and acted upon;

xiv. Disciplinary Guidelines and directives Developed and distributed. The guidelines include:- guidelines for the conduct of appeal and disciplinary proceedings, guidelines for writing minutes of appointment and disciplinary committee meetings and Directives on how to prepare Inquiry Committee Reports and handling teacher disciplinary proceedings and appeals.

xv. Teachers' code of Ethics and Conduct were prepared and distributed to Stakeholders; and

xvi. A Cabinet paper on amendments of the Teachers' Service Commission Act was prepared and submitted to the Permanent Secretary – PO-RALG.

xvii. **211** staff promoted as per directives from the Permanent Secretary PO-PSMGG;

xviii. **139** Acting Assistant Secretaries was facilitated to undertake on job training in order to improve their performance in implementing TSC functions;

**b) Challenges**
Challenges encountered, which to some extent hindered the attainment of this objective, are summarized as follows: -

i. Existence of TSC Act No. 25 of 2015 implementation gaps with a view to improve and enhance performance of TSC legal mandate;

ii. High disparity in Teachers' deployment across LGAs and Schools in the country;

iii. An increase in teacher indiscipline attributed to non-adherence to Laws, Regulations and Procedures governing teacher's service.

iv. Shortage of office space in TSC Headquarters and in TSC Districts;

v. Delayed appointment of Assistant Secretaries at District levels;

vi. Shortage of fund for awareness creation on Code of Ethics and Conduct to all teachers and stakeholders;

vii. Teachers' limited understanding of the Law, Principles and Procedures governing their Service and Development;

c) **Way Forward**

The TSC planned to overcome those challenges by taking the following measures: -

i. Holding consultative meetings with Stakeholders to discuss issues pertaining Teachers services and Development;

ii. Make regular follow up from the Appointing Authority for the appointment of Assistant Secretaries at District level;

iii. Recruit more staffs and improve working environment;

iv. Create awareness on code of ethics and conduct to teachers and stakeholders depending on availability of fund.

v. Seek financial Assistance from Stakeholders;

vi. Request the Government to increase Commission's budget Ceiling;

vii. Continue to enhance the capacity to TSC Districts Staff and District Committees on the implementation of their mandates;

viii. Continue creating awareness among Teachers regarding the law that governs their service, rights, responsibilities Code of Ethics and Conduct;

ix. Prepare write–up for seeking financial assistance from Development partners;

x. To assess the teachers situation regarding disparity in Teachers deployment across LGAs and Schools in the country and advice the Minister responsible;

## 2.5.4 Objective D: TSC's support to District Offices in Managing and Carrying out their mandated Functions Improved

### a) Achievement

i. **437** TSC Staff provided with statutory entitlement, administrative and support services;

ii. TSC staffs were facilitated with new working tools including; **108** desktop computers, **two** Projectors, **21** laptops, **159** UPS, **465** office chairs, **290** office tables, **173** shelves, **135** printers, **seven** office cupboards, **85** file cabinets, **three** orthopaedic office chairs, **three** double

doors file cabinets, **two** Computer Tables, **two** cameras, **nine** vehicles, motorcycle and **one** heavy duty photocopier machine;

iii. The office facilities and utilities such as cleaning services, security services, electricity bills, office rent, Internet services, Telephone Charges, Diesel and vehicle maintenance, Newspapers and Magazines, Post and Telegraphs bills paid for Head Quarter Office and **139** District Offices

iv. **80** TSC Staff were trained in risk management, risk management framework and risk register were prepared;

v. Training Program was prepared and **12** Staff were facilitated to attend long courses and 79 short courses. Also, Succession Plan was prepared;

vi. **12** TSC District Offices were rehabilitated (Monduli, Lindi, Temeke, Kibondo, Mbeya, Uvinza, Muleba, Kakonko, Nachingwea, Kilwa, Njombe and Tunduru);

vii. **Nine** Commissioners and **114** Districts Committee members from Lake Zone (Mwanza, Kigoma, Mara, Geita and Simiyu) and Coastal Regions (Dar es Salaam, Pwani and Morogoro) were given orientation training in managing and carrying out their functions;

viii. **63** Appointment and Ethics Officers from Lake Zone Region were trained on TSC Act No. 25, 2015,

Disciplinary Proceedings, Appointment issues, and Teachers' Professional Code of Ethics and Conduct;

ix. **139** Assistant Secretaries were capacitated in handling Disciplinary Proceedings and Appointment issues;

x. **78** TSC Offices at District Level out of **139** were facilitated to visit schools to create awareness on appointment, ethics, rights and responsibilities to the teachers.

**Challenges**

i. Shortage of office space and office equipment at the TSC's headquarters;

ii. Inadequate funds for awareness creation on code of ethics and conduct to all teachers and stakeholders;

iii. Inadequate fund for capacity building to TSC staff;

iv. Shortage of staff at Headquarter and at District Offices where the existing shortage is **290** staff;

v. Limited use of ICT in provision of Teachers Service;

vi. Lack of ICT infrastructure at some District Offices

**Way Forward**

The TSC planned to overcome the aforementioned challenges by taking the following measures: -

i.    Recruit more staffs and improve working environment;

ii.   Create awareness on code of ethics and conduct to teachers and Stakeholders;

iii.  Expand fund base by soliciting financial support from development partners;

iv.   the Government to increase the Commission's budget;

v.    Continue to conduct training to TSC Districts Staff and District Committees;

vi.   Prepare funding proposals for seeking financial support from Development Partners;

vii.  Install ICT infrastructure in all **139** District Offices

viii. Construction of TSC head quarter office and continue to rehabilitate the TSC offices;

ix.   Enhance capacity of TSC staff on application of ICT;

## 2.5.5 Objective E: Good Governance Practice and Advocacy at all Levels of TSC Enhanced

This objective intended to enhance the capacity of TSC to adhere to the principle of Good Governance in serving teachers and other stakeholder.    During the period of five years a number of achievements    were    noted    under    this    objective

## a) Achievement

i. Ethics and Integrity Committee established and **15** out of **20** planned meetings conducted to improve transparency;

ii. TSC Client Service Charter was developed and inaugurated in December, 2019;

iii. Legal assistance was provided at Commission operation

iv. **600** statutory books (Teachers Service Act No.25 and its Regulations) have been printed and distributed to **139** District Offices for reference.

v. Workers Council established and four (4) Meetings conducted.

vi. Suggestion box and complaints register to HQ and all District Offices were installed;

## b) Challenges

For the period of five years (2016/17 – March, 2020/21) the TSC managed to implement its duties despite of a number of challenges encountered which to some extent hindered the attainment of this objective is summarized as follows: -

i. Low level of awareness on good governance principles among TSC staff

ii. Shortage of fund for awareness creation on code of ethics and conduct to all teachers and stakeholders;

    iii. Teachers' limited understanding of the Law, Principles and Procedures governing their Service and Development;

### c) Way Forward

The TSC planned to overcome those challenges by taking the following measures: -

i. Create awareness of TSC Staff on auto – corruption measures;

ii. Recruit more staff and improve working environment;

iii. Implement the anti- corruption Action Plan at TSC

iv. Enhance the capacity of the integrity committee and facilitate the committee functions;

v. Intensity the use of ICT in TSC Operations.

## 2.5.6 Objective F: Information and Communication Technology Services Enhanced

### a) Achievement

    i. TSC ICT Policy was developed;

    ii. Electronic government Mail and File Tracking System (e – office) were established and maintained;

    iii. TSC Subject and employee files was uploaded in e-office system;

    iv. TSC website was introduced updated and mails Systems were maintained;

v. Routine preventive maintenance for computers and printers at TSC HQ and in **139** District Offices was undertaken;

vi. Government Network (Govnet) was implemented at TSC HQ

vii. ICT Steering Committee was established

viii. TSC Management Information System (TSCMIS) was designed and partly developed.

**b) Challenges**

i. Unavailability of Network infrastructure in **130** Districts Offices hinders internet access of Government Mail System (GMS) at TSC Website;

ii. Inadequate fund to accomplish timely the development of TSC Management Information System (TSCMIS);

iii. Un-availability of heavy-duty Scanner to scan decongested Teachers files;

iv. Shortage of Funds for capacity building for ICT staff to attend professional courses;

v. Low level of application and use of ICT for TSC operation at District Offices;

vi. Inadequate ICT equipment infrastructures (Computer, Firewall, printers and Scanners); and

vii. Shortage of ICT staff and lack of statistician staff;

### c) Way Forward

The TSC planned to overcome those challenges by taking the following measures;

i. Mobilize fund for development of ICT infrastructure at District Offices and TSCMIS;

ii. Allocate fund and prepare Action Plan to upload/store decongested teachers files into electronic System;

iii. Design, Install ICT infrastructures at District Offices;

iv. Capacity building on use and application of ICT on TSC operation to TSC Staff;

v. Set budget or fund allocation for acquiring ICT equipment and to enable ICT staff to attend professional courses.

vi. Equip unit with enough ICT staffs as well as statisticians

## 2.5.7 Objective G: Financial Management Mechanism of TSC Enhanced

### a) Achievements

i. Financial Statement & Reports for the past four years were prepared and submitted as per the requirement of the Public Finance Act 2001, (Rev. Ed 2004);

ii. Audit Committee and Tender Board established;

iii. **139** districts were visited for consulting and Auditing;

iv. **16** Audit Committee meetings were conducted to strengthen internal controls;

v.    Tender Board meetings were conducted;

vi.   Three out of the four CAG Reports released had an unqualified opinion;

vii.  Internal Audit Charter and Risk Based Internal Audit Plan were prepared, implemented and submitted to the appropriate authorities;

viii. TSC Risk register was prepared and implemented;

ix.   Quarterly Internal Audit Reports were prepared and submitted to Internal Auditor General, MoFP

x.    The Commission adopted electronic payment system (MUSE);

xi.   Implementation Reports for the past four years were prepared and submitted as per the requirement;

xii.  **Four** budget and action plans were prepared, implemented and submitted to the appropriate authorities;

### b)  Challenges

i.    Low level of Financial Management Knowledge for TCS Staff at District level;

ii.   Shortage of staff

iii.  Insufficient working equipment

iv.   Lack of immediate response on raised audit recommendations

### c) Way Forward

The TSC planned to overcome those challenges by taking the following measures;

i. Continue to enhance the capacity on financial management to TSC head quarter and Districts Staff

ii. Recruit more staffs and improve working environment;

iii. Insist the responsible person to provide adequate response on the raised audit recommendations.

### 2.5.8 Objective H: Information Flows and Communication between TSC Offices and Stakeholders improved

**Achievement**

i. The Communication strategy Developed and implemented.

ii. **13** TV and **52** Radio programs designed, produced and aired;

iii. **54,000** copies of brochures and 2,000 copies of posters were produced and disseminated to various stakeholders;

iv. **50** TSC news were prepared and reported in newspaper and social medias;

v. **10** Press conferences were coordinated.

vi. Social media accounts were prepared include Facebook, Instagram, WhatsApp and Youtube.

vii. **60**info graphics and **25** short video clips were created and disseminated to stakeholders through social media.

viii. TSC online journal was prepared and four versions were launched in social media;

ix. TSC website was developed and updated to meet users and stakeholder's requirements;

### b) Challenges
   i. Limited budget for effective implementation of communication strategy

   ii. Shortage of staff and mechanism for TSC information flow to reach the wider coverage where TSC operate.

### c) Way Forward
The TSC planned to overcome those challenges by taking the following measures;
   i. Enhance two-way traffic communication between TSC and stakeholders.
   ii. Full implementation of TSC communication strategy.

## 2.6    Risk Management
In the year 2019 TSC prepared the Risk Management Framework and Risk Register which indicated threats according to severity and/or impact they have to the attainment of TSC Strategic Objectives of the Commission.  The risks rated high were as follows: -

   i.   Staff unwillingness to get tested for HIV
   ii.  Failure to prevent corruption in service delivery
   iii. Untimely Commission decisions.
   iv.  Rising number of disciplinary cases/appeals

v. Incorrect decisions by District Committees

vi. Untimely teachers' promotion

vii. Teachers training Programs not adhered to

viii. Insufficient number of employed teachers as compared to exit number of teachers in LGAs

ix. Failure to provide required teachers services on time

x. Ineffective TSC functions at district level which depend on LGAs initiative

xi. Unfavourable working environment.

xii. Failure to provide employees' statutory benefits on time

xiii. Failure to capacitate employees

xiv. The decision made by District Committees be nullified

xv. TSC systems failure

xvi. Unauthorized access to Information Systems

xvii. Failure to maintain assets/equipment

xviii. Misappropriation of fund

xix. Unreliability of Financial Reports

xx. Wrong assurance

xxi. Non-implementations of audit recommendations

**b) Achievements**.

(i) TSC updated its Risk Register periodically

(ii) Reviewed the Risk Register to add the new emerging risks

**c) The way forward**

TSC continued to treat some of the risks by incorporating them into 2021/2022 - 2025/2026 Plan and Budget.

**2.7 Stakeholders Analysis**

The Commission stakeholders include; -Teachers, LGAs, President's Office State House, Parents/ Community, PO-RALG, PO-PSMGG, Ministry of Education Science and Technology, Political Leaders, Mass, Media, Ministry of Finance and Planning, NAOT, PPRA, International organizations and Development Partners, TSC Staffs, Workers' Unions, Academic and Research Institutions, Government Institutions.These stakeholders are identified and analysed as presented in Table 2.1 with their expectations and the risks associated if their expectations are not met.

**Table 2.7.1: Stakeholders Analysis Matrix**

| S/N | NAME OF STAKEHOLDERS | SERVICE OFFERED | EXPECTATIONS | IMPACT IF EXPECTATIONS ARE NOT MET | RANKING( H- High, M- Medium, L - Low) |
|---|---|---|---|---|---|
| (i) | Teachers | (i)  Issuance of Teachers contract and appointment letter to Teachers | Timely provision of contract and appointment letter; | Absenteeism of Teachers Delayed confirmation for Teachers | H |
| | | (ii)  Teachers' promotion | Timely promotion; | Demoralization at workplace Complaints from Teachers | |
| | | (iii)  Determination of Teachers' disciplinary cases and appeals | Impartial decisions on disciplinary cases and appeals; | Provision of Poor education quality Low Teachers work morale | |

| S/N | NAME OF STAKEHOLDERS | SERVICE OFFERED | EXPECTATIONS | IMPACT IF EXPECTATIONS ARE NOT MET | RANKING( H- High, M- Medium, L - Low) |
|---|---|---|---|---|---|
| | | (iv)    Provision of reliable employment records | Reliable information on Teachers issues; and | Delays in provision of teachers promotion and other welfare | |
| | | (v)     Provision of retirement permit. | Timely provision of teachers retirement permit | Delays in provision of teachers retirement benefits for retired teachers | |
| (ii) | MDAs, RS and LGAs | (i)   Physical and financial reports based on Confirmation Promotion, categorization and retirement; | Timely and accurate information on teachers confirmation,promotion. | Abuse of Teachers service regulation and practice | H |

| S/N | NAME OF STAKEHOLDERS | SERVICE OFFERED | EXPECTATIONS | IMPACT IF EXPECTATIONS ARE NOT MET | RANKING( H- High, M- Medium, L - Low) |
|---|---|---|---|---|---|
| | | (ii) Expert opinion/advice in relation to Teachers Service Development | (i) Effective complaint handling mechanism | Need for external performance review may be hindered | |
| | | | (ii)High degree of professionalism. | Delayed Decisions on Teachers' rights | |
| | | | (iii) Accurate, reliable and timely professional advice. | Contradictory policies, guidelines and laws | |
| | | | (iv) Timely and quality reports | Delay in decision | |
| (iii) | President's Office State House | (i) Provision of appeal's proceeding for decision making; | Timely submission of appeal's proceeding | Delay/absence of justice; | H |

| S/N | NAME OF STAKEHOLDERS | SERVICE OFFERED | EXPECTATIONS | IMPACT IF EXPECTATIONS ARE NOT MET | RANKING( H- High, M- Medium, L - Low) |
|---|---|---|---|---|---|
| | | (ii) Provision of information on leaders' appointment | Timely submission of appointment information. | Late Appointment of TSC Leaders | |
| (iv) | Public members/Community | (i) Awareness on TSC mandate Functions and Teachers' Codes of Ethics and Conduct. | (i) Timely and Accurate information on TSC mandated functions | Low awareness of the public on TSC functions and mandate. Intitution Invisibility | M |
| (v) | PO-RALG | (i)Submission of TSC annual proposed budget; | Compliance on rules, laws, regulations and guidelines pertaining to teachers' service; | Poor quality education provision | H |
| | | | Efficient and effective utilization of resources; and | Poor Service delivery | |

| S/N | NAME OF STAKEHOLDERS | SERVICE OFFERED | EXPECTATIONS | IMPACT IF EXPECTATIONS ARE NOT MET | RANKING( H- High, M- Medium, L - Low) |
|---|---|---|---|---|---|
| | | (ii) Provision technical advice on amendments of TSC Act and Regulation. | Effective performance of the institution. | Poor Teachers' Services. | |
| (vi) | PO- Public Service Management and Good Governance | (i) Provision of information on HR reports; | Timely submission of information and reports; | Poor performance of the institution; and | H |
| | | (ii) Submission of performance contract report | Compliance to rules, laws, regulations and guidelines. | Misuse of resources | |
| | | (iii) Submission of Performance Management system reports. | Service Performance delivery Report | Dissolve/merged of the TSC | |

| S/N | NAME OF STAKEHOLDERS | SERVICE OFFERED | EXPECTATIONS | IMPACT IF EXPECTATIONS ARE NOT MET | RANKING( H- High, M- Medium, L - Low) |
|---|---|---|---|---|---|
| (vii) | Ministry of Education Science and Technology | Provision of assessment report on the teachers' situation (number, type and level of teachers needed in the country). | (i) Timely provision of assessment report; and<br><br>(ii) Compliance to policies and guidelines regarding teachers | Poor implementation of education Policies and Standards | H |
| (viii) | Parliamentary Committees | (i) reliable information and reports regarding Commission performance | Timely and accurate information and reports. | (i) Decrease in political support. | H |
| | | (ii) Ruling party manifesto implementation report | Ensuring compliance with all relevant legal and regulatory requirements | Damage institution goodwill. | |

| S/N | NAME OF STAKEHOLDERS | SERVICE OFFERED | EXPECTATIONS | IMPACT IF EXPECTATIONS ARE NOT MET | RANKING( H- High, M- Medium, L - Low) |
|---|---|---|---|---|---|
| | | (iii)Submission TSC Budget Estimates | (i) Adhere to difference National policies | Inadequate support to budget allocation | |
| | | | (ii) Implementation of Election Manifesto | Insufficient political support | |
| | | | (iii) Timely and accurate response to questions and answers during parliamentary sessions | Non approval of TSC budget | |
| | | (iv) Information on Teachers Services and development issues | Timely reliable and accurate information on Teachers service, ethics and Development | | |
| (ix) | Mass Media | TSC Performance and Financial | (i) Timely and accurate access information on | Invisibility of TSC | H |

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| S/N | NAME OF STAKEHOLDERS | SERVICE OFFERED | EXPECTATIONS | IMPACT IF EXPECTATIONS ARE NOT MET | RANKING( H- High, M- Medium, L - Low) |
|---|---|---|---|---|---|
| | | reports | teachers service and development | Missinformation concerning teachers service and development | |
| (xi) | PPRA | Submission of Procurement reports according to the Laws and Regulations. | (i) Adhere to Procurement act 2011 (as amended) and regulation of 2013; and | Loss of institutional credibility | H |
| | | | (ii) Timely and proper submission of reports. | Loss of institutional credibility | |
| (xii) | International organizations and Development Partners | (i) Information on opportunities available in the Commission | Transparency, openness and accountability | Low participation in development activities | H |
| | | (ii) Policy directives and guidance | Efficient quality control and monitoring systems to meet stakeholders' | Mismatch of priorities and Misallocation of resources. | |

| S/N | NAME OF STAKEHOLDERS | SERVICE OFFERED | EXPECTATIONS | IMPACT IF EXPECTATIONS ARE NOT MET | RANKING( H- High, M- Medium, L - Low) |
|---|---|---|---|---|---|
| | | | expectations | | |
| | | (iii) Provision of reports on agreed goals | Participation of stakeholders in implementation of TSC mandate | Lack of Technical and financial support in implementation of TSC objectives; | |
| | | Projects performance Report | (i) Easy and timely access to correct information and data | Low participation of Development partners in implementation of TSC mandates. | |
| | | | (ii) Accurate and timely submission of reports. | Non-compliance of terms of cooperation | |

| S/N | NAME OF STAKEHOLDERS | SERVICE OFFERED | EXPECTATIONS | IMPACT IF EXPECTATIONS ARE NOT MET | RANKING( H- High, M- Medium, L - Low) |
|---|---|---|---|---|---|
| | | | (iii) Sound project proposals for improvement of TSC Service | Poor participation and contribution of stakeholders in TSC activities | |
| | | | (iv)Improved service delivery in the TSC. | | |
| | | | (v) Effective and efficient utilization of resources availed. | | |
| | | | (xi)Achievement of program goal. | | |
| | | | (xii) Adherence to principles of good governance. | | |
| (xiii) | TSC Staff | (i) Information of TSC processed and procedures | (i) Timely and accurate information | (i) Poor service delivery | H |

| S/N | NAME OF STAKEHOLDERS | SERVICE OFFERED | EXPECTATIONS | IMPACT IF EXPECTATIONS ARE NOT MET | RANKING( H- High, M- Medium, L - Low) |
|---|---|---|---|---|---|
| | | (ii) Capacity Building and Promotion | (ii) Timely and Relevant in accordance to training programs | (ii) Staff demoralization; and | |
| | | (iii)Working facilities | (iii)Timely as per scheme of service | (iii) Corruption among staff | |
| | | (iv) Remuneration | (iv) Timely and attractive remuneration | High labour turnover | |
| (xiv) | | (v) Creating awareness to on rules and regulation; | (i) Timely and accurate information provided on teachers' grievances and complaints; | (i) Demonstrations. | H |
| | | (vi)Maintaining communication through bi-lateral engagement in regards to teachers' service issues. | (ii) Fair treatment and improved welfare of teachers; | (ii) Regular Complaints and by cost. | |

| S/N | NAME OF STAKEHOLDERS | SERVICE OFFERED | EXPECTATIONS | IMPACT IF EXPECTATIONS ARE NOT MET | RANKING( H- High, M- Medium, L - Low) |
|---|---|---|---|---|---|
| | Workers' Unions (TUGHE & CWT) | Provision of Information on Employees | (i) Mutual understanding between Teachers' Trade Unions and the Government on teachers' employment matters; | Poor participation of trade union on teachers matters | H |
| | | | (ii) Maximum cooperation between Teachers and Government. | | |
| (xv) | Education, Training and Research Institutions | (i) Information on Teachers' Service and Development | Timely and accurate; | | H |
| | | (ii) Teachers' code of conduct and ethics | (i) Non incorporation of Teachers' Ethics in their curriculum | Unethical Teachers | |

| S/N | NAME OF STAKEHOLDERS | SERVICE OFFERED | EXPECTATIONS | IMPACT IF EXPECTATIONS ARE NOT MET | RANKING( H- High, M- Medium, L - Low) |
|---|---|---|---|---|---|
|  |  |  | (ii) Effective promotion of TSC activities in training institutions; | Lack of awareness on Teachers Code of Ethics and Conduct |  |

**2.8 SWOC Analysis**

During the preparation of this Plan, The Commission undertook environmental scanning by using Strength, Weakness, Opportunities and Challenges (SWOC) analysis for improving service delivery and Commission status. Strengths and weaknesses are internal attributes in the Commission that will determine the successes or failure by the Commission to provide the required services. Opportunities and Challenges are major forces outside the Commission that will determine whether the Commission succeeds or fails in fulfilling its mandate.

The Table 2.2 describes what has been identified as Strengths, Weaknesses, Opportunities and Challenges for TSC to utilize, attend, exploit, and counter in the provision of better services.

## 2.8.1 SWOC Analysis

| | CRITERIA | STRENGTHS | WEAKNESSES | OPPORTUNITY | CHALLENGES |
|---|---|---|---|---|---|
| 1 | Human Resource | (i)Existence of skilled, experienced and knowledgeable and responsive leaders .<br><br>(ii)Existence of committed Staff | (i) Unconducive working environment<br><br>(ii) Inadequate Human resource.<br>(iii) Insufficient necessary skills to cater for TSC functions.<br>(iv) Absence of training program based on (TNA)<br>(v) Absence of retention scheme | (i) Availability of Training institutions;<br>(ii) Existence of DPS to support capacity building program;<br>(iii) Availability of human resource in the labour market | (i) Labour turn overs<br>(ii) Existence of bureaucratic recruitment processes<br>(iii) Budgets constraints<br>(iv) Shortage of TSC staff |
| | | Optimum utilization of available human | Inadequate sources of fund to pay for | Presence of investment budget | Inadequate Budget allocated by the |

| | CRITERIA | STRENGTHS | WEAKNESSES | OPPORTUNITY | CHALLENGES |
|---|---|---|---|---|---|
| | | resource | Human Resource. | | government forpaying statutory staff entitlements |
| | | Team work spirit within the Commission | Inability of the Commission to attract and retain skilled staff | Presence of Government circulars on Government Business | Low of knowledge of Staff on existing circulars proscribing their rights. |
| | | Presence of approved organization structure | Overlapping of Legal and institutional frameworks guiding Teacher's Service | Wide range of stakeholders providing Teachers' Service. | Confusion to Teachers' about is provider of their service |
| 2 | Business Processes/ Systems/ Structures | Existence of TSC Act No. 25 of 2015 and its regulations of 2016 | Inadequate working facilities and equipment | Existence of well-organized organization structure | inadequacy of TSC office infrastructure |
| | | Existence of TSC internal control mechanism | Poor records Management | Existence of policies laws, Rules, Regulation, codes, Guidelinesand | Low level of knowledge for Teachers on rules, procedures Government source |

| | CRITERIA | STRENGTHS | WEAKNESSES | OPPORTUNITY | CHALLENGES |
|---|---|---|---|---|---|
| | | | | manualswhichguide public Service delivery. | |
| | | (i) Existence of Organization structure Wide coverage across the country <br> (ii) Existence of workers Council <br> (iii) Existence of Management Meetings <br> (iv) Existence of mechanism of feedback | Absence of integrated information systems <br> Weak ICT Infrastructure | Having members of the commission from various institution | ☐ Lack of Office buildings |

| | CRITERIA | STRENGTHS | WEAKNESSES | OPPORTUNITY | CHALLENGES |
|---|---|---|---|---|---|
| 3 | Stakeholders | Creation of awareness of TSC functions to stakeholders through media (Radio, TVs, Magazine and Social Networks) | | Opportunities to meet with stakeholders and strengthen communication | Interference of TSC power |
| | | (i) Leadership Commitment (ii) on dealing with Teachers' Challenges (iii) Stakeholders trust to TSC in provision of Teachers service and Development | Inadequate capacity of TSC to provide Teachers' Service effectively | (i) Stakeholder Readiness to support Teachers' service. (ii) Existence of other institutions with stake on Teachers' Service and Development | Inadequate resources |

| | CRITERIA | STRENGTHS | WEAKNESSES | OPPORTUNITY | CHALLENGES |
|---|---|---|---|---|---|
| | | Timely dissemination of Information | Limited capacity to meet stakeholders' expectations | Willingness of national and international stakeholders to engage on Teachers Development Strategies development | High expectation from the public |
| | | ☐ Existence Public awareness campaigns such as Public Service Week, NaneNane, etc | Presence of TSC Staff up to District level | Presence of forums to disseminate TSC information to create awareness to various stakeholders on TSC functions | Inadequate budget to cater for awareness programs |
| 4 | Customers relationship management | Existence of Complaints Handling Mechanism | Inadequate customer services in District Offices. | Increasing demand of TSC services | Unreliable ICT infrastructures |

| | CRITERIA | STRENGTHS | WEAKNESSES | OPPORTUNITY | CHALLENGES |
|---|---|---|---|---|---|
| | | Existence of TSC website | Poor customers and Teacher's perception on the provision of TSC services. | Increased use of social media for information Dissemination | In-effective communication with stakeholders hence invisibility of the Institution |
| | | Availability of Service Client Charter | Weak data systems which impacts on the quality and timely dissemination of information | Existence of (e-GA) initiative | Poor ICT Infrastructure at District Offices |
| | | | Limited awareness creation on the scope of work, roles and functions of the Commission | | inadequate funds and multimedia facilities |

## 2.9 Critical Issues identified from Situational Analysis

Through situational analysis, the following were established as areas for future improvements, which need to be addressed in the next five (5) years of the Medium-Term Strategic Plan (MTSP): -

(i)    Multiple Government Institutions involved in Teachers Service Management and Development;

(ii)   Misinterpretation of TSC Functions and mandates;

(iii)  Ineffectiveness of disciplinary authorities  and inquiry Committees;

(iv)   Low level of awareness of laws, regulations, professional code of ethics and conduct among teachers;

(v)    Inadequate use of modern ICT in TSC operations;

(vi)   Limited Monitoring and Evaluation (M&E) of utilization of public resources;

(vii)  Poor ICT Infrastructure in TSC District Offices;

(viii)  Inadequate physical resources e.g., office motor vehicles for TSC District office;

(ix)   Unconducive working environment to some offices; and

(x)    Inadequate performance Management systems e.g., Service delivery surveys, Institutional self-assessment.

## 2.10 Recent Initiatives

The following initiatives were undertaken by the Commission to take advantage of the prevailing opportunities and in addressing some of the pressing problems.

(i) Preparing proposal for amendment of the Teachers' Service Commission Act No. of 25 of 2015;

(ii) Procurement of the Plot for Construction of Head Quarter Building;

(iii) Development of Teachers Service Information Management System (TSC - MIS);

(iv) Rehabilitation of TSC Offices at District;

(v) Review of various Guidelines on Teachers' appointment, handling of Disciplinary proceeding and appeals;

(vi) Decongestion of Teachers' file by merging of confidential and open files;

(vii) Development of Training program based on training Need Assignment (TNA);

(viii) Capacity building to the district committee members on their roles and responsibilities; and

(ix) Massive awareness program to stakeholders through TV, Radio Programs and social media.

## CHAPTER THREE

**3.0 THE PLAN**

**3.1 Introduction**

This Chapter presents Plans that are envisaged to be implemented and realized in five years period (2021/2022 - 25/2026). The chapter shows how various strategic interventions witll be undertaken during the five years of the strategic planning cycle that will lead to the achievement of TSC Vision. It is also meant to guide stakeholders who will be involved in the process of transforming the Teachers Service to suit the national development in the era of industrialized economy towards post-industrial society which will be technological based. The chapter states the Mission, Vision, Core values and objectives that can be achieved through set strategies, Targets and Key Performance Indicators (KPIs).

**3.2 New Vision, Mission, and Core Values**

**3.2.1 Vision**

To be an excellent organization in quality service delivery to Primary and Secondary school Teachers in the Public Service.

**3.2.2 Mission**

To deliver quality services to Primary and Secondary school Teachers through Appointment, Promotion and maintaining   Ethics.

**3.2.3 Core Values**

TSC is guided by the Seven Core Values in pursuit of the provision of quality services to its stakeholders: -

**TSC Core values**

| S/N | Core Value | Our Role |
|---|---|---|
| 1. | Accountability | We are committed and answerable for our actions and inaction in implementing our mandated functions |
| 2. | Integrity and Transparency | We are fair, impartial and honest in all TSC business transaction and correspondence when dealing with our customers and stakeholders |
| 3. | Teamwork spirit | We work together towards achieving our organization goals |
| 4. | Customer Focus | We are committed to provide quality services focusing on customer's needs and expectations. |
| 5. | Innovativeness / Creativity | We strive to be innovative and creative in management of teacher's services |
| 6. | Patriotism | We are committed to discharge our services with high level of loyalty to our clients and nation at large |
| 7. | Professionalism | We endeavour to use our expertise in execution of our mandated function |

### 3.3 Strategic Objectives

The Commission will have the following key objectives to facilitate its functional responsibilities in a period of five years of this Strategic Plan: -

A:  HIV /AIDS Infections and NCDs reduced and Supportive Services Enhanced

B: Implementation of the National Anti Corrution Strategy   Enhanced and Sustained

C:Teachers Service management, welfare and DevelopmentEnhanced

D: Teachers Ethics for Primary and Secondary Schools ensured

E: TSC Capacity to deliver Quality services Improved

### 3.3.1 OBJECTIVE A:HIV/AIDS Infections and NCDs reduced and Supportive Services Enhanced

**Rationale**

HIV/AIDS is a pandemic that has an implication in the supply and demand of human resource and future operation of the Nation. The pandemic is profoundly affecting a large segment of the labor force and reduce the earnings and leads to the loss of experienced staff. As a result of these facts, TSC will continue to promote HIV/AIDS programs to fight the spread of HIV/AIDS at workplace also improve and implement provision of care and support to SLWHIV.

Likewise, due to the fact that Non-Communicable Diseases threaten Tanzanian workforce, TSC intends to implement National guideline on NCDs to combat their prevalence /occurrence. Thus, the Commission will continue to sensitize its staff on changing their Life Styles, Promote Physical Health Exercises and provide support to employees affected by these diseases. In relation to this, some measures have been taken to address the situation.

**a) Strategies**

(i) Promote healthy living lifestyle; and

(ii) Strengthen care and supportive services staff living with HIV/AIDS and NCDS.

**b) Targets**

(i) Preventive and awareness creation programs on HIV/AIDS and NCDS conducted by June, 2026;

(ii) Sports and exercise programs conducted by June, 2026;

(iii) Care and Supportive Services to TSC Staff living with HIV/AID and NCDs provided by June, 2026.

(iv) Mental health programs developed and implemented

**c) Key Performance Indicators:**

(i) Incidence rate of new HIV/AIDS and NCDs cases;

(ii) Percentage of staff satisfiedby supportive services; and

(iii) Percentage of TSC staff and Primary and Secondary

School teachers in Public Service with mental health challenges decreased.

## 3.3.2    OBJECTIVE B: Implementation of the National Anti-Corruption Strategy Enhanced and Sustained

**Rationale**

Corruption is becoming a major threat to national stability and economic growth, distorts national development, and retards the general welfare of the citizens, particularly the poor and the vulnerable in the society. Hence there is a need for taking actions against corruption in order to mitigate  all levels of impacts of  corruption in the sub sector. The proposed measures that have been developed to re-address this situation in the Commission are in line with the National Anti-Corruption strategy and Action Plan phase III (NACSAP III).

This strategy will be implemented and mainstreamed in the Commission so as to increase integrity and ensure public trust. TSC has planned to maintain a zero tolerance on all acts of corruption, petty or grand, in the use of public resources and will therefore create public awareness and engage all stakeholders in preventing and combating corruption.

**a) Strategies**

  (i)  Promote transparency on TSC services;

  (ii)  Promote ethical behaviour in the Commission; and

(iii)  Increase Compliance level in provision of Services.

(iv)  Intensity use of ICT in TSC operations

**b) Targets**

(i)  Awareness programs to TSC Staff on anti – corruption developed and implemented by June, 2026; and

(ii)  Internal Anti- Corruption Strategy developed and implemented by June, 2026.

(iii)  Business process improvement on areas prone to corruption at TSC done by June, 2026.

**c)     Key Performance Indicators:**

(i)  Incidents rate in corruption cases;

(ii)  Percentage of TSC staff aware on National Anti-Corruption Strategy;

(iii)  Percentage of TSC corruption related complaints in service delivery; and

(iv)  Perception of stakeholders on corruption at TSC.

### 3.3.3  OBJECTIVE C: Teachers Service management, welfare and Development Enhanced

**Rationale**

Teachers' Service Commission is responsible for maintaining and administering the Teachers' Service. In carrying out this role, the

Commission registers teachers, promotes, confirms, re-categorizes, deals with welfare and development issues for teachers and provides education to stakeholders on matters pertaining to Teachers' Service.

In the five years 2016/17 to 2020/21 the Teachers' Service Commission has faced various challenges in fulfilling this role. The challenges include multiple Government Institutions having stake in teachers' service management, misconception of stakeholders regarding the TSC mandated functions and inadequate fund to carry out its functions effectively.

Thus, in order to address these challenges, this objective intends to improve and maintain Teachers' Services Management.

**a) Strategies**

i. Strengthen Dialogue among Institutions;

ii. Mobilize resources for Teachers Training programmes; and

iii. Enhance TSC mandated functions on teachers' welfare and development

**b) Targets**

i. Forums with stakeholders on teachers' Appointment and development conducted annually by June, 2026

ii. Four Consultative programs with stakeholders on all matter pertaining to teachers at District level undertaken annually by June, 2026

iii.  Forums for consultative meetings with employers on welfare of teachers conducted regularly by June, 2026

iv.  Two guidelines on teachers' Appointment and development developed and disseminated by June, 2026

v.  Teachers' appointment and development matters implemented by June, 2026

vi.  Supportive supervision on teachers' appointment and development functions at Districts undertaken annually by June, 2026

vii.  Capacity building programs on **120** TSC staffs, **10** Commission - members and **834** District committee members on appointment and development matters conducted annually by June, 2026

viii.  **Two** researches on teachers appointment and development matters conducted by June, 2026

ix.  Automated Teachers' Registration and Management system development in **139** District Level by June, 2026.

x.  Quarterly Assessment survey on deployment and distribution of teachers at schools' level under taken by June, 2026.

xi.  Sensitization programs on teachers' appointment and development matters at District level conducted annually by June, 2026.

**c) Key Performance Indicators**

i.  Number of Teachers aware on TSC services;

ii.  Level of teachers satisfied with the Teachers' service;

iii.  Percentage of Teachers appointed, registered, confirmed, promoted and re-categorized;

iv.    Teacher welfare provision and deployment rate; and

v.    Percentage of training programs implemented by LGAs.

### 3.3.4 OBJECTIVE D: Ethics for Primary and Secondary Schools Teachers maintained

**Rationale**

The Teachers' Service Commission is responsible for overseeing and strengthening the code of ethics and conduct for teachers. In performing this role, the TSC has made efforts in educating teachers about their professional ethics through media and taking disciplinary actions against those found to be violating their ethics.

Despite the efforts taken, in the period of 2016/17 to 2020/21 about **9,793** teachers have committed various offenses including breach of the Code of Ethics and Conduct, where a total of **5,783** teachers have been dismissed.

Therefore, there is a need for the Teachers' Service Commission to continue to monitor and ensure that the teachers' code of ethics and conduct is adhered by all primary and secondary school teachers in the Public Service.

**a) Strategies**

i.  Build the capacity of disciplinary authorities    and inquiry Committees;

ii. Strengthen mechanisms for handling appeals, disciplinary

actions inquiry and complaints; and

iii. Enhance teacher's awareness on laws, regulations and professional code of ethics and conduct.

## b) Targets

i. Capacity building to **3,995**HoS, **16,638** HTs as disciplinary appeals authority conducted by 2026.

ii. Capacity building to **250** TSC staff, **834** District Committee members and **nine** Commission members on handling disciplinary issues and appeals for teachers conducted by June, 2026.

iii. **30** Appeals Commission Committee meetings convened by June, 2026;

iv. Capacity building on Teachers' code of Ethics and Conduct, Laws, Regulation and procedures governing Teachers' Service' programs Developed and implemented by June 2026;

v. Teachers' awareness programs on laws, regulation and professional code of ethics and conduct at District level conducted by June, 2026; and

vi. Support Supervision on handling Appeals, disciplinary and complaints issues to Teachers Service undertaken by June 2026

vii. Rate of complains, disciplinary and Appealsissues handled at District level decreased by June, 2026

**c) Key Performance Indicators:**

i.  Number of disciplinary cases, appeals and complaints reported;

ii. Percentage of appeals returned to start new;

iii. Percenatge decrease of number of complains related to appeals and disciplinary cases; and

iv. Number of Head of Schools and District disciplinary Committee members, TSC Staff and commissioners trained on handling disciplinary cases.

### 3.3.5   OBJECTIVE E: TSC Capacity to Deliver Services Improved

**Rationale**

There are various hindrances to the institutional capacity which limit effective carrying out of operations in the Commission. This includes limited staff knowledge, appropriate skills and awareness on internal controls, financial management, procurement management, contract management, strategies; inadequate staff performance assessment; absence of institutional self-assessment; and insufficient financial resources. These constraints call for a determined and efficient institutional, legal and financial framework and innovative solutions to overcome institutional weaknesses and financing shortfalls.

## a) Strategies

    i. Strengthen financial and physical resources management;

    ii. Strengthen legal services, resources Mobilisation;

    iii. Strengthen performance management systems; and

    iv. Enhance ICT services.

## c) Targets

    i. Office and service provided to **503** TSC Staff by June,2026

    ii. Capacity building to TSC staff in various skills facilitated by June, 2026;

    iii. Human Resource Management in TSC facilitated by June, 2026;

    iv. TSC Staff welfare and statutory entitlement provided by June, 2026;

    v. TSC statutory and managerial meetings conducted by June 2026;

    vi. Cross cutting issues coordinated and implemented by June, 2026;

    vii. TSCs Communication Strategy reviewed and implemented by June 2026;

    viii. Awareness programs on TSC functions conducted by June, 2026;

ix. Performance management system developed and implemented by June, 2026;

x. TSC's plans and operational budget formulated and coordinated by June, 2026;

xi. TSC HQ Office building constructed by 2026

xii. Financial resources mobilized by June, 2026;

xiii. Risk Management Framework reviewed and implemented by June, 2026

xiv. Internal control systems updated and implemented by June 2026

xv. Public Finance Act, Regulations, Standards, Guidelines, and procedures implemented by June, 2026;

xvi. TSC Financial Statements prepared and audited by June, 2026;

xvii. TSC Act and regulation reviewed by June, 2026;

xviii. Legal support services provided to TSC by June, 2026;

xix. TSC Procurement Plan developed  and implemented by June,  2026.

xx. Capacity building to **510** TSC Staff on ICT systems and applications undertaken by June 2026;

xxi. ICT and e- Government strategy developed and implemented by June 2026;

xxii. ICT Infrastructure and systems at TSC Offices installed and maintained by June 2026;

xxiii. TSC Management Information System developed and maintained by June, 2026.

## c) Key Performance Indicators:

i. Perception of stakeholders on the quality of service offered by TSC

ii. Percentage of annual targets in the SP on track

iii. Percentage of TSC staff turn over

iv. CAG Audit opinion;

## 3.4 FINANCING THE PLAN AND ASSUMPTIONS

Implementation of the Plan will depend on Government subventions that will finance execution of the strategies (initiatives) to realise expected outcomes for verification by Key Performance Indicators (KPIs). Nevertheless, risks and assumptions cannot be underestimated. These are explained in this chapter.

## 3.4.1 Financing the Plan

The Five-year Strategic Plan for the Commission will be financed through various financial sources including: -

i. Government Financing (Funds appropriated by the Parliament);

ii.  Development Partners; and

iii.  Grants, Donations and Loans.

### 3.4.2 Assumptions

This Strategic Plan is prepared under the following assumptions: -

i.  The TSC will be financially sustainable;

ii.  Political and economic environment will remain stable;

iii.  There will continue to be a favourable legislative and regulatory environment;

iv.  Stable and harmonious relationship will continue to exist between TSC and PO-RALG and other important stakeholders;

v.  Government revenues will increase each year to facilitate implementation of Plans;

vi.  National Plans and Priorities will remain unchanged throughout the lifespan of this plan;

vii.  Donors, Development Partners and Private sector will continue to support the Programs within the Commission; and

viii.  There will be conducive working environment throughout the lifespan of this plan.

### 3.5 SP Matrix

This SP matrix will summarize out all the Objectives, Strategies and Targets as well as Outcome Indicators to be implemented in the MTSP as indicated in Annex 2.0 of this document

**CHAPTER FOUR**

**4.0 RESULTS FRAMEWORK**

**4.1 Purpose and Structure**

This chapter outlines how the results of implementing this Strategic Plan will be measured. The Results Framework will indicate the benefits that will accrue to its clients and other stakeholders. It shows the beneficiaries of Commission services; the overall Development Objective (Goal) which is basically the overall impact of Commission activities; how the Commission objectives are linked to the National Five-Year Development Plan Phase III; Results Chain; the Results Framework Matrix, the Monitoring Plan; the Planned Reviews; the Evaluation Plan and finally the Reporting Plan.

The Chapter will also outline how achievements of the Commission objectives will be attained by using the various interventions to be undertaken in the course of the Strategic Planning Cycle; how will the various interventions be monitored; what kind of reviews will be undertaken over the planning cycle period; what type of evidence based evaluation studies will be undertaken to show that the interventions have either led or are leading to achievement of the intended outcomes; and finally how the indicators and progress of the various interventions will be reported and to its stakeholders.

**Development Goal**

The TSC development goal is *'Improved Teachers Service for National Development'*

**4.2 Beneficiaries of Commission Services**

Tanzania Teachers' Service Commission comprised of two levels of beneficiaries of services as follows:

i. Direct beneficiaries of the service offered by the commission which include teachers
ii. Indirect beneficiaries include Development Partners and
iii. International Organisations, Universities, academic and Research institutions and Media.
iv. Children/Pupils and Students
v. The general Public

**4.3    Linkage with National Planning Frameworks**

The review of the 2016/17-2020/21 Strategic Plan has considered existing Macro-policies, Plans and Strategies including Policies and statements reflected in the Tanzania Development Vision 2025, CCM Manifesto 2020-2025; the Long-Term Perspectives Plan (2011/12 – 2025/26). Other frameworks considered include Sustainable Development Goals (SDGs), The National Five Years Development Plan III 2020/2021-2025/26. All these documents highlight areas of focus which, the Commission have to incorporate into SP in order to attain agreed national development agenda.

## 4.4 TSC Results Chain

A combination of objectives and targets from Strategic Plan and activities and inputs from MTEF forms the TSC Results chain. There is causal linkage in the various elements of TSC result chain. The inputs will lead to the implementation of the activities which in turn contribute to attainment of targets in order to realize set objectives. Realization of objectives will lead to achievement of output and outcome which contribute to impact. Outputs, outcomes or impacts of development interventions, with each element contributing to the next level, as set out in result chain below. The links between each element are as important as results themselves.
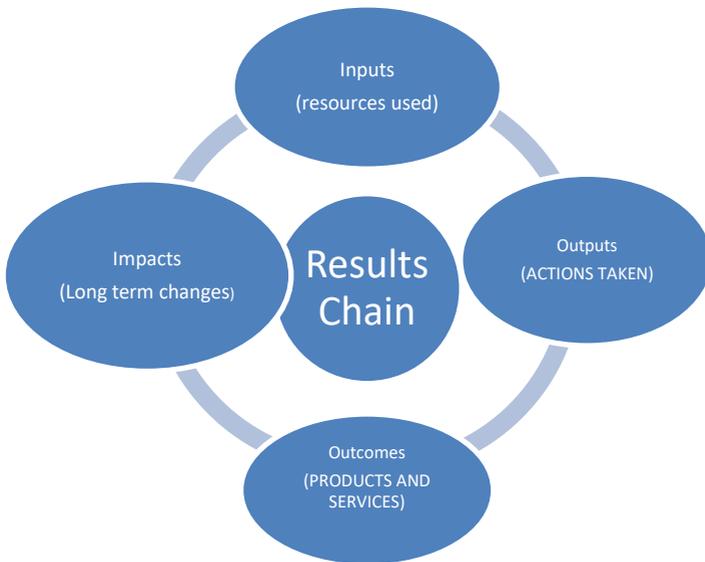
**4.5     Result Framework Matrix**

This matrix contains the Commission's overall development objective (i.e., the Goal), objective codes, medium term objectives, intermediate outcomes and outcome indicators. It shows how the development objective will be achieved and how the results will be measured. The indicators in the matrix will be used to track progress towards the achievement of the intermediate outcomes and objectives. It should be noted that, achievement of TSC development objective will be contributed by several other players, and may not be completely attributed to interventions under this MTSP.

The Results Framework Matrix is detailed below: -

## 4.5.1 The Results Framework Matrix is detailed below;

| | OBJECTIVE CODE | MEDIUM TERM OBJECTIVES | INTERMEDIATEOUTCOMES | OUTCOMEINDICATORS |
|---|---|---|---|---|
| *Improved Teachers Service for National Development* | A | HIV/AIDS Infections and NCDS Reduced and Supportive Services Enhanced | (i) Reduced HIV/AIDS and NCDs | (i) Incidence rate of new HIV/AIDS and NCDs cases reported. |
| | | | (ii) Increase number of staff attending Voluntary testing events/programs | (ii) Number of staff attended voluntary HIV/AIDS and NCDs testing |
| | | | iii) Improved quality of life of people living with HIV/AIDS (PLWA) | (iii) Rate of staff satisfaction on services. |
| | | | (iv) Decreased rate of stigmatization | (iv) Number of staff supported |
| | | | (v) Behavioural change | Reduced HIV reported new case |
| | | | (vi) Increased number of protective gears | Reduced HIV reported new case |
| | | | (vii) Increased flow of HIV/AIDS and NCDs education materials | Reduced HIV reported new case |

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| | OBJECTIVE CODE | MEDIUM TERM OBJECTIVES | INTERMEDIATEOUTCOMES | OUTCOMEINDICATORS |
|---|---|---|---|---|
| | | | (viii) Increased rate of staff attending physical exercises programs | Reduced NCDs cases |
| | B | Implementation of the National Anti-Corrution Strategy Enhanced and Sustained | (i) Reduced corruption incidences | (i) Number of corruption incidences reported and attended |
| | | | (ii) Reduced bureaucracy & red tape in the delivery of services. | (ii) Adoption of electronic system in provision of TSC services |
| | | | (iii) Increased dissemination of education materials related to corruption. | (iii) Number of employees sanctioned for involvement in corrupt practices |
| | | | (iv) Increased public access to efficient service delivery. | (iv) Percentage of TSC staff aware on National Anti-Corruption Strategy; |
| | | | | (v) Percentage of TSC corruption related complaints in service delivery; and |

| | OBJEC TIVE CODE | MEDIUM TERM OBJECTIVES | INTERMEDIATEOUTCO MES | OUTCOMEINDICATO RS |
|---|---|---|---|---|
| | | | | (vi) Perception of stakeholders on corruption at TSC. |
| | C | Teachers Service Management and Development Enhanced | (i) Increased access to services; | (i) Teachers and stakeholders' awareness on TSC services; |
| | | | (ii) Increased rate of students/pupils performance; | (ii) Level of teachers satisfied with the service; |
| | | | (iii) Increased rate of teachers training programs implementation | (iii) Percentage of Teachers appointed, registered, confirmed, promoted and re-categorized; |
| | | | (iv) Increased rate of teachers appointed, registered, confirmed, promoted and re-categorized; | (iv) Teacher Deployment rate; and |
| | | | (v) Reduced turnover rates; | (v) Percentage of training programs implemented by |

| | OBJECTIVE CODE | MEDIUM TERM OBJECTIVES | INTERMEDIATEOUTCOMES | OUTCOMEINDICATORS |
|---|---|---|---|---|
| | | | | LGA's. |
| | | | (vi) Increased number of teachers capacitated; | (vi) Number of researches published and disseminated increased. |
| | | | (vii) Increased number of guidelines issued; and | (vii) Number of reviewed and approved policies, laws and regulations |
| | | | (viii) Equitable distribution of teachers. | (viii) Reduced Teachers' pupil ratio |
| | | | (ix) Increase in research and training capacity | (ix) Improved service delivery |
| | | | (x) Policies, laws and regulations reviewed | (x) Increased level of compliance |
| | D | Teachers Ethics for primary and | (i) Reduced number of disciplinary cases. | (i) Number of disciplinary cases, |

| | OBJEC TIVE CODE | MEDIUM TERM OBJECTIVES | INTERMEDIATEOUTCO MES | OUTCOMEINDICATO RS |
|---|---|---|---|---|
| | | Secondary Schools improved and maintained | | reported. |
| | | | (ii) Reduced number of appeals and complaints. | (ii) Number of appeals and complains reported |
| | | | (iii) Increased of stakeholder's consultative meetings on teachers' professional code of ethics and conduct. | (iii) Number of consultation Meeting held |
| | E | TSC capacity to deliver quality services improved | (i) Improved working environment | (i) Perception of staff on working environment; |
| | | | (ii) Improve service delivery | (ii) Number of staff achieving OPRAS target |
| | | | (iii) Staff recruited and promoted | (iii) Number of staff trained |
| | | | (iv) Increased staff knowledge and competence | (iv) Number of staff recruited and promoted |

| | OBJECTIVE CODE | MEDIUM TERM OBJECTIVES | INTERMEDIATEOUTCOMES | OUTCOMEINDICATORS |
|---|---|---|---|---|
| | | | (v) Increased flow of funds; | (v) Number of Commission Meetings, Workers Council Meetings, Managerial and Staff Meetings conducted; |
| | | | (vi) Increased number of training program conducted; | (vi) Percentage of customer satisfaction on quality of services |
| | | | (vii) Increased of Network Infrastructure; | Improved quality of Service |
| | | | (viii) Increased of working tools and equipment's; | Percentage staff satisfied with services |
| | | | (ix) Increase provision of staff welfare; | Improved quality of Services |
| | | | (x) Complaints reduction; | (x) Level of Compliance on laws and regulation governing public finance |

|  | OBJECTIVE CODE | MEDIUM TERM OBJECTIVES | INTERMEDIATEOUTCOMES | OUTCOMEINDICATORS |
|---|---|---|---|---|
|  |  |  | (xi) Increased of information flow; | (xi Percentage of stakeholders' awareness on TSC Functions |
|  |  |  | (xii) Increased use of e-Services | (xii) Efficiency in service delivery |
|  |  |  | (xvi) Improved public resource Management | i)Audit opinion<br>ii) Number of Audit queries; |
|  |  |  | (xvii) Improved monitoring and evaluation systems. | viii) Completion of planned targets |

**4.6    Monitoring, Reviews and Evaluation Plan**

This section presents planned reviews, Monitoring plan and Evaluation plan for the period covering the five years of SP cycle from 2021/2022 to 2025/2026. Monitoring and Evaluation is amongst the important elements for ensuring effective implementation of the Strategic Plan. Monitoring is used to assess the performance against set targets whereas evaluation is used to assess the impact of the plan. The objectives of Monitoring and Evaluating the implementation of the Strategic Plan are to: -

  i.    Ensure that the targets are being achieved as planned;
 ii.    Act as an early warning or alert for making timely adjustments in cases where objectives and targets are unlikely to be achieved;
iii.    Provide regular information to all stakeholders on the progress of the SP and an informed basis for any reviews; and
iv.    Ensure the continuous review of strategies and assist in the mobilization of appropriate interventions at all stages of implementation.

This Strategic Plan has assigned monitoring indicators at objective level, which assess the impact at the end of the implementation period. The targets are set in such a way that they serve as indicators for assessing the achievements of the Commission objectives. The institutional framework for monitoring and evaluating the Strategic Plan is under the Planning, Monitoring and Evaluation Unit. The Unit is responsible for undertaking M&E for the entire Commission. The

M&E framework is supported by the implementation framework as outlined in the annual action plan and progress reports presented weekly, monthly, quarterly, mid-year and annually. Site monitoring visits are regularly carried out to make verification of the presented reports.

The TSC is obliged to submit implementation reports to the PO – PSMGG, PO - RALG, Prime Ministers' Office and Ministry of Finance and Planning. However, reports are available to any stakeholder upon request. The evaluation of the SP provides analytical and objective feedback to the Commission and stakeholders on the effectiveness and relevance in achieving the desired objectives. The basis for evaluation will be the performance indicators as outlined in evaluation matrix below.

4.6.1 Table: Monitoring plan Matrix

| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| A | **Incidence rate of new HIV/AIDS Cases** This indicator measures | | 2 | 1 | 1 | 1 | 0 | 0 | Voluntary Staff testing reports | Mini Survey | Annually | Reports from Voluntary Testing | Annually | DAHRM |

| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | the rate of infection among TSC Staff. **How to measure:**Number of TSC staff | | | | | | | | | | | | | |

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| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | affected annually against the total number of TSC staff. | | | | | | | | | | | | | |
| | **Level of** | | 2 | 1 | 1 | 1 | 0 | 0 | Interview | Interview | Annuall | Reports | Annuall | DAHRM |

| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | **Staff satisfaction on service** | | | | | | | | | | y | from Interview | y | |
| | This indicator measures the level of satisfa | | | | | | | | | | | | | |

| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | ction on support service provided to staff with HIV/AIDS. **How to meas** | | | | | | | | | | | | | |

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| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | **ure:** Number of TSC staff satisfied with support services against Numb | | | | | | | | | | | | | |

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| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | er of staffs provided with support services. | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| B | Incidents rate in | | 1 | 0 | 0 | 0 | 0 | 0 | Corruption | Corruption | Annually | | Annually | DAHRM |

| Ob jec tiv e co de | Indica tor and Indica tor Descr iption | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Fre que ncy of Re por ting | Resp onsi bility for Data Colle ction and Anal ysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Dat e | Va lu e | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Dat a sou rce | Data Colle ction Instr ume nt and meth ods | Fre que ncy of Dat a Col lect ion | Mea ns of Verif icati on | | |
| | corrup tion cases **Defini tion:** This indicat or measu res the | | | | | | | | com plain ts rece ived | perc eptio n Surv ey | | | | |
| | rate of corrup tion relate | | | | | | | | | | | | | |

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| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | d cases among TSC staff. **How to measure:** Number of staff convicted to corrup | | | | | | | | | | | | | |

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| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | tion related | | | | | | | | | | | | | |
| | cases against total number of staff | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | Percentage of | | | | | | | | | | | | | |

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| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | TSC staff aware on National Anti-Corruption Strategy | | | | | | | | | | | | | |
| | Percentage | | | | | | | | | | | | | |

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| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | of TSC corruption related complaints in service delivery | | | | | | | | | | | | | |
| C | **Percentage** | | N/A | N/A | N/A | N/A | N/A | N/A | Perform | Docu ment | Ann uall | Annu al | Ann uall | DTA ED |

| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | of Teachers appointed, registered, confirmed, promoted and recotegorized | | | | | | | | ance Report | s/ Records - Literature review | y | performance report | y | |

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| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | This indicator intends to measure level of teachers attained TSC Appoi | | | | | | | | | | | | | |

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| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | ntment and Development Services.<br><br>= % of teachers served. | | | | | | | | | | | | | | |

| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | **Disciplinary cases, appeals and complaints reported** | | N/A | N/A | N/A | N/A | N/A | N/A | Documentary review | Documentary review | Annually | Annual performance report | Annually | DTAED |
| | This indicator intend | | | | | | | | | | | | | |

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| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | s to measure adherence of teacher's professional code of ethics and condu | | | | | | | | | | | | | |

| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | cts. And will be obtain by comparing disciplinary cases reported | | | | | | | | | | | | | |
| | Teach | 20 | N/ | N/A | N/A | N/A | N/A | N/A | Surv | Inter | For | Teac | For | DTA |

| Obj ectiv e co de | Indica tor and Indica tor Descr iption | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Fre que ncy of Re por ting | Resp onsi bility for Data Colle ction and Anal ysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Dat e | Va lu e | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Dat a sou rce | Data Colle ction Instr ume nt and meth ods | Fre que ncy of Dat a Col lect ion | Mea ns of Verif icati on | | |
| | ers aware ness on TSC Servic es. | 21 | A | | | | | | ey Rep orts | view - Ques tionn aires /Inter view guid e | eve ry two yea rs | hers Servi ce Surv ey Repo rt. | eve ry two yea rs | ED |
| | This indicat or intend s to measu re the level | | | | | | | | | | | | | |

| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | of Teachers awareness on TSC functions.<br><br>$\dfrac{\text{No. of Teachers aware on TSC FUC}}{\text{Total No. of teachers interviewed}} \times 100$<br><br>= % of | | | | | | | | | | | | | |

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| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | teachers aware on TSC f(x)s | | | | | | | | | | | | | |
| | **Teacher Deployment rate** | | N/A | | | | | | Desk review | Desk review | Annually | Teachers Deployment Report | | DTA ED |

| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | This indicator intends to measure the equitable distribution of teachers in primar | | | | | | | | | | | | | |

| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | y and secondary schools. | | | | | | | | | | | | | |
| | It will be obtained by teachers' pupil ratio (1:45). | | | | | | | | | | | | | |

| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | | | | | | | | | | | | | | |
| | Percentage of Training Programs implemented by LGA's | | N/A | N/A | N/A | N/A | N/A | N/A | Training Program in place | Desk review | Annually | Training Program implementation report | Annually | DTAED |

| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | . | | | | | | | | | | | | | |
| | This indicator intends to measure the level of Training Progra | | | | | | | | | | | | | |

| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | m implemented. | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | And will be obtain by different betwe | | | | | | | | | | | | | |

| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | en planed towards enrolled. | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| D | Number of | | | | | | | | | | | | | |

| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | disciplinary cases, appeals and complaints reported | | | | | | | | | | | | | |
| E | **Percentage of staff satisfied** | 2020 | % | NA | NA,/ | NA | NA | NA | Institutional Self-Assess | Survey | After two years | Service delivery survey | Annually | DAHRM |

| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | **with TSC service** | | | | | | | | ment report | | | report | | |
| | | | NA | | | | | | | Questionnaires | | | | |
| | | | | | | | | | | | | | | |
| | This indicator intends to | | | | | | | | | | | | | |

| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | measure the level of satisfaction on services provided by TSC. | | | | | | | | | | | | | |

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| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | No. of satisfied correspondents / No. of correspondent × 100 | | | | | | | | | | | | | |
| | **Number of Audit queries** This indicator intends to measu | 2018/2019 | 10 | 8 | 6 | 4 | 2 | 2 | Audit reports | Documentary review, interview, verification and obse | Annually | CAG report | Annually | CIA |

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| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | re the level of compliance on Rules and Regulations governing TSC operations | | | | | | | | | rvation | | | | |

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| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | *Difference in Audit Queries in relation to preceding years (y2 – y1)* | | | | | | | | | | | | | |

| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | | | | | | | | | | | | | | |
| | **CAG Audit opinion**<br><br>This indicator intends to measure level | 2018/2019 | Type of Opinion | Unqualified Opinion | Unqualified Opinion | Unqualified Opinion | Unqualified Opinion | Unqualified Opinion | Audit report | Documentary review, interview, verification and observati | Annually | CAG report | Annually | CIA |

| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | of compliance | | | | | | | | | on | | | | |
| | **Use of ICT on delivering of TSC servic** | 2020 | 7 | 10 | 13 | 16 | 20 | | Business Process Improvement report | Desk review | Annually | • Register/database of systems | Annually | HICTU |

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| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | es | | | | | | | | | | | | | |
| | The indicator intends to measure level of transformation on | | | | | | | | | | | | | |

| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | utilization of ICT in delivering of TSC services. | | | | | | | | | | | | | |
| | And can be obtained by difference betwe | | | | | | | | | | | | | |

| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | en a Number services using ICT and number of services which are not | | | | | | | | | | | | | |

| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | using ICT | | | | | | | | | | | | | |
| | Perception of staff on working enviro | | | | | | | | | | | • | | |

| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | nment | | | | | | | | | | | | | |
| | Number of Commission Meetings, Workers Council Meetings, Mana | | | | | | | | | | | • | | |

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| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| | gerial and Staff Meetings conducted; | | | | | | | | | | | | | |
| | Level of compliance | | | | | | | | | | | • | | |
| | Percentage | | | | | | | | | | | • | | |

| Objective code | Indicator and Indicator Description | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | | Frequency of Reporting | Responsibility for Data Collection and Analysis |
| | | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Data source | Data Collection Instrument and methods | Frequency of Data Collection | Means of Verification | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | of stakeholders' awareness. | | | | | | | | | | | | | |

**4.7     Planned Reviews**

This consists of review meetings, planned milestones reviews and rapid appraisals with their frequencies.

**4.7.1    Review Meetings**

This will involve various meetings that will be conducted to track progress on the milestones, activities and targets/outputs critical for achievement of organizational objectives. This will also involve determining type of meetings, frequency, designation of chairpersons and participants in each meeting as indicated in **Table 4.3.**

## 4.7.2  Table: Planned Review Meetings Matrix

| S/N | TYPE OF MEETINGS | FREQUENCY | DESIGNATION OF THE CHAIRPERSON | PARTICIPANTS |
|-----|------------------|-----------|-------------------------------|--------------|
| 1. | Commission Meeting | Quarterly | Commission chairperson | Commission Members |
| 2. | Commission Appointment and teachers development Committee Meetings | Quarterly | Committees' chairpersons | Committees' members |

| S/N | TYPE OF MEETINGS | FREQUENCY | DESIGNATION OF THE CHAIRPERSON | PARTICIPANTS |
|-----|------------------|-----------|-------------------------------|--------------|
| 3. | Commission Ethics and Disciplinary Committee Meetings | Quarterly | Committees' chairperson | Committees' members |
| 4. | Administration, Finance, Research and Public Education Committee Meetings | Quarterly | Committees' chairperson | Committees' members |

| S/N | TYPE OF MEETINGS | FREQUENCY | DESIGNATION OF THE CHAIRPERSON | PARTICIPANTS |
|---|---|---|---|---|
| 5. | Appointment, Promotion and Discipline Committees | Quarterly | Committees' chairperson | Committees' members |
| 6. | Workers council meetings | Bi-Annually | Workers Council Chairperson | Workers council members |
| 7. | Audit Committees Meetings | Quarterly | Committees Chairperson | Audit Committees members |
| 8. | Budget Committee | Monthly | Committees Chairperson | Budget Committees members |

| S/N | TYPE OF MEETINGS | FREQUENCY | DESIGNATION OF THE CHAIRPERSON | PARTICIPANTS |
|---|---|---|---|---|
| 9. | HIV/AIDS and NCDs prevention Committee meetings | Quarterly | Committees Chairperson | HIV/AIDS and NCDs prevention Committees members |
| 10. | ICT Steering Committee meetings | Quarterly | Committees Chairperson | ICT Steering Committees members |
| 11. | Tender Board Committee meetings | Quarterly | Committees Chairperson | Tender Board members |

| S/N | TYPE OF MEETINGS | FREQUENCY | DESIGNATION OF THE CHAIRPERSON | PARTICIPANTS |
|---|---|---|---|---|
| 12. | Training Committee meetings | Quarterly | Committees Chairperson | Training Committee members |
| 13. | Appeals Committee meeting | Quarterly | Committees Chairperson | Appeal Committee members |
| 14. | Management meeting | Weekly | Secretary | All Heads of Divisions, District Offices and Units |

**4.7.3   Rapid Appraisals**

This subsection includes description of rapid appraisals to be implemented within specified timeframe of the plan, appraisal questions, methodology and responsible person as indicated in Table 4.4. Each rapid appraisal intends to describe various techniques and practices useful to assess whether the stated targets will help to achieve the desired outcomes.

### 4.7.3.1    Rapid Appraisals Matrix

| S/N | RAPID APPRAISAL | DESCRIPTION OF RAPID APPRAISAL | INDICATIVE APPRAISAL QUESTIONS | METHODOLOGY | FREQUENCY | RESPONSIBLE PERSON |
|---|---|---|---|---|---|---|
| 1 | Service Delivery Survey | This study intends to assess TSC on service delivery to its stakeholders | (i)   To what extent are stakeholders satisfied with TSC services? (ii)  Are the mechanisms used to engage TSC stakeholders effective? | Survey (Tools question are, Interview, Desk review | Twice for five years | HPMEU |
| 2 | Study on public schools' teachers' indiscipline cases | This study intends to determine reasons for teachers' indiscipline | (i)   What are the disciplinary offences that are committed by | Survey (Tools: questionnaire, desk review, interviews) Triangulation | After two years | DTAED |

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| S/N | RAPID APPRAISAL | DESCRIPTION OF RAPID APPRAISAL | INDICATIVE APPRAISAL QUESTIONS | METHODOLOGY | FREQUENCY | RESPONSIBLE PERSON |
|---|---|---|---|---|---|---|
| | | | teachers? | | | |
| | | | (ii) What are the causes for disciplinary misconduct? | | | |
| | | | (iii)How effective are the teachers' disciplinary authorities in handling disciplinary cases? | | | |
| | | | (iv)What are recommended ways for improving teachers' discipline? | | | |

| S/N | RAPID APPRAISAL | DESCRIPTION OF RAPID APPRAISAL | INDICATIVE APPRAISAL QUESTIONS | METHODOLOGY | FREQUENCY | RESPONSIBLE PERSON |
|---|---|---|---|---|---|---|
| 3 | Assessment on teachers' deployment and distribution rate in public schools | The assessment intends to measure deployment and distribution of teachers in public schools. | (i) What is the situation/status of teachers' deployment and distribution in public schools? | Survey (Tools: questionnaire, desk review, interviews) Triangulation | Once in 5 years | DTAED |
| | | | (ii) What are the causes of disparity in deployment and distribution of teachers in public schools | | | |
| | | | (iii) In which ways can disparities in | | | |

| S/N | RAPID APPRAISAL | DESCRIPTION OF RAPID APPRAISAL | INDICATIVE APPRAISAL QUESTIONS | METHODOLOGY | FREQUENCY | RESPONSIBLE PERSON |
|---|---|---|---|---|---|---|
| | | | deployment and distribution of teachers in public schools be resolved | | | |
| 4 | HIV/AIDS assessment study | The study will assess the prevalence of HIV and AIDS at TSC, its consequences on service delivery, and what is currently being done to address the situation. | (i)Are the HIV/AIDS interventions being implemented? | Conduct survey and confidential interviews and use of suggestion box | Jun-21 | DAHRM |
| | | | (ii)Are the HIV/AIDS interventions successful? | | | |
| | | | (iii)Are staffs living with HIV/AIDS satisfied with support | | | |

| S/N | RAPID APPRAISAL | DESCRIPTION OF RAPID APPRAISAL | INDICATIVE APPRAISAL QUESTIONS | METHODOLOGY | FREQUENCY | RESPONSIBLE PERSON |
|---|---|---|---|---|---|---|
| | | | services provided? | | | |
| 5 | Baseline Study | This study aims to collect baseline information on the key performance indicators | (i) What are the baseline values for indicators listed in the Monitoring Plan? | Conduct Survey | Jun-25 | Head of planning, Monitoring and Evaluation |

### 4.7.4  Planned Milestones Reviews

The planned milestones reviews will provide necessary information for Commission and Management to act in case particular milestone is off track or at risk. For each target, there is a milestone that will be monitored and reported as indicated in Table 4.5. The review will also assess contribution of the achieved targets towards achievement of five-year outcomes, raising issues, challenges and lessons learnt.

Therefore, Head of Divisions, Units, and Sections will take a lead in the review process on completion of Strategic Plan cycle.

**4.7.4.1 Table: Milestones Reviews**

| Years | Planned Reviews | Milestones | Time Frame | Responsible Person |
|---|---|---|---|---|
| Year 1<br><br>2021/22 | Two Reviews Per Year - 2021/2022<br><br>(Mid-Year and Annual Reviews) | 4 preventive and awareness creation programs developed; | June, 2022; | DAHRM |
| | | 4 HIV/AIDS and NCD's Committee meetings conducted and report submitted; | June, 2022 | DAHRM |
| | | 48 Sports and exercise programs conducted and implemented; | June, 2022 | DAHRM |
| | | Care and supportive services offered to staffs living with HIV/AIDS and NCDs. | June, 2022. | DAHRM |
| | | 4 Committee meetings conducted and report submitted; | June, 2026 | DAHRM |

| Years | Planned Reviews | Milestones | Time Frame | Responsible Person |
|---|---|---|---|---|
| | | Ant-Corruption Strategy mainstreamed and implemented; | June,2026 | DAHRM |
| | | Awareness programs on Ant - corruption developed; | June,2026 | DAHRM |
| | | Two (2) TSC Stakeholders Meeting conducted | June, 2022 | DTAED |
| | | Two (2) Guidelines on teachers Appointment, Development and Ethics reviewed. | June, 2022 | DTAED |
| | | Two (2) Supportive supervision on teachers' appointment, development and discipline | June, 2022 | DTAED |

| Years | Planned Reviews | Milestones | Time Frame | Responsible Person |
|-------|-----------------|------------|------------|--------------------|
| | | matters conducted | | |
| | | Two sensitization programs on teachers' appointment development at district level conducted | June, 2023 | DTAED |
| | | Four (4) Capacity building programs on TSC staffs, | June, 2022 | DTAED |
| | | Commission Members, District Committee Members and Heads of Schools on appointment, development and ethics matters conducted. | June,2026 | DTAED |

| Years | Planned Reviews | Milestones | Time Frame | Responsible Person |
|-------|----------------|------------|------------|--------------------|
| | | One Research study on teachers' development conducted. | June, 2022 | DTAED |
| | | '*Mwongozo wa hatua za nidhamu na Rufaa* kwa walimu' reviewed | June, 2022 | DTAED |
| | | Four statutory meetings at 139 Districts conducted | June, 2022 | DTAED |
| | | Training Need Assessment developed | June, 2022 | DAHRM |
| | | Review TSC Communication Strategy | June, 2022 | HGCU |
| | | Service delivery survey conducted | June, 2022 | HPMEU |

| Years | Planned Reviews | Milestones | Time Frame | Responsible Person |
|-------|-----------------|------------|------------|--------------------|
| | | Design for Management Information System undertaken | June, 2022 | HICTU |
| | | Designs ICT infrastructure for District offices developed in collaboration with Councils' ICT officers | June, 2022 | HICTU |
| | | ICT Strategy mainstreamed | June, 2022 | HICTU |
| | | Risk Management Framework reviewed | June, 2022 | CIA |
| | | Twelve Tender Board meetings coordinated | June, 2022 | HPMU |
| | | Audit Plan developed and implemented | June, 2022 | CIA |
| | | Awareness program on TSC functions developed | June, 2022 | HGCU |

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| Years | Planned Reviews | Milestones | Time Frame | Responsible Person |
|---|---|---|---|---|
| | | TSC HQ office building designed and phase one construction undertaken | June, 2022 | HPMEU |
| | | Annual procurement Plan in place | June, 2022 | HPMU |
| | | 4 stakeholders review meetings for TSC Act and Regulations amendments undertaken | June, 2022 | DLSU |
| | Annually | Financial Statement prepared | June, 2022 | CA |
| Year 2 2022/23 | | Two (2) Guidelines on teachers Appointment, Development and Ethics reviewed. | June, 2022 | DTAED |
| | | '*Mwongozo wa hatua za nidhamu na Rufaa* kwa walimu' | June, 2022 | DTAED |

| Years | Planned Reviews | Milestones | Time Frame | Responsible Person |
|---|---|---|---|---|
| | | improved | | |
| | | Four statutory meetings at 139 Districts conducted | June, 2022 | DTAED |
| | | Two (2) Supportive supervision on teachers' appointment and development functions implemented. | June, 2022 | DTAED |
| | | Two sensitization programs on teachers' appointment development at district level conducted | June, 2023 | DTAED |
| | | Four (4) Capacity building programs on TSC staffs, | June, 2022 | DTAED |

| Years | Planned Reviews | Milestones | Time Frame | Responsible Person |
|---|---|---|---|---|
| | | Commission Members, District Committee Members and Heads of Schools on appointment, development and ethics matters conducted. | | |
| | | Care and supportive services offered to 8 staffs living with HIV/AIDS and NCDs. | June, 2023 | DAHRM |
| | | 4 Commission Committee meetings conducted and report submitted; | June, 2026 | DAHRM |
| | | Ant-Corruption Strategy implemented; | June,2026 | DAHRM |

| Years | Planned Reviews | Milestones | Time Frame | Responsible Person |
|---|---|---|---|---|
| | | Awareness programs on Ant - corruption implemented to 70 District Offices; | June,2026 | DAHRM |
| | | Assessment survey on deployment and distribution of teachers conducted | June, 2022 | DTAED |
| | **Annually** | Training programs developed | June, 2023 | DAHRM |
| | | Management Information System developed | June, 2023 | HICTU |
| | | TSC Act and Regulations draft amendments submitted to PO-RALG for approval | June, 2023 | DLSU |
| | | Twelve Tender Board meetings coordinated | June, 2023 | HPMU |

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| Years | Planned Reviews | Milestones | Time Frame | Responsible Person |
|-------|-----------------|------------|------------|-------------------|
| | | ICT infrastructure at District Offices developed | June, 2023 | HICTU |
| | | Audit Plan developed and implemented | June, 2023 | CIA |
| | | Legal support services to District Disciplinary Committee in conducting proceedings and procedures provided | June, 2023 | DLSU |
| | | Awareness program on TSC functions implemented | June, 2023 | HGCU |
| | | Phase two construction of HQ Office building on progress | June, 2023 | HPMEU |
| | | Annual procurement Plan in place | June, 2023 | HPMU |
| | | Prepare Financial Statement | June, 2023 | CA |

| Years | Planned Reviews | Milestones | Time Frame | Responsible Person |
|-------|-----------------|------------|------------|--------------------|
| Year 3<br><br>2023/24 | Two Reviews Per Year - 2023/2024<br><br>(Mid-Year and Annual Reviews) | 4 preventive and awareness creation programs implemented; | June, 2024 | DAHRM |
| | | Four statutory meetings at 139 Districts conducted | June, 2022 | DTAED |
| | | 4 HIV/AIDS and NCD's Committee meetings conducted and report submitted; | June, 2024 | DAHRM |
| | | Care and supportive services offered to 8 staffs living with HIV/AIDS and NCDs. | June, 2024 | DAHRM |
| | | 4 Committee meetings conducted and report | June, 2026 | DAHRM |

| Years | Planned Reviews | Milestones | Time Frame | Responsible Person |
|---|---|---|---|---|
| | | submitted; | | |
| | | Ant-Corruption Strategy implemented; | June,2026 | DAHRM |
| | | Awareness programs on Ant - corruption evaluated; | June,2026 | DAHRM |
| Year 4 2024/25 | Two Reviews Per Year - 2024/2025 (Mid-Year and Annual Reviews) | 4 preventive and awareness creation programs implemented; | June, 2025 | HICT |
| | | Implement Management Information System | June, 2024 | HICTU |
| | | ICT infrastructure for district offices implemented | June, 2024 | HICTU |
| | | Audit Plan Prepared and | June, 2024 | CIA |

| Years | Planned Reviews | Milestones | Time Frame | Responsible Person |
|---|---|---|---|---|
| | | Implemented | | |
| | | TSC HQ Office building construction on progress | June, 2024 | HPMEU |
| | | Annual procurement Plan in place | June, 2024 | HPMU |
| | | Financial Statement Prepared | June, 2024 | CA |
| | | Four statutory meetings at 139 Districts conducted | June, 2022 | DTAED |
| | | 4 HIV/AIDS and NCD's Committee meetings conducted and report submitted; | June, 2025 | DAHRM |
| | | Care and supportive services offered to 8 staffs living with | June, 2025 | DAHRM |

| Years | Planned Reviews | Milestones | Time Frame | Responsible Person |
|---|---|---|---|---|
| | | HIV/AIDS NCDs. | | |
| | | 4 HIV/AIDS NCDs. Committee meetings conducted and report submitted; | June, 2026 | DAHRM |
| | | Ant-Corruption Strategy implemented; | June,2026 | DAHRM |
| | | Awareness programs on Ant – corruption reviewed and implemented; | June,2026 | DAHRM |
| Year 5 2025/26 | Two Reviews Per Year - 2024/2025 (Mid-Year and Annual | 4 preventive and awareness creation programs implemented; | June, 2026 | DAHRM |

| Years | Planned Reviews | Milestones | Time Frame | Responsible Person |
|---|---|---|---|---|
| | Reviews) | 4 HIV/AIDS and NCD's Committee meetings conducted and report submitted; | June, 2026 | DAHRM |
| | | Ant-Corruption Strategy implemented; | June,2026 | DAHRM |
| | | Awareness programs on Ant – corruption reviewed and implemented; | June,2026 | DAHRM |
| | | Review Management Information System | June, 2025 | HICTU |
| | | Prepare annual Audit Plan and Implement | June, 2025 | CIA |
| | | TSC HQ Office building construction on progress | June, 2025 | HPMEU |

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| Years | Planned Reviews | Milestones | Time Frame | Responsible Person |
|-------|-----------------|------------|------------|---------------------|
| | | Annual procurement Plan in place | June, 2025 | HPMU |
| | | Four (4) Tender Board meetings coordinated | June, 2025 | HPMU |
| | | Review of Training Program | June, 2025 | DAHRM |
| | | Establish TSC Library | June, 2025 | HGCU |
| | | Prepare Financial Statement | June, 2025 | CA |
| | | Design TSC Library | June, 2024 | HGCU |
| | | Four (4) Tender Board meetings coordinated | June, 2026 | HPMU |
| | | annual Audit Plan Prepared and implemented | June, 2026 | CIA |

| Years | Planned Reviews | Milestones | Time Frame | Responsible Person |
|-------|-----------------|------------|------------|--------------------|
| | | Annual procurement Plan in place | June, 2026 | HPMU |
| | | TSC Communication Strategy reviewed | June, 2026 | HGCU |
| | | TSC Library operationalized | June, 2026 | HGCU |
| | | Financial Statement Prepared | June, 2026 | CA |
| | | ICT Strategy reviewed and implemented | June, 2025 | HICTU |

**4.8     Evaluation Plan**

The Evaluation Plan consists of the evaluations to be conducted during the Strategic Planning Cycle, description of each study, evaluation questions, the methodology, timeframe and the responsible person.    A total of 21 evaluation questions will be applied. The evaluations intend to obtain evidence as to whether the interventions and outputs achieved have led to the achievement of the outcomes as envisioned in the Strategic Plan outputs. The Evaluation Plan matrix is detailed below

## 4.8.1 Table: Evaluation Plan

| SN | Evaluations | Description | Evaluation Study Questions | Methodology | Timeframe | Responsible Person |
|---|---|---|---|---|---|---|
| l | 1. TSC Strategic Plan (2021/22-2025/26) outcome evaluation | This study intends to measure level of outcome results after implementation of the TSC five years Strategic Plan (2021/22-2025/26) | (i) To what extents are objectives in TSC Strategic Plan have been achieved? <br><br> (ii) Are the indicators set on the previous SP enabled to track SP performance? | Survey (questionnaires, interview, focus group discussion and documentation review). | March ,2025 | HPMEU |

| SN | Evaluations | Description | Evaluation Study Questions | Method ology | Timef rame | Respo nsible Person |
|----|-------------|-------------|----------------------------|--------------|-------------|---------------------|
| | | | (iii) Are the strategies well focused towards facilitating achievements of objectives? | | | |
| | | | (iv) Is the review adequately undertaken? | | | |
| | | | (v) Are the linkages with International and National plan frameworks | | | |

| SN | Evaluations | Description | Evaluation Study Questions | Methodology | Timeframe | Responsible Person |
|---|---|---|---|---|---|---|
| | | | well captured? How? | | | |
| | | | (vi) How effective is M&E and reporting tools aided the implementation of the Plan? | | | |
| | | | (vii) Is the situation analysis able to facilitate development of the Plan? | | | |
| | | | (viii)    What challenges | | | |

| SN | Evaluations | Description | Evaluation Study Questions | Methodology | Timeframe | Responsible Person |
|---|---|---|---|---|---|---|
| | | | have you encounter on the course of implementation of TSC strategic plan? | | | |
| | | | (ix) What are the achievements of the implementation of TSC strategic plan? | | | |
| | | | (x) What is the way forward in order to improve the next MTSP? | | | |

**4.9 Reporting Plan**

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 may be required from time to time.

**4.9.1 Internal Reporting Plan**

This plan will involve preparation of 12 types of reports namely Internal and External Reports

The reports will be prepared on weekly, monthly, quarterly, annually or on demand basis as may be required from time to time. The Reporting Plan is detailed below;

### 4.9.1.1  Table: Internal Reporting Plan

| S/N | Type of Report | Recipient | Frequency | Responsible Person |
|-----|----------------|-----------|-----------|--------------------|
| 1. | Performance progress report | PO – RALG, MoFP<br><br>Commission | Quarterly, Annually | Heads of Departments, Units/ Sections |
| 2. | Internal Audit | TSC SECRETARY | Quarterly, Annually | Head of Internal Audit |
| 3. | Annual Financial statements | TSC SECRETARY | Annually | CA |
| 4. | Management meetings | TSC SECRETARY | Weekly | DAHRM |
| 5. | Departmental meetings report | TSC SECRETARY | Monthly | Heads of Departments, Units /Sections |
| 6. | Implementation Reports | TSC SECRETARY | Quarterly, Annually | Heads of Departments, Units /Sections |

### 4.9.2 External Reporting Plan

This plan will involve preparation of statutory requirements as directed, as well as the Government Performance reporting requirements as stipulated in the Medium-Term Strategic Planning and Budgeting Manual

### 4.9.2.1 Table 4.8: External Reporting Plan

| S/N | Type of Report | Recipient | Frequency | Responsible Person |
|-----|----------------|-----------|-----------|--------------------|
| 1. | Annual Financial statements | CAG, MoFP, | Annually | TSC SECRETARY |
| 2. | Ruling Party Manifesto Report | PO - RALG | Annually | TSC SECRETARY |
| 3. | Procurement Plan Report | PPRA | Annually | TSC SECRETARY |
| 4. | Annual Audit Report | CAG | Annually | TSC SECRETARY |
| 5. | Audit Committee Report | CAG | Quarterly/Annually | TSC SECRETARY |
| 6. | Implementation Reports | PO- PSC | Quarterly/Annually | TSC SECRETARY |

### 4.9.3 Relationship between Results Framework, Results Chain, M&E and   Reporting Arrangements

**Level 1- Inputs**

The first level of the Results Framework tracks the allocation and use of the resources on various TSC activities. Resources availability will be reviewed on weekly fortnightly or monthly basis and will be reported on respective implementation reports. At this level, indicators will focus on the number and quality of human resources available for various tasks, amount of time dedicated to tasks by staff, information flows between levels, time spent on resolving problems, quality of timeliness of decisions and staff as well as predictability of resources flows, the alignment of resources flow to the activities and outputs.

**Level 2- Activities**

The second level of the Results Framework focuses on realization of activities and linkage between activities and outputs. At this level, indicators will focus on processes, activities programming and timeliness of implementation. Activities will be reviewed on weekly, fortnightly or monthly basis and will be reported on respective implementation reports. The reports will focus on quality and timeliness of the implemented activities to facilitate corrective measures.

**Level 3- Outputs**

The third level of Results Framework tracks the realization of outputs. The outputs at this level will be measured by output Indicators and milestones. Data collection and analysis will be done quarterly.

Outputs or Milestones having significant impact on achievement of the objectives will be reviewed quarterly and will be reported in Quarterly reports. The reports will focus on outcomes that have resulted from outputs to track any deviation for corrective measures.

**Level 4 - Outcomes**

The fourth level of the Results Framework tracks the realization of the intermediate outcomes specified for each objective. These intermediate Strategic Plan outcomes will be measured through outcome indicators whose data collection and analysis will be done annually. Indicators at this level are reported through the annual report or the five-year outcome report. Annual reports and the five years outcome reports will be based on sector or specific evidence from the national statistics. The reports will focus on benefits accrued to the Commission clients and stakeholders.

**4.9.4 TSC Results Chain**

| Inputs | Activities | Outputs | Outcomes | Impact |

**Funds**

## ANNEX 1.0: ORGANISATION STRUCTURE
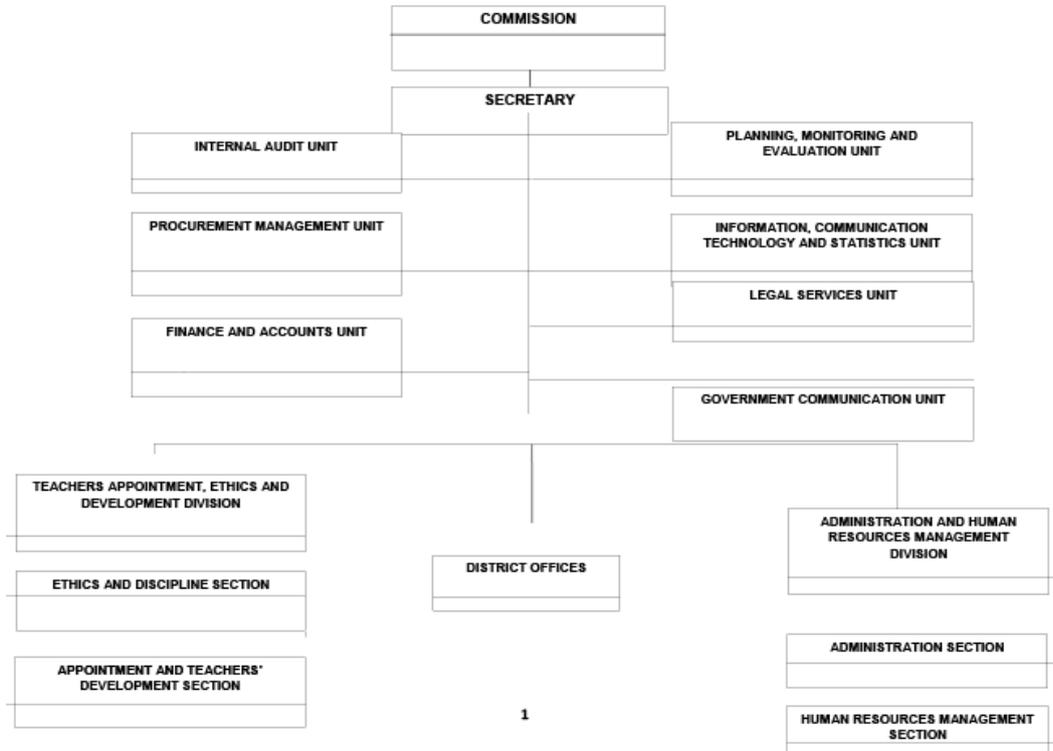
**ANNEX 2.0: SP MATRIX**

| OBJECTIVE CODE | OBJECTIVE DESCRIPTION | STRATEGIES | TARGETS | KPIs | RESPONSIBLE PERSON |
|---|---|---|---|---|---|
| A | HIV /AIDS Infections and NCDs reduced and supportive services enhanced | i) Health lifestyle promoted; and | (i) Supportive services to TSC staff living with HIV/AIDS and NCDs provided by June,2026 | (i) Incidence rate of new HIV/AIDS and NCDs cases; and | DAHRM |
| | | (ii) Strengthen care and supportive services to identified staff living with HIV/AIDS and NCDs. | (ii) Preventive and awareness creation programs on HIV/AIDS and NCDs conducted by June, 2026; | (ii) Number of staff satisfied on services. | |
| | | | (iii) Sports and exercise programs | Number of sport programs implemented | |

| OBJECTIVE CODE | OBJECTIVE DESCRIPTION | STRATEGIES | TARGETS | KPIs | RESPONSIBLE PERSON |
|---|---|---|---|---|---|
| | | | conducted by June, 2026; and | | |
| B | Implementation of the National Anti- Corrution Strategy enhanced and sustained | (i)    Promote transparency on TSC services; | (i) Awareness programs to TSC Staff on anti – corruption developed and implemented by June, 2026; and | (i)    Incidents rate in corruption cases; | DAHRM |
| | | (ii)    Promote ethical behaviour in the Commission; and | (ii)    Internal Anti- Corruption Strategy developed and implemented by June, 2026. | (ii) Percentage of TSC staff aware on National Anti- Corruption Strategy; | |

| OBJECTIVE CODE | OBJECTIVE DESCRIPTION | STRATEGIES | TARGETS | KPIs | RESPONSIBLE PERSON |
|---|---|---|---|---|---|
| | | (iii) Compliance level. | (iii) Business process improvement on areas prone to corruption at TSC done by June,2026 | (iii) Percentage of TSC corruption related complaints in service delivery; and | |
| | | | | (iv) Perception of stakeholders on corruption at TSC. | |
| C | Teachers Service management and development enhanced | (i) Strengthen Dialogue among Institutions; | (i) Forums with stakeholders on teachers' Appointment and development conducted annually by June, 2026 | (i) Teachers awareness on TSC services; | DTAED |

| OBJECTIVE CODE | OBJECTIVE DESCRIPTION | STRATEGIES | TARGETS | KPIs | RESPONSIBLE PERSON |
|---|---|---|---|---|---|
| | | (ii) Mobilize resources for Teachers Training programmes; and | (ii) Four (4) Consultative programs with stakeholders on all matter pertaining to teachers at District level undertaken annually by June, 2026 | (ii) Level of teachers satisfied with the service; | |
| | | (iii) Enhance TSC mandated functions on teachers' development | (iii) Two guidelines on teachers' Appointment and development developed and disseminated by \June, 2026 | (iii) Percentage of Teachers appointed, registered, confirmed, promoted and categorized; | |

| OBJECTIVE CODE | OBJECTIVE DESCRIPTION | STRATEGIES | TARGETS | KPIs | RESPONSIBLE PERSON |
|---|---|---|---|---|---|
| | | | (iv) Teachers' appointment and development matters implemented by June, 2026 | (iv) Teacher deployment rate; and | |
| | | | (v) Supportive supervision on teachers' appointment and development functions at Districts undertaken annually by June, 2026 | (v) Percentage of training programs implemented by LGA's. | |

| OBJECTIVE CODE | OBJECTIVE DESCRIPTION | STRATEGIES | TARGETS | KPIs | RESPONSIBLE PERSON |
|---|---|---|---|---|---|
| | | | (vi) Capacity building programs on 250 TSC staffs, 10 Commission Members and 834 District Committee Members on appointment and development matters conducted annually by June, 2026 | Number of person trained | |
| | | | (vii) Two Research on teachers Appointment and development | Number of Research conducted | |

| OBJECTIVE CODE | OBJECTIVE DESCRIPTION | STRATEGIES | TARGETS | KPIs | RESPONSIBLE PERSON |
|---|---|---|---|---|---|
| | | | matters conducted by June, 2026 | | |
| | | | (viii) Automated Teachers' Registration and Management system development in 139 District Level by June, 2026. | Automated System | |
| | | | (ix) Assessment survey on deployment and distribution of teachers at schools level | Harmonized Teacher Pupil ratio at school level | |

| OBJECTIVE CODE | OBJECTIVE DESCRIPTION | STRATEGIES | TARGETS | KPIs | RESPONSIBLE PERSON |
|---|---|---|---|---|---|
| | | | under taken by June, 2026. | | |
| | | | (x) Sensitization programs on teachers' appointment and development matters at District level conducted annually by June, 2026. | Number of sensitization programs | |
| **D** | Teachers Ethics for primary and Secondary Schools improved and | (i) Enhance capacity of disciplinary authorities and inquiry | (i) Supportive supervision Programs on disciplinary issues to | (i) Number of disciplinary cases, appeals and complaints reported | DTAED |

| OBJECTIVE CODE | OBJECTIVE DESCRIPTION | STRATEGIES | TARGETS | KPIs | RESPONSIBLE PERSON |
|---|---|---|---|---|---|
| | maintained | Committees; | District Offices conducted by June, 2026; | | |
| | | (ii) Strengthen handling mechanism of appeals, disciplinary actions and complaints; and | (ii) Two (2) guidelines for handling disciplinary and appeals issues reviewed and implemented by June 2026; | (ii) % of appeals returned to start a fresh | |
| | | (iii) Enhance teacher's awareness on laws, regulations and professional code of ethics and conduct. | (iii) Capacity building to 3,995 HoS,16,638 HTs and 834 District Committee members on | (iii) Reduced number of complains related to appeals and disciplinary cases | |

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| OBJECTIVE CODE | OBJECTIVE DESCRIPTION | STRATEGIES | TARGETS | KPIs | RESPONSIBLE PERSON |
|---|---|---|---|---|---|
| | | | handling disciplinary issues and appeals for teachers conducted by June, 2026. | | |
| | | | (iv) Capacity building to 120 TSC staff, 834 District Committee members and 9 Commission members on handling disciplinary issues and appeals for teachers conducted by | (iv) Number of Head of Schools and District disciplinary Committee members trained in disciplinary cases | |

| OBJECTIVE CODE | OBJECTIVE DESCRIPTION | STRATEGIES | TARGETS | KPIs | RESPONSIBLE PERSON |
|---|---|---|---|---|---|
| | | | June, 2026. | | |
| | | | (v)30 Appeals Commission Committee meetings convened by June, 2026; | Number of Commission meeting | |
| | | | vi) Awareness on Teachers code of Ethics and Conduct, Laws, Regulation and procedures governing Teachers' Service' programs | Number of teachers trained | |

| OBJECTIVE CODE | OBJECTIVE DESCRIPTION | STRATEGIES | TARGETS | KPIs | RESPONSIBLE PERSON |
|---|---|---|---|---|---|
| | | | Developed and implemented by June 2026; | | |
| | | | (viiii) Support Supervision on handling Appeals, disciplinary and complaints issues to Teachers Service undertaken by June 2026. | Number of supportive visits | |
| | | | (ix) Appeals, disciplinary and complains issues at District level handled by | Number of Appeals disciplinary and complains issues at District level | |

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| OBJECTIVE CODE | OBJECTIVE DESCRIPTION | STRATEGIES | TARGETS | KPIs | RESPONSIBLE PERSON |
|---|---|---|---|---|---|
| | | | June,2026 | handled | |
| E | TSC capacity to deliver quality services improved | (i) Improve working environment; | (i) Office good and service provided by June,2026 | (i) Perception of stakeholders on the quality of service offered by TSC | DAHRM |
| | | (ii) Institutionalize use of ICT | (ii) Statutory entitlements provided to TSC staff by June,2026 | (ii) % of annual targets in the SP on track | |
| | | (iv) Management of human resources | (iv) Human Resource Management in TSC facilitated by June, 2026; | | |

| OBJECTIVE CODE | OBJECTIVE DESCRIPTION | STRATEGIES | TARGETS | KPIs | RESPONSIBLE PERSON |
|---|---|---|---|---|---|
| | | | | | |
| | | (vi) Institutionalize Performance Management Systems | (vi) TSC statutory and managerial meetings conducted by June 2026; | Number of meetings | DARHM |
| | | | (vii) Cross cutting issues coordinated and implemented by June, 2026; | Inclusion of cross cutting issues in TSC business | DAHRM |

| OBJECTIVE CODE | OBJECTIVE DESCRIPTION | STRATEGIES | TARGETS | KPIs | RESPONSIBLE PERSON |
|---|---|---|---|---|---|
| | | | (viii)TSCs Communication Strategy reviewed and implemented by June 2026; | Reviewed Communication Strategy | GCU |
| | | | (ix) Awareness programs on TSC functions conducted by June, 2026; | Number of staff sensitized on TSC functions | DAHRM |
| | | | (x) Performance management system developed and implemented by June, 2026; | Number of performance Management system developed | HPME |

| OBJECTIVE CODE | OBJECTIVE DESCRIPTION | STRATEGIES | TARGETS | KPIs | RESPONSIBLE PERSON |
|---|---|---|---|---|---|
| | | | (xi) TSC's plans and operational budget formulated and coordinated a by June, 2026; | Number of targets implemented | HPME |
| | | | (xii) TSC HQ Office building constructed by 2026 | Presence of HQ Office Building | HPME |
| | | | (xiii)Financial resources mobilized by June, 2026; | Number of proposals to raise additional resources prepared | HPME |

| OBJECTIVE CODE | OBJECTIVE DESCRIPTION | STRATEGIES | TARGETS | KPIs | RESPONSIBLE PERSON |
|---|---|---|---|---|---|
| | | | (xiv)M&E System developed and implemented by June,2026 | Presence of M&E framework | HPME |
| | | (v) Manage physical and Financial resources; | (v) Audit report prepared in accordance with Laws and financial regulation by 2026 | (iv) CAG Audit opinion; | CA |
| | | | (xv) Risk Management Framework reviewed and implemented by June, 2026 | Enhanced Risk Management | CIA |

| OBJECTIVE CODE | OBJECTIVE DESCRIPTION | STRATEGIES | TARGETS | KPIs | RESPONSIBLE PERSON |
|---|---|---|---|---|---|
| | | | (xvi)Audit plan developed and implemented by June, 2026; | Control mechanisms improved | CIA |
| | | | (xvii) Internal control systems updated and implemented by June 2026 | Existence of up-to-date internal control | CIA |
| | | | (xviii)TSC financial and accounts services provided by June, 2026; | Financial management Enhanced | CA |

| OBJECTIVE CODE | OBJECTIVE DESCRIPTION | STRATEGIES | TARGETS | KPIs | RESPONSIBLE PERSON |
|---|---|---|---|---|---|
| | | | (xix)Public Finance Act, Regulations, Standards, Guidelines, and procedures implemented by June, 2026; | Compliance to Financial regulations increased | CA |
| | | | (xx) 140 TSC imp rest Accounts maintained by June, 2026; | Number of accounts maintained | CA |
| | | | (xxi)TSC Financial Statements prepared and audited by June, 2026; | Statement prepared accurately and on time | CA |

| OBJECTIVE CODE | OBJECTIVE DESCRIPTION | STRATEGIES | TARGETS | KPIs | RESPONSIBLE PERSON |
|---|---|---|---|---|---|
| | | Enforce TSC Act no 25 of 2015 | (xxii) TSC Act and regulation reviewed by June, 2026; | Reviewed Act | DLS |
| | | | (xxiii)Legal support services provided to TSC by June, 2026; | Number of legal service provided | DLS |
| | | Management of Physical Assets | (xxiv)TSC Procurement Plan developed and implemented by June, 2026 | Five procurement plandeveloped | HPMU |

| OBJECTIVE CODE | OBJECTIVE DESCRIPTION | STRATEGIES | TARGETS | KPIs | RESPONSIBLE PERSON |
|---|---|---|---|---|---|
| | | | (xxv) Twenty (20) Tender Board meetings coordinated by June, 2026 | Number of Tender Board Meeting Conducted | HPMU |
| | | | (xxvi)TSC Asset register maintained by June, 2026 | Updated Asset register annual | HPMU |
| | | Institutionalize application and USE of ICT at TSC | (xxvii) Capacity building to 510 TSC Staff on ICT systems and applications undertaken by June 2026; | Number of Staff on ICT applications | HICT |

| OBJECTIVE CODE | OBJECTIVE DESCRIPTION | STRATEGIES | TARGETS | KPIs | RESPONSIBLE PERSON |
|---|---|---|---|---|---|
| | | | (xxviii) ICT and e-Government strategy developed and implemented by June 2026; | ICT Strategy | HICT |
| | | | (xxix) ICT Infrastructure and systems at TSC Offices installed and maintained by June 2026; | Number of Offices with ICT infrastructure | HICT |
| | | | (xxx) ICT technical support to TSC staff provided by June 2026. | ICT technical support program | HICT |

| OBJECTIVE CODE | OBJECTIVE DESCRIPTION | STRATEGIES | TARGETS | KPIs | RESPONSIBLE PERSON |
|---|---|---|---|---|---|
| | | | (xxxi) TSC Management Information System developed and maintained by June, 2026; and | TSC-MIS designed, tested and operational | HICT |
| | | | (xxxii) TSC statistics data maintained by June, 2026. | TSC – and Teachers database | HICT |