

THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
AGENCY FOR THE DEVELOPMENT OF EDUCATIONAL MANAGEMENT (ADEM)



ADEM STRATEGIC PLAN 2021/22 - 2025/26

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LIST OF ABBREVIATIONS

ACA	Association of Chartered Accountants
ACCA	Association of Certified Chartered Accountants
ADEM	Agency for the Development of Educational Management
BEMQA	Bachelor Degree in Education Leadership, Management and Quality Assurance
CE	Chief Executive
CELMA	Certificate in Education Leadership Management and Administration
CM	Campus Manager
CPA	Certified Public Accountant
CPSP (T)	Certified Procurement and Supplies Professional Tanzania
DS	Dean of Students
DPARC	Deputy Principal Academic Research and Consultancy
DPPFA	Deputy Principal Planning, Finance and Administration
TPM	Training Programmes Manager
PFAM	Planning, Finance and Accounts Manager
FTC	Full Technician Certificate
HRAM	Human Resource and Administration Manager
ICT	Information and Communication Technology
LGA	Local Government Authorities
LS	Legal Secretary
LSUM	Legal Service Unit Manager
LUM	Library Unit Manager
MAB	Ministerial Advisory Board
IAM	Internal Auditor Manager
MANTEP	Management Training for Educational Personnel
NACTE	National Council for Technical Education
NBAA	National Board of Accountants and Auditors
OPRAS	Open Performance Review and Appraisal System
PGSS	Parastatal General Salary Scale
PhD	Doctor of Philosophy
PO -RALG	President's Office Regional Administration and Local Government
POSS	Parastatal Operational Salary Scale
PS	Permanent Secretary
PSO	Procurement and Supplies Officer
PTSS	Parastatal Technical Salary Scale
PUM	Procurement Unit Manager
RCM	Research and Consultancy Manager
SCC	Short Courses Coordinator
SLA	Service Level Agreement
TAMONGSCO	Tanzania Association of Managers and Owners of Non-Government Schools and Colleges
UNICEF	United Nations International Children Education Fund
VETA	Vocational Education and Training Authority

PREFACE

This Strategic Plan is a key tool in directing the realization of the Agency for the Development of Educational Management (ADEM)'s vision and mission as well as its long term goals of improving education management in Tanzania through the provision of educational management training, research and consultancy services. It guides smooth and systematic implementation of the Agency's strategic objectives bearing in mind the resource constraints. The target groups that need education management training include teachers, educational managers, administrators and other stakeholders in primary and secondary schools, teacher education, quality assurance, vocational education and non-governmental officials in the education sector. The services are also extended to the ward, district and regional education levels.

The main focus of this Strategic Plan 2021-2026 is to address three key priority areas of Training, Research and Consultancy in Educational Leadership, Management, Administration and Quality Assurance. Specifically, this Plan intends to address the issue of expansion of our services through the introduction of new courses and strengthening ADEM campuses in Mwanza and Mbeya in order to attract more clients. The Plan also aims at improving available training facilities including lecture halls and offices as well as construction of new lecture halls at ADEM Bagamoyo, Mwanza and Mbeya in order to enhance the capacity of the human resource.

It is my hope that ADEM will continue to offer quality services to all stakeholders and customers for the betterment of education management in Tanzania. ADEM management and staff are psychologically, physically and mentally set towards the realisation of the objectives spelled out in this Plan. However, the successful implementation of this Plan largely depends on the cooperation and support from ADEM's parent ministry i.e. Ministry of Education Science and Technology (MoEST) as well as President's Office, Regional Administration and Local Governments (PO-RALG). Development Partners, Heads of Educational Institutions, Educational Managers and Administrators are equally important in the realization of this plan.



Dr. Siston Masanja Mgullah
CHIEF EXECUTIVE

EXECUTIVE SUMMARY

The Agency for the Development of Educational Management (ADEM) is an Executive Agency established under the Executive Agencies Act Cap.245 vested with the mandate of improving education management in Tanzania through the provision of educational management training, research and consultancy services. The establishment of the Agency is in tandem with the Government initiatives for the realisation of the Constitution of the United Republic Tanzania and Vision 2025 which requires every Tanzanian to be educated. In order to implement Vision 2025, the education sector needs knowledgeable personnel who are able to supervise and manage the provision of education to the public.

This is the sixth Strategic Plan of ADEM which points out the future direction of the Agency. The Plan has four Chapters whereby Chapter One is an introduction comprising background of this Plan, approach used to develop the Plan, purpose and the Layout. Chapter Two is the Situational Analysis which comprises historical background, performance review, stakeholder's analysis, SWOC analysis and eventually the critical issues that need to be addressed by this Plan. Chapter Three presents ADEM's Vision and Mission, Core Values, Objectives, Strategies, Targets and Key Performance Indicators. Chapter Four presents the Results Framework; Assumptions and Risks that may inhibit the realization of the plan if they remain unabated.

In developing this Plan, a situational analysis was conducted with a view to identify critical issues that need to be addressed. The issues identified, include, among others, the need to increase the number of graduates in educational management and administration; facilitate the improvement of leadership, management and administration in primary and secondary schools; enhance the capacity of educational staff in carrying staff appraisals in their areas; strengthen research and consultancy services in education management and administration; improve training premises; strengthen marketing strategies; improve library services; expand DEMA Course in two zones; build capacity of staff; improve working conditions and relationships; mobilize adequate financial resources; enhance the capacity of human resources and put in place adequate working facilities.

In order for the Agency to be able to meet the identified needs, four major tasks would be carried out: increasing the number of intake in education management and administration courses; enhancing the leadership capacity of education officials at all levels; strengthening consultancy and research services in educational management and leadership; and, improving service delivery at ADEM. The strategies and targets towards achieving the abovementioned tasks are detailed in Chapter Three of this document. Performance in these tasks will be monitored by using various key performance indicators which are also detailed in this Plan.

CHAPTER ONE

INTRODUCTION

1.1 Background

The Agency for the Development of Educational Management (ADEM) was established under the Executive Agencies Act Cap. 245. ADEM is mandated to conduct Training, Research and Consultancy Services in Education Management, Leadership and Administration. The Minister responsible for Education appoints a Ministerial Advisory Board that advises the Minister on the proper management of the Agency. ADEM is headed by the Chief Executive who is appointed by the Minister responsible for Education.

ADEM was established with the purpose of carrying out the operational functions of the Ministry of Education, Science and Technology including training educational personnel on education management, leadership and quality assurance for the purpose of raising the standards of education leadership and management in Tanzania.

ADEM is the only Government Agency in Tanzania where school managers and education personnel are equipped with managerial and quality assurance competencies for the purpose of enhancing school and general education leadership, management and administration. The Ministry of Education, Science and Technology (MoEST) acknowledges the uniqueness of ADEM and the programmes provided for educational Leaders, Managers and Quality Assurance Officers. In that respect, ADEM will continue to address challenges in the educational sector on the basis of its vision of being a Centre of Excellence in Educational Leadership, Management and Quality Assurance Training, Research and Consultancy in Africa.

1.2. Location of the Agency

ADEM is currently operating in three campuses namely Bagamoyo, Mwanza and Mbeya. The Headquarter is located in Bagamoyo town, 66 km North East of Dar Es Salaam. Mwanza Campus is located at Rock City Mall along Airport Road in Mwanza City and Mbeya Campus is found at New Forest area opposite to Regional Referral Hospital in Mbeya City, KIHUMBE Buildings.

1.3 Approach

The Strategic Plan has been developed in accordance with the Medium-Term Strategic Planning and Budgeting Manual of the United Republic of Tanzania. The Plan was prepared in a participatory approach involving ADEM staff and other stakeholders. Reference was made to the Tanzania Development Vision (Vision 2025), Five Year Development Plan (FYDP), Sustainable Development Plan, CCM Manifesto 2020, and the Medium-Term Strategy document of the parent Ministry. In developing the Plan, a situational analysis was carried out with a view to identify the Strengths, Weaknesses, Opportunities and Challenges (SWOC) that impinge on the Plan as well as the review of performance of the ending Medium-Term Strategic Plan.

1.4 Purpose

The purpose of this Plan is to prepare a roadmap by developing objectives and strategies that will direct training in education leadership, management, administration and quality assurance for education personnel in the education sector. The Strategic Plan therefore aims to:

- (i) Inform ADE's stakeholders what it plans to do;
- (ii) Provide a real blueprint to guide all operations; and
- (iii) Provide a basis for accountability to ADEM's stakeholders.

1.5 Layout of the Plan

The Plan contains four chapters and two annexes. Chapter One provides the background, approach, purpose and layout of the plan while Chapter Two present the situational analysis covering performance review, stakeholder analysis, SWOC analysis and the identified critical issues. Chapter Three covers ADEM's Vision and Mission, Core Values, Strategic Objectives and their rationale, Strategies to be employed, Targets to be reached as well as Key Performance Indicators. Chapter Four defines the Monitoring and Evaluation Framework and ends with Annexes comprising the Organisational Structure and the Strategic Plan Matrix.

CHAPTER TWO

SITUATIONAL ANALYSIS

2.1 Introduction

This chapter analyses ADEM's operations in relation to the implementation of the ending Strategic Plan (2016 – 2021). It looks at the current operational status including the strengths and weaknesses realized; analyses stakeholders' unmet needs and expectations and the challenges that mitigated against the full success of the plan as well as the opportunities that could have been exploited for maximum achievement of the organizational goals. The analysis ends at identifying the critical issues that should be addressed in the new strategic plan to enable ADEM to maximally achieve organisational goals its Vision and Mission.

2.2 The Current Vision Statement

To become the Centre of Excellence in Educational Leadership, Management and Quality Assurance Training, Research and Consultancy in Africa.

2.3 The Current Mission Statement

To facilitate the provision of Competence-Based training in leadership, management and quality assurance in the education system through training, research and consultancy services in educational management and administration for producing effective and efficient managers and administrators in the education sector.

2.4 Mandates

ADEM is mandated to:

- (i) Provide training in educational leadership and management;
- (ii) Carry out research on educational management and administration;
- (iii) Provide consultancy services on educational issues; and
- (iv) Develop and disseminate educational management materials and programmes.

2.5 The Organization Structure

The management of the Agency operates closely with the Ministerial Advisory Board (MAB) which is responsible for advising the Minister on the proper management of the Agency. ADEM is headed by the Chief Executive/Principal assisted by two deputies

namely, Deputy Principal, Academic Research and Consultancy (DPARC) and Deputy Principal Planning, Finance and Administration (DPPFA). Below are five units and two campuses led by principal officers and managers as follows:

- (i) Information and Communication Technology Manager,
- (ii) Procurement Management Officer,
- (iii) Quality Assurance Officer,
- (iv) Public Relations Officer,
- (v) Internal Audit Manager,
- (vi) Mwanza Campus Manager, and
- (vii) Mbeya Campus Manager.

The DPARC has two sections each led by managers namely:

- (i) Training Programmes Manager and
- (ii) Research and Consultancy Manager

The DPPFA has two sections each led by managers namely:

- (i) Human Resource and Administration Manager, and
- (ii) Planning, Finance and Accounts Manager.

2.6 Business Environment

2.6.1 Training in Education Management and Administration:

ADEM offers short and long courses in Education Leadership, Management and Quality Assurance. The short courses include: Induction programmes, Orientation programmes and tailor-made courses in educational management and administration. The current long courses include Certificate in Education Leadership, Management and Administration (CELMA), Diploma in Educational Management and Administration (DEMA) and Diploma in School Quality Assurance (DSQA). ADEM expects to offer a Bachelor's degree in Education Management and Quality Assurance (BEMQA).

The courses are designed to equip and improve the capacity of educational personnel for proper management of their institutions. The target groups include education leaders and managers at Primary and Secondary schools levels, Wards, Teacher Training Colleges, Focal Development Colleges, Local Government Authorities and Ministry Departments. Other groups include non-governmental organizations and other interested educational stakeholders.

The institutional objective is therefore to promote educational management training through the provision of high-quality programmes to enable graduates manage and administer the education sector effectively and efficiently. The development of curriculum for the mentioned levels bases on this obligation and compliance with National Council for Technical Education (NACTE) Guiding Framework for curriculum review that is based on market demand which arise from the conducted situational analyses.

ADEM cooperates with local institutions namely Ministry of Education, Science and Technology and President's Office - Regional Administration and Local Government through primary, secondary, teacher training institutions and authorities (NACTE).as well as International Organizations such as UNICEF, JICA, World Bank and UNESCO.

UNICEF has facilitated ADEM in implementing the training of one year Certificate Course in Education Leadership Management and Administration for head teachers from four regions including Njombe, Mbeya, Songwe and Iringa Regions. Within the named regions, the training accommodated head teachers from all districts.

Specifically, ADEM offers:

- (i) Diploma in Education Management and Administration (DEMA)
- (ii) Diploma in School Quality Assurance (DSQA)
- (iii) Certificate Course in Education Leadership Management and Administration (CELMA)
- (iv) Induction Courses for Heads of Secondary Schools;
- (v) Induction Courses for District Education Officers;
- (vi) Induction Courses for School Quality Assurance Officers;
- (vii) Courses for Secondary School Boards;
- (viii) Courses for Ward Education Coordinators;
- (ix) Tailor made courses based on clients's needs.

2.6.2 Research

ADEM conducts research in education management at district and school levels. The research is action-based with a view to make it more practical in order to create some input in programme development and policy-decision-making.

2.6.3 Consultancy Services

ADEM offers consultancy services at school and district levels for instance, on school organization, school financial management, whole school development planning, district education strategic planning, and project write-up. ADEM can also offer consultancy at higher levels as and when opportunities are available.

2.6.4 Service Area Coverage

The geographical t coverage for ADEM products and services include all regions of Tanzania and outside the Country. To enhance effectiveness and efficiency in delivery of ADEM products and services, ADEM collaborates with the Municipal/District/Town Councils and Teacher Training Colleges to form a network of distribution centers. ADEM conducts training either at her campuses, zones or districts depending upon a number of factors influencing such decisions. Among these factors are: availability of funds; motive to conduct training near the customers i.e., decentralization by devolution; cost saving in terms of distance, time and other expenses; the availability of training facilities and number of participants.

2.7 PERFORMANCE REVIEW OF THE STRATEGIC PLAN 2016– 2021

2.7.1 Implementation Status

The five-year ended Strategic Plan was evaluated basing on the performance of the objectives set in 2016. The implementation status for each objective and targets is shown in Table 1.

TABLE: 1 : IMPLENTATION STATUS OF ADEM STRATEGIC PLLAN 2016 – 2021

Objectives	Targets	Actual Performance	Reason for achievement	Reasons for failure	New Strategy
A. HIV/AIDs infections reduced and support services improved	7,500 boxes Protective gears provided up to June 2021	<ul style="list-style-type: none"> • 5,000 boxes of condoms were provided to tutors, other staff and students. 	<ul style="list-style-type: none"> •Management commitment on cross cutting issues. •Availability of funds 	<ul style="list-style-type: none"> • Decrease in number of students enrolled. 	<ul style="list-style-type: none"> • Increase availability of protective gears • Communicate with the Ministry of Health to get supportive services.
	Supportive services provided up to June 2021.	Sanitizers, soaps and washing vessels were provided to students	<ul style="list-style-type: none"> •Management commitment on cross cutting issues. •Availability of funds 		<ul style="list-style-type: none"> • Increase availability of protective gears • Communicate with the Ministry of Health to get supportive services. • Increase budget allocation in cross cutting issues
	Sensitization seminars on HIV and AIDS conducted up to June 2021	<ul style="list-style-type: none"> • 5 seminars on HIV/AIDS were conducted to ADEM Staff and Students 	<ul style="list-style-type: none"> •Management commitment on cross cutting issues. •Availability of funds 		<ul style="list-style-type: none"> • Increase availability of protective gears. • Communicate with the Ministry of Health to get supportive services.
B: Anticorruption strategy enhanced, sustained and implemented effectively	Anti-corruption clubs established by June 2021,	3 Anti-corruption clubs were established at Bagamoyo, Mbeya and Mwanza Campuses.	<ul style="list-style-type: none"> •Increased awareness among staff and students support from PCCB Office. •Management commitment on cross cutting issues. •Availability of funds •Support from PCCB Office •Good cooperation between ADEM and PCCB Office. 		Involve more stakeholders in implementing this activity.
	5 seminars on Anti-corruption conducted to all staff up to June 2021.	5 Seminars on Anti-Corruption were conducted for ADEM staff	<ul style="list-style-type: none"> •Increased awareness among staff and students support from PCCB Office. •Management commitment on cross cutting issues. •Availability of funds •Support from PCCB Office •Good cooperation between ADEM and PCCB Office. 		Involve more stakeholders in implementing this activity.

Objectives	Targets	Actual Performance	Reason for achievement	Reasons for failure	New Strategy
	5 sessions of training on Anti-corruption conducted to all students up to June 2021.	<ul style="list-style-type: none"> •7 sessions of trainings on Anti-corruption were provided to ADEM students •ADEM Students Anti-corruption Club visited PCCB Bagamoyo Office to learn more on how to prevent corruption 	<ul style="list-style-type: none"> •Increased awareness among staff and students support from PCCB Office. •Management commitment on cross cutting issues. •Availability of funds •Support from PCCB Office •Good cooperation between ADEM and PCCB Office. 		Involve more stakeholders in implementing this activity.
	Disseminate 5000 brochures on Anti-corruption up to June 2021	5000 brochures were distributed to staff, students and customers.	<ul style="list-style-type: none"> •Increased awareness among staff and students •Support from PCCB Office •Management commitment on cross cutting issues. •Availability of funds •Support from PCCB Office •Good cooperation between ADEM and PCCB Office. 		Involve more stakeholders in implementing this activity.
C: Courses on Education Management and Administration of Educational Institutions enhanced	Enrolment increased by 30% by June 2021	12,242 students trained in all ADEM campuses (an average of 2448 which is 58% increase per annum)	<ul style="list-style-type: none"> • Marketing strategies •Commitment of staff •Introduction of CELMA-ODL programme •Improvement of teaching and learning environment •Performance of ADEM graduates at their working stations 		<ul style="list-style-type: none"> • Increase more students in the programme • Expand use of ODL mode in offering the programme • Establish new courses related to education management and quality assurance • Increase and improve physical infrastructure • Increase and improve other training facilities
	e-Library services installed in all Campuses by June, 2017	1 e-Library system installed in all campuses	<ul style="list-style-type: none"> •Availability of funds •Availability of Library personnel 		Expand e-Library services in all Campuses
	Open and Distance learning Model (ODL) institutionalized in all Campuses by June, 2018	Open and Distance learning Model (ODL) Institutionalized at Bagamoyo Campus	•Availability of resources as per NACTE guidelines		Institutionalize Open and Distance learning Model (ODL) in Mwanza and Mbeya campuses
	Customers' needs survey conducted by June, 2021	3 training needs assessment conducted to teachers, ADEM	•Availability of resources		•Conduct needs assessment for DEMA and DSQA curriculum review as well

Objectives	Targets	Actual Performance	Reason for achievement	Reasons for failure	New Strategy
		students, heads of schools, employers, school quality assurance officers and education supervisors for CELMA, DEMA and DSI curriculum review			<ul style="list-style-type: none"> • Conduct TNA for establishment of new programmes
	Review curriculum for DEMA and DSI by June 2021	Curriculum for DEMA and DSI reviewed	<ul style="list-style-type: none"> • Availability of resources 		Conduct needs assessment for DEMA and DSQA curriculum review
	Develop and implement a degree programme by June, 2018	Training Need Assessment conducted	<ul style="list-style-type: none"> • Availability of resources 	Long chain of procedures	Continue to develop the programme
	5 Tailor made programmes developed and implemented by June, 2021	7 tailor made programmes were developed and implemented <ul style="list-style-type: none"> • Whole School Development Plan • Disaster Risk Management • School Building and Construction Guidelines • Teachers Continuous Professional Development • Leadership and Supervisory Skills for School Committee Members • School Management and Leadership • Internal School Quality Assurance 	<ul style="list-style-type: none"> • Availability of resources 		<ul style="list-style-type: none"> • Marketing • Conduct TNA • Secure resources
	Number of participants in Leadership training increased by 30% annually	38,652 participants trained in Leadership (which is 125% increase)	<ul style="list-style-type: none"> • Availability of resources • Good marketing strategies 		<ul style="list-style-type: none"> • Continue designing training programmes • Continue marketing • Secure resources
	Monitor and evaluate utilization of skills and knowledge gained from the courses offered annually	A tracer study conducted on CELMA, DEMA and head of schools' programmes to evaluate the impact of their performance	Availability of resources	of	Conduct tracer study for DSI, Principals of Teacher Training Colleges, FDCs and primary school heads
D.	Collaboration	MoUs to collaborate	Availability of		Strengthen collaboration

Objectives	Targets	Actual Performance	Reason for achievement	Reasons for failure	New Strategy
Consultancy and research services in education Management, Administration, Leadership and Quality Assurance strengthened by June, 2021	with five institutions established by June, 2021	with Mzumbe University, Feza School and Kansas University prepared	resources		by increasing more areas to share expertise
	10 research studies in educational management conducted by June, 2021	4 (40%) research studies conducted on; <ul style="list-style-type: none"> • Effectiveness of 3Rs training provided to Std. III and IV teachers • Impact of Educational Leadership, Management and Administration on Head teachers' performance • School inspection practices in Tanzania: an overview of school inspectors feedback given to teachers for teaching and learning improvement" 		Limited resources	Allocate more fund for research activities
	5 Consultancy services in educational management conducted annually	12 consultancy services conducted on: <ul style="list-style-type: none"> • Preparation of Whole Schools Development Plans • Leadership and Management for Heads Schools under African Muslim Agency • Integration of inclusive Education in the Whole Schools Development Plan under ADD • Capacity building to Primary School Teachers in Ilala Municipal on Change Management. 	Availability of resources		Continue to conduct research and consultancy

Objectives	Targets	Actual Performance	Reason for achievement	Reasons for failure	New Strategy
	Internal research and consultancy Policy prepared by June, 2017	Research and Consultancy Policy prepared	<ul style="list-style-type: none"> •Availability of resources 		Effective implementation of the Policy
E: Institutional Capacity to deliver Services Improved	Training plan Reviewed and Implemented by June 2021;	The training plan was reviewed and approved	<ul style="list-style-type: none"> •Availability of funds •Readiness of the management to support the preparation of staff development plan 	Lack of funds	Continue implementing the approved plan by allocating funds annually.
	Training funds increased by 25%	Training Funds were annually increased to support short and long courses for ADEM staff who were accepted to join training in different institutions	<ul style="list-style-type: none"> •Availability of funds. •Management commitment •Compliance to laws and regulations Management commitment		Continue increasing of training funds.
	Human resources internal policies reviewed by June 2021	Scheme of Services, Job Description, Job list, Housing Policy, Remuneration and Retention Scheme, Staff Regulations, and the Organization Structure were reviewed and approved.	Support from PO-PSM during the preparation process.		Review related policies accordingly.
	Number of teaching staff increased by 25% by June, 2021	Number of teaching staff increased from 20 to 37 in all campuses (85% increase)	<ul style="list-style-type: none"> •Availability of employment permits •Staff transfer to ADEM Conducive working environment		<ul style="list-style-type: none"> •Improve both physical and social working environments •Increase employment opportunities
	ADEM Framework Document Reviewed by 2018;	Framework document was reviewed and approved.	Compliance to laws and regulations		Build awareness among ADEM staff on ADEM framework document.
	All ADEM buildings rehabilitated by June 2021	8 houses, Dining Hall, 4 Training rooms, 3 Hostels, 14 Toilets rehabilitated.	Availability of funds		Allocate more funds for more rehabilitation.
	Two Administration blocks constructed in Mbeya and Mwanza Campuses by June 2021;	<ul style="list-style-type: none"> •Architectural drawings, Bill of Quantities prepared and approved for construction of Mbeya campus training rooms, library and offices. •Construction agreement signed 		Insufficient fund	<p>Complete construction of Mbeya Campus.</p> <p>Solicit funds for construction of training rooms, library and Offices at Mwanza Campus.</p>

Objectives	Targets	Actual Performance	Reason for achievement	Reasons for failure	New Strategy
		between ADEM and SUMA JKT. <ul style="list-style-type: none"> • Master plans for Mwanza and Mbeya campuses prepared and approved. 			
	All staff facilitated with office working facilities by June 2021	95% of staff facilitated with working gears including laptops, desk-top computers, office furniture and equipment	Availability of funds		Allocate funds for working facilities for the rest of staff.
	Cleaning, security and ground maintenance services provided by June 2021	<ul style="list-style-type: none"> • Stable security provided by STEMO security company at Bagamoyo Campus, KIGEMO Security company at Mwanza Campus and Amazon12 security group at Mbeya Campus; • Campuses well cleaned by CARES at Bagamoyo Campus, TXY Cleaning Company at Mwanza Campus and ANUNGO Cleaning Company at Mbeya Campus. 	Availability of funds		Regularly allocate funds for cleaning, security and ground maintenance.
	Use of ICT in ADEM service delivery increased to 75 % by June 2021;	50% in service delivery realized including student applications, school fees payment, Student Registrations, Library Services, Payment of Bills, Procurement Processes Online applications in academic issues including the ARIS programme.	Availability of funds Commitment of management		Continue the use of ICT in other services such as HR Management, records management, hostel bookings to reach 100% by the next term. Install e-office, to enable staff use ICT for online service delivery in handling customers.
	All social welfare activities facilitated by June 2021;	100% of social welfare activities facilitated including sports and games, burial services, food and refreshments, and social community donations.	Availability of funds Commitment of management		Regularly allocate funds for social welfare activities

Objectives	Targets	Actual Performance	Reason for achievement	Reasons for failure	New Strategy
	Legal services for ADEM provided by June 2021;	Signing of contracts for service delivery including security and cleanliness, ARIS, catering services and renting agreements for Campus buildings at Mbeya and Mwanza implemented. Construction agreement for Mbeya campus entered.	Availability of funds Commitment of management Legal support from government officials		Employ a Legal Officer to handle legal matters
	Procurement plan prepared and implemented by June 2021;	80% procurement of goods and services such as procurement of building materials, training materials, working facilities, furniture, equipment implemented.	Availability of funds Management Commitment		Strengthen communication between user department and units for timely identification of procurement needs. Strengthen the use of TANEPS system in procurement goods and services Facilitate training on government procurement processes.
	Client Service Charter reviewed by June 2021;	Not implemented		Lack of Funds	Implement before June, 2022.
	Feedback mechanism developed by June 2021;	Mechanism for capturing feedback of services delivered to customers through e-mails, website, ARIS; complain desk, social media page and suggestion box in place.	Commitment of management		Strengthen feedback mechanism to encounter any challenges that may arise.
	2 Business processes improved by June 2021;	Curriculum reviewed to accommodate customers' needs. Conference facilities equipped with modern furniture and Air conditioners to accommodate customers' needs.	Management Commitment		Improve business processes in training research and consultancy through establishment of ADEM Newsletter and Journals. Improve communication with clients through the use of updated web site

Objectives	Targets	Actual Performance	Reason for achievement	Reasons for failure	New Strategy
	Financial resources managed well by June 2021;	Clean Audited Reports continuously obtained for 5 years GePG applied in collection of revenue.	Presence of qualified staff and Management Commitment		Observe compliance with Rules and Regulations that govern financial and procurement processes
	Audit plans prepared and implemented by June 2021;	<ul style="list-style-type: none"> All audit activities implemented as planned. Training on Institutional Risk Management done for Audit Committee and Management, 	Management Commitment		Strengthen and timely respond to audit quarries. Adequately staff the Internal Audit Unit.

2.8 Stakeholders' Analysis

The following is the analysis of all ADEM stakeholders in terms of services offered to them in relation to what they expect from the Agency. Details are presented in Table 2 below:

TABLE 2: STAKEHOLDERS' ANALYSIS

No	Stakeholder	Service offered	Stakeholders expectations
1	Employees	<ul style="list-style-type: none"> Working tools Capacity building Conducive working environment Social welfare 	<ul style="list-style-type: none"> Working tools Capacity building Good working conditions Attractive package and motivation Incentive and retention scheme Adherence to social welfare provision guidelines
2	Education Officials School, College, Ward, District and Regional levels	<ul style="list-style-type: none"> Technical advice and guidelines on leadership, management, administration and quality assurance in education sector Information on programmes offered Training programmes 	<ul style="list-style-type: none"> Quality training Competent graduates Relevant training materials Cost effective courses Timely and accurate information Certification Good relationship and cooperation
3	Ministry of Education, Science and Technology	<ul style="list-style-type: none"> Plans and budgets Performance and financial reports 	<ul style="list-style-type: none"> Achievable cost-effective plans and budgets Regular financial and

No	Stakeholder	Service offered	Stakeholders expectations
		<ul style="list-style-type: none"> • Impact assessment of training programmes • Performance agreements • Technical advice on leadership, management, administration and quality assurance in the education sector • Audited performance reports 	<p>progress reports</p> <ul style="list-style-type: none"> • Timely reports on impact assessment of training programmes • Timely information and advise • Clean audit reports • Competent graduates • Effective implementation of training programmes • Improved academic performance in schools
4	PO-RALG	<ul style="list-style-type: none"> • Training programmes and budgets • Impact assessment of training programmes • Information on training programmes offered • Project reports • Performance agreements • Technical advice on leadership, management, administration and quality assurance in education sector 	<ul style="list-style-type: none"> • Training programme proposals • Timely reports on impact assessment of training programmes • Timely available training reports • Comprehensive training information and guidelines • Reliable experts' opinion and timely technical advice • Good leadership in schools • Improved academic performance in schools
5	Ministry of Finance and Planning	<ul style="list-style-type: none"> • Annual performance reports • Relevant information • Guidelines on training • Audited performance reports • Training reports 	<ul style="list-style-type: none"> • Timely available reports and information • Comprehensive training information and guidelines • Reliable experts' opinion and timely technical advice • Clean audit reports
6	Ministry of Home Affairs	<ul style="list-style-type: none"> • Relevant information • Payment for services offered 	<ul style="list-style-type: none"> • Good relationship and cooperation • Moral and ethical graduates • Conducive environment • Reliable information • Timely and accurate payments
7	Ministry of PO-PSMGG	<ul style="list-style-type: none"> • Relevant information 	<ul style="list-style-type: none"> • Good relationship and cooperation • Moral and ethical graduates • Conducive working environment • Reliable and accessible

No	Stakeholder	Service offered	Stakeholders expectations
			information
8	Ministry of Health, Community Development, Gender, Elderly and Children	<ul style="list-style-type: none"> • Relevant information • Payment for services offered • Blood donation 	<ul style="list-style-type: none"> • Good relationship and cooperation • Conducive working environment • Reliable and accessible information • Timely and accurate payments
9	Ministry of Lands Housing and Human Settlement Development	<ul style="list-style-type: none"> • Relevant information • Payment for services offered 	<ul style="list-style-type: none"> • Good relationship and cooperation • Conducive working environment • Reliable and accessible information • Timely and accurate payments
10	Ministry of Energy	<ul style="list-style-type: none"> • Relevant information • Payment for services offered 	<ul style="list-style-type: none"> • Good relationship and cooperation • Conducive working environment • Reliable and accessible information • Timely and accurate payments
11	Ministry of Communications Information Communication Technology	<ul style="list-style-type: none"> • Relevant information • Payment for services offered 	<ul style="list-style-type: none"> • Good relationship and cooperation • Conducive working environment • Reliable and accessible information • Timely and accurate payments
12	Ministry of Works and Transport	<ul style="list-style-type: none"> • Relevant information • Payment for services offered 	<ul style="list-style-type: none"> • Good relationship and cooperation • Conducive working environment • Reliable and accessible information • Timely and accurate payments
13	Local Government Authorities	<ul style="list-style-type: none"> • Relevant information • Payment for services offered 	<ul style="list-style-type: none"> • Good relationship and cooperation • Conducive working environment • Reliable and accessible information • Timely and accurate payments
14	TRA	<ul style="list-style-type: none"> • Payment of income tax • Provision of list of suppliers • Relevant information 	<ul style="list-style-type: none"> • Timely and accurate payments • Reliable and accessible information

No	Stakeholder	Service offered	Stakeholders expectations
15	NACTE	<ul style="list-style-type: none"> • Information of training programmes • Registration of tutors • Registration of students • Registration of board members • Institutional registration • Performance reports of the institution • Students' examination reports • Institutional statistics and information 	<ul style="list-style-type: none"> • Timely available reports and information • Qualified and sufficient tutors in accordance with NACTE standards • Registered programmes • Accredited institution • Performance reports
16	Non-Governmental Organizations	<ul style="list-style-type: none"> • Information on training programmes • Technical advice on leadership, management, administration and quality assurance in education sector • Project reports 	<ul style="list-style-type: none"> • Good cooperation and effective coordination • Timely and reliable information, guidelines and awareness • Reliable experts' opinion and timely technical advice • Timely available training reports
17	Development Partners and International Organizations	<ul style="list-style-type: none"> • Agency plans and budgets • Performance and financial reports • Performance agreements • Technical advice on leadership, management, administration and quality assurance in education sector • Project proposals • Financial requirements • Investment plans • Information on programmes 	<ul style="list-style-type: none"> • Achievable cost-effective plans and budgets • Regular financial and progress reports • Achievement of planned objectives and targets • Timely information and advise • Good relationship and cooperation • Cost effective project and financial proposals
18	Private Sector	<ul style="list-style-type: none"> • Information on services provided • Information on training programmes • Payments on services offered • Project proposals • Training guidelines 	<ul style="list-style-type: none"> • Reliable and accurate information • Good relationship and cooperation • Good working environment • Availability of quality and sufficient facilities • Good customer care
19	Media	<ul style="list-style-type: none"> • Information for dissemination to the public • Information on events 	<ul style="list-style-type: none"> • Readily available information for dissemination • Good relationship and cooperation • Accessibility of

No	Stakeholder	Service offered	Stakeholders expectations
			information <ul style="list-style-type: none"> • Conducive working environment
20	Service providers	<ul style="list-style-type: none"> • Information on services provided • Payments for services offered 	<ul style="list-style-type: none"> • Timely payments upon service delivery • Reliable and accurate information • Prompt payments • Good relationship/cooperation • Conducive working environment

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

Table 3 gives the results of a rigorous analysis of the strengths and weaknesses as internal factors; opportunities and challenges as external factors that may affect ADEM's performance.

TABLE 3: SRENGTHS, WEAKNESSES, OPPORTUNITIES AND CHALLENGES (SWOC) ANALYSIS

Criteria	Strengths	Weaknesses	Opportunities	Challenges
Leadership	<ul style="list-style-type: none"> • Strategic and assertive MAB membership • Qualified, experienced and assertive management • Readily available opportunities for staff academic and professional advancement • Readiness of staff to undertake advanced training. • Availability of adequate staff development funds • Transparent and Good Interpersonal 	<ul style="list-style-type: none"> • Inadequately coordinated implementation of internal functions • Delays in decision making • Negative attitudes towards change among some of the staff. 	<ul style="list-style-type: none"> • Government commitment towards improved service delivery • Availability of leadership training opportunities • Support from stakeholders 	<ul style="list-style-type: none"> • Delay in decision making • Negative attitudes toward trained educational personnel • Overdependence on limited resource base • Budget ceilings

Criteria	Strengths	Weaknesses	Opportunities	Challenges
	Relationships			
Legal and Policy Framework	<ul style="list-style-type: none"> • Availability of management policies and administrative documents 	<ul style="list-style-type: none"> • Lack of adequate awareness on individual responsibilities in implementing Government policies and regulations 	<ul style="list-style-type: none"> • Legal expertise on management and administrative issues 	<ul style="list-style-type: none"> • Conflicting Acts and Regulations • Many and equally demanding reporting channels • Unclear monitoring and evaluation frameworks
Human Resources	<ul style="list-style-type: none"> • Presence of professional and qualified staff • Presence of trainable staff 	<ul style="list-style-type: none"> • Inadequate number of human resource • Inadequate incentive schemes • Lack of succession plan 	<ul style="list-style-type: none"> • Availability of skilled human resource in the market • Presence of staff upgrading institutions 	<ul style="list-style-type: none"> • Prevalence of HIV/AIDS infections
Working environment, tools, procedures and systems	<ul style="list-style-type: none"> • Existence of conducive working environment • Availability of working gears 	<ul style="list-style-type: none"> • Lack of adequate usage and awareness of working systems and procedures • Inadequate competences in usage of ICT systems and facilities • Unpredicted regular network interruptions • Inadequate ICT infrastructure within ADEM Campuses 	<ul style="list-style-type: none"> • Existence of working tools in the market. • Availability of HCMIS • Availability of modern technologies in the market. • DPs willingness to support availability of working tools and systems 	<ul style="list-style-type: none"> • Incompatibility of the existing systems • Rapid changes in technology
Financial Resources	<ul style="list-style-type: none"> • Availability of internal budget • Adequate internal controls • Existence of internal audit function • Clean audit reports 	<ul style="list-style-type: none"> • Overdependence on unreliable internal sources • Limited Government financial support • Inadequate and timely release of funds as per approved budget • Restricted investment in commercial institutions for income generation. • Limited linkage 	<ul style="list-style-type: none"> • Existence of customers and potential expansion of ADEM's market • Willingness and support from Government on training programs • Availability of private investors • Existence of commercial institutions for investment. • Existence of similar foreign 	<ul style="list-style-type: none"> • Increased and diversification of the resource base • Identification and attraction of potential customers • Insurance of Government continued Willingness and demand for ADEM's Products and Services • Increased interaction with private

Criteria	Strengths	Weaknesses	Opportunities	Challenges
		and collaboration with Development Partners	educational institutions	sector and similar International Institutions Through linkages and collaborations Securing Government permission for Investing in commercial institutions
Political Environment			<ul style="list-style-type: none"> Political willingness to support educational issues 	<ul style="list-style-type: none"> Sustenance of political support to ADEM's Mission. Sustenance of ADEM's current Image to the Public

2.10 Market Demand

The market for Educational Management Training is fast growing due to rapid changes in the education sector resulting from the decentralization of educational management and other reforms; the implementation of the Education Sector Development Plan (ESDP) and the growing number of government and non-government schools in the country.

Although the market for research and consultancy in Educational Management still looks small, it is very likely to grow fast as a result of the decentralization of educational delivery to the grassroots and increased donor-involvement in education as portrayed in the ESDP. In other words, as many more stakeholders get involved in the delivery of education, the more the opportunity for ADEM to train more educational institutions' managers and administrators and also to provide consultancy due to emerging varieties in educational management practices.

Along with consultancy, contradicting managerial and administrative scenarios may result hence the need for research to seek for causes and solutions for such contradictions. ADEM, as the sole government Agency for development in education will inevitably be expected to seek solutions to such incidences. Table 4 below demonstrates the anticipated market demand that will necessitate ADEM to expand its .service delivery

TABLE 4: ANTICIPATED ADEM MARKET DEMAND

S/N	Customer	Total demand
1	Head Teachers and Deputies	36,216
2	Primary School Teachers	210,863
3	Ward Education Officers	3,290
4	District Education Officials	1,104
5	TRC-Coordinators	266
6	Secondary School Teachers	106,006
7	Heads of Schools and Deputies	10,400
8	Secondary School Board Members	67,600
9	Regional Education officials	78
10	VETA Officials	150
11	FDCs	216
12	Teacher Training College Management Teams	315
13	RAOs Support Staff	52
14	School Quality Assurance Officers	1,088
Total		437,644

2.11 Promotional and marketing strategies

Currently, ADEM has promotional and marketing strategies for its products and services. ADEM therefore intends to continue with promotional strategies to enable more customers to access ADEM services and products. In new Strategic Plan (2021/22-2025/26), ADEM will adopt the following promotional measures and marketing strategies:

- (i) Advertisements in Media (website, social media, radios, newspapers, Newsletters and Televisions),
- (ii) Prompt, regular, courteous and efficient service to the clients,
- (iii) Printed Materials (Brochures, Posters, Fliers, Calendars, Diaries, T-shirts, Wheel covers, Pens and Writing pads),
- (iv) Signboards,
- (v) Free Samples,
- (vi) Press releases,
- (vii) Participation in Trade fairs and academic exhibitions, and
- (viii) Personal selling.

In marketing herself, ADEM will adopt the following strategies:

- (i) Social networking and viral marketing
- (ii) Internet and e- mail marketing
- (iii) Comprehensive marketing through mass media
- (iv) Media engagement
- (v) Website content update
- (vi) Forming link building partnership
- (vii) Exhibition of ADEM products and services
- (viii) Use of students and other stakeholders as ADEM ambassadors
- (ix) Publication materials
- (x) Academic conferences

2.12 Critical issues

The performance review and the situational analysis together seem to bring forth the following areas to be the critical issues to be addressed in the forthcoming Strategic Plan 2021/22-2025/26:

- (i) Inadequate number of trainees/students;
- (ii) Shortage of infrastructures in ADEM campuses;

- (iii) Inadequate operational funds;
- (iv) Competition from other institutions offering similar trainings; and,
- (v) Change of policies and priorities.

Based on the critical issues listed above, ADEM plans to prioritize in four major areas namely:

- (i) Increasing enrollment in education management, leadership, administration and quality assurance courses;
- (ii) Expanding and diversifying the financial resource base;
- (iii) Construction and rehabilitation of physical infrastructure; and,
- (iv) Strengthening marketing strategies.

CHAPTER THREE

THE PLAN

3.1 Introduction

The coming Five Year Strategic Plan (2021/22-2025/2026) emanates from the performance review of the ending Plan and the Situational Analysis carried out among others, to assess ADEM's performance in the past five years including the achievements and weaknesses that need to be addressed, opportunities for improvement and challenges faced in an attempt to sustain the Agency's positive image for another five years to come. As stated earlier, the focus will be on the expansion and improvement of the provision of educational management and leadership training at School, College, Ward, District and Regional levels

The Strategic Plan (2021/22- 2025/2026) has taken into consideration all relevant Government plans including different MoEST Education Policies, National Five-Year Development Plans, National Development Vision (2000 – 2025); Education Sector Development Program (ESDP), Local Government Reforms Program; Public Service Reform Program; Education for All (EFA), Sustainable Development Goals (SDGs) and the expansion of the private sector participation in education service delivery. These plans in their totality, address key priority areas in education management and administration. The Strategic Plan 2021/22- 2025/26 therefore, intends to address the on-going changes that are taking place in the education management and leadership in the education sector.

3.2 Vision and Mission Statements

The previous vision and mission statements were reviewed to reflect the current working environment of ADEM as follows:

3.2.1 Vision

To become the Centre of Excellence in Educational Leadership, Management and Quality Assurance Training, Research and Consultancy in Africa.

3.2.2 Mission

To facilitate the provision of qualitative and quantitative training in leadership and management in the education system through training, research and consultancy services in educational management, administration and quality assurance hence to produce both

effective and efficient professional educational managers, administrators and quality assurance officers in the education sector.

3.3 Core Values

In order to fulfill its objectives, ADEM will strive to adhere to its core values as listed hereunder:

Integrity

Good governance, transparency and accountability in discharging duties;

Professionalism

Respect to professional skills, ethics, standards and guidelines;

Customer focused

Suitable, satisfactory and timely services to her customers;

Teamwork spirit

Teamwork so as to achieve organizational goals and objectives from time to time;
and

Innovativeness

Application of new techniques and practices to enhance quality, effectiveness and efficiency in service delivery.

3.4 Strategic Objectives

In order to realize her Vision and Mission and taking into consideration the critical issues identified in Chapter Two, ADEM aims at the following as the key strategic objectives to be achieved in the next five years:

- (i) HIV/AIDS infections and non-communicable diseases reduced.
- (ii) Effective implementation of National Anti-corruption Strategy enhanced and sustained
- (iii) Training in Education Management, Leadership, Administration and Quality Assurance enhanced at all educational levels
- (iv) Financial resource base expanded and diversified.
- (v) All resources effectively and efficiently managed.
- (vi) Working environment for service delivery enhanced and sustained..

3.4.1: HIV/AIDS infections and non-communicable diseases reduced

HIV/AIDS and non-communicable diseases is a problem that affects workforce in several government institutions. In order to overcome this problem, the government directs each

institution to plan and find out strategies that will guide the prevention of HIV/AIDS and non-communicable diseases in the work place. ADEM as one of the government Agency intends to institutionalize the HIV policy so that employees, students and other stakeholders will understand its repercussions and take serious measures against extracting HIV In the next five years, ADEM will implement the following strategies and targets in relation to combating HIV/AIDS infection and non-communicable diseases.

Strategies:

- i. Increase HIV/AIDS campaign and Provide support to staff living with HIV and AIDS
- ii. Procure exercise gears for physical exercises
- iii. Provide peer education on HIV/AIDS and non-communicable diseases to the ADEM community.

Targets

- i. 13,430 Students and Staff provided with Protective services by June, 2026;
- ii. 5 Sensitization seminars on HIV/AIDS and non-communicable diseases conducted by June, 2026;
- iii. 60 physical exercises sessions conducted by June,2026

Key performance indicators

- i. % change in voluntary testing;
- ii. % change in HIV/AIDS and non-communicable diseases reported cases
- iii. Number of Students and Staff who attended physical exercise sessions.

3.4.2: Anticorruption strategy enhanced, sustained and implemented effectively

One of the priorities of the government in the national strategy on economic growth and reduction of poverty is the issue of combating corruption. The Development Vision 2025 as regards good governance insists on enhancing anticorruption practices in the delivery of service to its citizens. Good governance insists on creating and maintaining Corruption Free Zones at work places for the delivery of services in government institutions. ADEM as one of the government institutions accepts that corruption reduces effective and efficient delivery of services. For the coming five years, ADEM will implement the following activities in relation to combating corruption in the delivery of her services:

Strategy:

Increase anti- corruption awareness through seminars;

Targets:

- i. 3 Anti-corruption clubs facilitated by June, 2026;
- ii. 5 seminars on Anti-corruption conducted to all staff and students by June,2026;
- iii. 3000 brochures on Anti - corruption disseminated by June 2026 and
- iv. 5 outreach programmes on anti- corruption conducted by June, 2026.

Key Performance Indicators:

- i. Number of Anti-corruption clubs facilitated
- ii. % Level of awareness on corruption
- iii. Number of brochures disseminated
- iv. % Change in reported corruption incidences

3.4.3: Training in Education Management, Administration and Quality Assurance enhanced at all educational levels

ADEM offers long and short courses in education management programmes to various educational officials. Long courses include: Diploma in Education Management and Administration; Diploma in School Quality Assurance; and Certificate in Education Leadership, Management and Administration. ADEM also, conducts research to (provide) highlight on challenges facing the education sector and strategies to overcome them while consultancy aims at providing solutions to the leadership and managerial challenges faced by the education sector. All services offered by ADEM are required to be of high quality based on NACTE standards and prevailing market demands..

Moreover, the Agency is planning to offer a Bachelor's degree programme and Post Graduate Diploma in Educational Management and Quality Assurance as a way of improving management and quality delivery of education. These programmes will align themselves with the current changes in government policies that require primary school teachers to possess Diploma in Education as a minimum qualification. ADEM also intends to widen the scope of stakeholders to be trained in educational leadership, management, administration and quality assurance. To be able to achieve this objective, ADEM will implement the following strategies with aimed targets:

Strategies

- i. Improve and Increase marketing Agency's products and services;
- ii. Increase the number of programmes in education leadership, management and quality assurance;
- iii. Promote research and consultancy initiatives in Education management; and
- iv. Improve and promote institutional quality assurance practices.

Targets

- i. 13,326 teachers trained in certificate, diploma and bachelor degree programmes in education management and quality assurance by June, 2026;
- ii. 32,821 participants trained in short and tailor-made courses in education leadership, management and quality assurance by June, 2026;
- iii. 10 researches in education leadership, management and quality assurance conducted by June, 2026;
- iv. 15 consultancies in education leadership, management and quality assurance conducted by June, 2026;
- v. 3 curricula in Education Management and Administration reviewed by June, 2026;
- vi. Curriculum for Bachelor's degree programme developed by June, 2022;
- vii. 20 institutional quality assurance practices conducted by June, 2026;
- viii. 3 libraries facilitated with books and e-library materials by June, 2026; and
- ix. 6 book titles in educational management and quality assurance published by June, 2026

Key performance Indicators

- i. % Increase in **the** number of education leaders trained in education leadership, management and quality assurance;
- ii. % increase in **the** number of qualified leaders in Education Institutions;
- iii. Number of researches and consultancies done;
- iv. Number of books published;
- v. Number of reviewed curricula;
- vi. % Increase of adherence to quality and standards.

3.4.4: Financial resource base expanded and diversified.

ADEM largely depends on internal financial sources for conducting almost all its training programmes; it does not receive 'other charges' from Government. The same source is depended upon in procuring and delivering the rest of the services to its clientele including construction and rehabilitation of infrastructure in the three campuses. However, staff salaries are met by the government. Interested development partners, at times, offer financial support for training educational managers and administrators, however, in areas of their operations. In rare cases, MoEST does fund short courses deemed to be critical at a given situation. Although Government annually allocates a token development fund to ADEM, these funds have not been released for the past five years consecutively. Yet, ADEM, like other service institutions, is required to offer some financial contribution to the government each year.

The Strategic Plan has clearly defined the major tenets that will be addressed in the next five years most of which aim at expanding and sustaining the ongoing activities in all the three mandates of training, research and consultancy. To achieve these intensions, more finances will definitely be required hence the need for strong and diversified financial resource base. Despite the resources the Agency will be required ensure that the resources are well managed by observing the stipulated financial regulations as well as budgetary allocations.

Strategies

- i. Increased and diversification of the resource base
- ii. Identification and attraction of potential customers/stakeholders
- iii. Increased and continued demand for ADEM's Products and Services
- iv. Increased interaction with the Private Sector and similar International Institutions through establishing linkages and collaborations.
- v. Opening dialogue with government to secure permission for investing in commercial banks and related institutions
- vi. Securing Government permission for Investing in commercial institutions

Targets

- i. Increase in student enrollment and fees collection.
- ii. Increased number of customers/stakeholders
- iii. Increased consumption of ADEM products and services
- iv. Number of private sector institutions working with ADEM
- v. Number of Development Partners working with ADEM
- vi. Type and number of linkages and collaborations with international institutions
- vii. Stage reached in dialogue with government for securing permission.

3.4.5: Effective and Efficient Institutional Management

Both the review of the ending plan and the situational analysis have shown that the Agency faces managerial challenges, among others, inadequate number of competent staff. However, achievement of ADEM's mandate will highly depend on availability of qualified and competent staff, who are well versed, not only in the academic field but also ready to adhere to rules and regulations particularly in the areas of Procurement, Institutional Marketing, Information, Communication Technology (ICT). ADEM needs to keep abreast with the ever changing technological advances for fast delivery of services to her clientele.

Strategies

- i. Identify and fill in vacancies with qualified staff.
- ii. Identify staff TNA and organize staff development programmes
- iii. Conduct market survey to identify more customers' and their needs.
- iv. Employ modern marketing techniques to promote ADEM products
 - i. Motivate staff to advance themselves for improving work performance
 - ii. Build good and strong interpersonal relations
 - iii. Equip staff with ICT technological advances
 - iv. Facilitate staff with current working tools
 - v. Implement motivation and retention scheme

Targets

- i. All the existing vacancies filled with qualified staff by 2026.
- ii. Staff TNA conducted and relevant programmes developed by June, 2026.

- iii. Increase in number of customers and categorized according to needs.
- iv. 55 programmes conducted through media and exhibitions by June, 2026
- v. Number of staff who have advanced themselves in respective fields
- vi. Customer service charter regularly improved and closely observed.
- viii. 3 ICT systems upgraded, installed and integrated by June, 2026.
- ix. 104 Staff facilitated with social welfare by June, 2026;
- x. 17 ICT infrastructure systems installed by June, 2026.
- xi.

Key performance Indicators

- xii. Number of asset registers prepared
 - i. % increase of ADEM budget
 - ii. Number of adverts done
 - iii. % Increase of ADEM customers
 - iv. % of qualified staff hired
 - v. Number of Policies developed
 - vi. Number of Audits conducted
 - vii. % Increase of ADEM customers using ICT in service delivery

3.4.6: Conducive environment for efficient and effective delivery of education support services strengthened

ADEM is mandated to provide training on Educational Leadership, Management and Quality Assurance to all educational officers in the country for better management of educational institutions. For this to happen, ADEM is requires a conducive working environment that will enable its staff personnel offer quality services to its customers. Currently, ADEM however, operates in either old physical infrastructure particularly in Bagamoyo campus that requires rehabilitating and overhaul and/or in hired premises in case of Mbeya and Mwanza campuses, a situation that does not create ease and comfort among the occupants as they can be evicted as and when owners wish to do so. ADEM, therefore, intends to create a more permanent and conducive working environment not only to facilitate the realization of the Agency's vision and mission but also to create comfort among its human resources for increased productivity and better service delivery.

Strategies

- i. Rehabilitate the existing physical infrastructure at Bagamoyo Campus.
- ii. Construct permanent physical infrastructure at Mbeya Campus
- iii. Complete plans for construction of Mwanza Campus.
- iv. Establish a Campus Estate Department to oversee ADEM estates
- v. Strengthen institution's security and cleaning services
- vi. Inculcate among staff a culture for care and maintenance of their working premises.

Targets:

- i. Permanent infrastructure completed in Mbeya Campus by June 2026;
- ii. Construction plans Mwanza campus concluded by June 2026
- iii. 104 staff provided with office and working facilities by June, 2026;
- iv. Estate Department established and made functional.
- v. Maintenance Culture inculcated among ADEM personnel by June 2026.

Key performance indicators:

- i. % and types of building works completed at Mbeya Campus.
- ii. % of readiness for constructing Mwanza Campus.
- iii. Infrastructure rehabilitated/constructed at Bagamoyo Campus.
- iv. % increase in number of office and working facilities
- v. Level of care and maintenance of working premises by staff;

CHAPTER FOUR

RESULT FRAMEWORK

4.1 Purpose and Structure

This Chapter intends to show how the results foreseen by Agency for the Development of Educational Management (ADEM) will be measured. The Results Framework (RF) shows the overall development objective which is basically the impact of ADEM's activities; the beneficiaries of ADEM services; how objectives are linked to results chain; the results framework matrix; the monitoring plan; the planned reviews; the evaluation and reporting plans.

4.2 Development Objective

The overriding development objective, which represent the highest level of results envisioned by Agency for the Development of Educational Management is "Improved delivery of education related institutions. However, other key players also significantly contribute towards the achievement of this development objective. The achievement of this development objective, among others, will highly depend on the adequacy of financial resources , management and staff commitment, and the level of demand for accountability fro ADEM's stakeholders and customers

4.3 Beneficiaries of RF Services

Beneficiaries of ADEM services are set in two groups namely, primary and secondary beneficiaries. Primary beneficiaries include those who directly depend on services from ADEM for their upkeep and survival i.e. ADEM staff and students. Secondary beneficiaries include those who indirectly benefit from ADEM through trainees who have undergone through ADEM training programmes including schools, colleges, wards, district, regional educational institutions and related ministries as well as the general public. In other words, those who have undergone training from ADEM utilize gained knowledge and skills to indirectly enhance education system.

As earlier stipulated, this Strategic Plan has five objectives which contribute to Tanzania Development Vision 2025, Tanzania Five Years Development Plan, The National Strategy for Economic Growth and Reduction of Poverty (NSGRP II) and Education Policy of 2014.

4.4 Results Chain

Agency for the Development of Educational Management Results Chain consists of outcomes, outputs, activities and inputs which broadly contribute to specific National Planning Framework as indicated above. A combination of objectives and targets in the Strategic Plan; Activities and Inputs in the Business Plan forms Tanzania Forest Fund Results Chain. The basic assumption is that there is causal linkage in the various elements of Agency for the Development of Educational Management Results Chain. The inputs i.e. utilization of resources will lead to achievement of activities hence achievement of outputs. Achievement of outputs will lead to achievement of objectives. This chain of results justifies Agency for the Development of Educational Management that contributes to the development of the country.

4.5 The Result Framework Matrix

This matrix contains Agency for the Development of Educational Management overall Development Objective, Objective Codes, Medium Term Objectives, Intermediate Outcomes and Outcome Indicators. It envisions 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. The Results Framework Matrix is detailed in Table 5 below:

TABLE 5: RESULTS MATRIX FRAMEWORK

Development Objective	Objective Codes	Medium Term Objectives	Intermediate Outcomes	Outcome Indicators
Improved education delivery in Educational Institutions	A.	HIV/AIDs infections and non-communicable diseases reduced and support services improved	<ul style="list-style-type: none"> Increased in awareness on HIV / AIDS and non-communicable diseases among staff Increased use of protective gears Reduction of Increased HIV / AIDS and non-communicable diseases reported cases 	<ul style="list-style-type: none"> Number of Students and Staff who attended physical exercise sessions % change in voluntary testing for HIV / AIDS and non-communicable diseases
	B.	Anticorruption strategy enhanced, sustained and implemented effectively	<ul style="list-style-type: none"> Increased awareness of anti-corruption among staff Reduced number of corruption incidences 	Number of people from external community surrounding ADEM sensitized on anti-corruption
	C.	Education Management, Administration and Quality Assurance enhanced at all Education levels	<ul style="list-style-type: none"> Increased number graduates Increased demand for ADEM services Increased revenue 	<ul style="list-style-type: none"> Level of customer satisfaction on products and services offered Increase in number of education leaders trained in education

Development Objective	Objective Codes	Medium Term Objectives	Intermediate Outcomes	Outcome Indicators
			<ul style="list-style-type: none"> • Increased number of participants • Increased number of researches and consultancies • Increased in number of staff engaged in research and consultancy activities • Increased demand for consultancies 	leadership management and quality assurance <ul style="list-style-type: none"> • Increase in number of qualified leaders in Education Institutions • Availability of research and consultancy reports • Availability of publications • Availability of reviewed curricula • Increased adherence to quality and standards
	D	Effective and efficiency Management of Resources at ADEM improved	<ul style="list-style-type: none"> • Increase number of customers • Improved services • Motivated staff • Improved working environment • Increased revenue • Increased usage of ICT in services offered 	<ul style="list-style-type: none"> • Level of Customers satisfaction • Change in revenue • Level of employee satisfaction
	E	Conducive environment for efficiency and effective delivery of education support services strengthened	<ul style="list-style-type: none"> • Increase number of customers • Motivated staff • Improved working environment • Increased revenue • Increased usage of ICT in services offered 	<ul style="list-style-type: none"> • Level of Customers satisfaction • Change in revenue • Level of employee satisfaction • Change in level of productivity

4.6 Monitoring, Reviews and Evaluation Plan

This section details the Monitoring Plan, Planned Reviews and Evaluation Plan for the period covering the five years of the strategic planning cycle from 2021/22 to 2025/26.

4.7 Monitoring Plan

The monitoring plan consists of indicators and indicator descriptions, baseline for each indicator; indicator target values, data collection and methods of analysis, indicator reporting frequency and the officers who will be responsible for data collection, analysis and reporting. Though the 12 outcome indicators will be reported on annual basis, tracking of the indicators will be made on quarterly basis. The monitoring and evaluation plan is detailed in Table 6 below:

TABLE 6: MONITORING AND EVALUATION PLAN

S/N	Indicator	Indicator Description	Baseline		Indicator Target Value					Data Collection and Methods of Analysis			Means of Verification	Frequency of Reporting	Responsible person in Data Collection
			Date	Value	yr	Yr	Yr	yr	Yr	Data Source	Data Collection Instruments and Methods	Frequency of Data Collection			
					1	2	3	4	5						
01	% change in voluntary testing	This indicator intends to measure the number of staff in the Agency who voluntarily tests on HIV/AIDS and non-communicable diseases. This will be calculated by the formula $Y_i - Y_o$. Where Y_1 is the number of staff who test voluntarily in the current year and Y_o is the number of staff who tested voluntarily in the previous year	July, 2021	25 %	30%	40%	50%	60%	75%	Sensitization seminar report	Desk review	Annually	Seminar report	Annually	DPPFA
02	% change in HIV/AIDS and non-communicable diseases reported cases	This indicator intends to measure the number of HIV/AIDS and non-communicable diseases reported cases This will be calculated by $X/Y*100$. Where x is number of staff cases reported and Y is the total number of staff	July, 2021	30 %	35%	40%	45%	60%	65%	ADEM staff	Attendance	Monthly	Primary data	Annually	DPPFA
03	Number of Students and Staff served with protective services	This indicator intends to measure the number of students and Staff provided with protective services. This will be calculated by $X/Y*100$. Where x is number, of students and staff who are provided with	July, 2021	XX	XX	XX	XX	XX	XX	Students and Staff	Attendance and Report	Annually	Primary data	Annually	DPPFA

S/N	Indicator	Indicator Description	Baseline	Indicator Target Value						Data Collection and Methods of Analysis	Means of	Frequen cy of	Respo nsible		
		protective services and Y is the total number of students and staff.													
04	Number of Students and Staff who attended physical exercise sessions.	This indicator intends to measure the number of students and staff who attended physical exercise sessions. Where x is number, of students and staff who are provided with protective services and Y is the total number of students and staff.	July, 2021	xx	xx	xx	Xx	xx	Xx	Students and Staff	Attenda nce and Report	Monthly	Primary data	Monthly	DPPFA
05	Level of awareness on corruption	This indicator intends to measure the extent at which students and staff are aware of issues of corruption: This will be calculated by $X/Y*100$. Where X is number of Students and Staff who rated to be highly aware and Y is the total number of staff respondents	July, 2021	20 %	25%	30%	40%	50%	75%	ADEM staff	Survey	Annually	Primary data	Annually	DPPFA
06	Level of customer satisfaction about the products and services offered	This indicator intends to measure the level of customer satisfaction about products and services offered by ADEM This will be calculated by $X/Y*100$. Where x is number of customers who rated highly satisfied and Y is the total number of customers responded	July, 2021	71 %	75%	79%	83%	87%	91%	Students' exit survey, Students' course evaluation	Questio nnaires	1 2	Evaluati on forms and reports	Annually Semester wise	MAHR
07	Increase in number of education leaders trained in education leadership	This indicator intends to measure the increase in number of education leaders trained in education leadership management and quality assurance. This will be calculated by $Y=X (10\%+1)$.	July, 2021	5,9 08	218 3	240 1	264 1	290 5	319 6	ADEM staff	Survey	Annually	Primary data	Annually	DPAR C

S/N	Indicator	Indicator Description	Baseline		Indicator Target Value					Data Collection and Methods of Analysis			Means of	Frequency of	Responsible	
	management and quality assurance	Where X is number of students who trained in previous year and Y is the total number of in current students' year.														
08	Availability of publications	This indicator intends to measure the availability of publications. This will be calculated by $Y_1 - Y_0$ Where Y_1 is the availability of publications in current year and Y_0 is availability of publications in previous year	July, 2021	5	1	1	2	2	2	ADEM staff, MOEST	survey	Annually	Field report	Annually	DPARC	
09	Number of training programmes approved and implemented	This indicator intends to measure the number of programme approved and implemented during a given period. This will be calculated by $Y_1 - Y_0$ Where Y_1 is the number of the training programme in current year and Y_0 is the training programme in previous year.	July, 2021	3	0	0	1	1	1	ADEM	Survey	Annual	Reviewed curricula	Annually	DPARC	
10	Increased adherence to quality and standards	This indicator intends to measure increase in adherence to quality and standards. This will be calculated by $X/Y * 100$. Where X is increase in adherence to quality and standards in current year and Y is increase in adherence to quality and standards in previous year.	July, 2021	75%	79%	83%	87%	91%	96%	ADEM	Survey	Annual	Quality assurance Report	Annually	QAO	
11	% Change in revenue collection	This intends to measure the increase of revenue collection in the Agency. This will be calculated by $Y_1 - Y_0$ Where Y_1 is amount of revenue collected	July, 2021	6%	8%	10%	12%	14%	16%	ADEM	Survey	Annually	Financial statement	Annually	DPPFA	

S/N	Indicator	Indicator Description	Baseline		Indicator Target Value					Data Collection and Methods of Analysis			Means of	Frequen cy of	Respo nsible
		and Yo is amount of revenue collected in previous													
12	Level of employee satisfaction	This indicator intends to measure the satisfaction of staff about the services delivery by the Agency. This will be calculated by $X/Y*100$. Where x is number of staff who rated highly satisfied and Y is the total number of staff respondents	July, 2021	60 %	6%	7%	8%	9%	10%	ADEM	Survey	Annually	Perfomance report	Annually	DPPFA
1	% increase in number of customers	This indicator intends to measure the % number of customers. This can be calculated by $X/Y*100$ Were by x= number of targets archived Y = Base line target	July, 2021	60 %	6%	7%	8%	9%	10%	ADEM	Survey	Annually	Perfomance report	Annually	DPPFA

4.8 Planned Reviews

Planned reviews aim at obtaining progress status on the implementation of the Strategic Plan. These consist of review meetings, milestones reviews and rapid appraisals.

4.9 Review Meetings

Planned review meetings will be conducted to track progress made on the milestones, activities and targets/outputs critical to the achievement of organizational objectives. Table 7 shows the type of meetings to be held within the concerned Strategic Plan lifespan of 5 years, frequency of the meetings, designations of persons to chair the meetings and participating members for each meeting

TABLE 1: PLANNED REVIEW MEETINGS, FREQUENCY, DESIGNATION OF CHAIRPERSONS AND PARTICIPANTS

S/N	Type of Meeting	Frequency	Designation of the Chairperson	Participants
1	Ministerial Advisory Board	Quarterly	MAB Chairperson	<ul style="list-style-type: none"> Board Chairperson Board members Secretariat
2	Management Team	Monthly	Chief Executive	<ul style="list-style-type: none"> Chief Executive Heads of Departments Section Heads Heads of Units
3	Audit Committee	Quarterly	Audit Committee Chairperson	<ul style="list-style-type: none"> Audit Committee Chairperson Audit Committee Members Internal Auditor Invited members
4	Tender Board	Quarterly	DPARC??	<ul style="list-style-type: none"> DPARC??? Representative MAB members Procurement Officer Invited members
5	Academic Committee	Quarterly	DPARC	<ul style="list-style-type: none"> DPARC Members of committee Manager of education management and Administration
6	Employment and Disciplinary Committee	Quarterly	Chair person???	<ul style="list-style-type: none"> Chairperson??? Members of committee Manager of Human resources and Administration
7	Staff meetings	Quarterly	Chief Executive	<ul style="list-style-type: none"> Chief Executive All staff Secretariat
8	Workers Council meeting	After six months	Chief Executive	<ul style="list-style-type: none"> Chief Executives Heads of Department, Managers and Unit Heads Representative from

S/N	Type of Meeting	Frequency	Designation of the Chairperson	Participants
				<ul style="list-style-type: none"> employees • Trade union • Representative from Parent Ministry • Secretariat
9	HIV/AIDS committee	Quarterly	Chief Executive	<ul style="list-style-type: none"> • Chief Executives • Heads of Department, Managers and Unit heads • Planning Officer • Accountant • Representative from employees (HIV/AIDS) & Non communicable diseases • Trade union representative • HIV/AIDS Coordinator
10	ICT Committee	Quarterly	Chairperson???	<ul style="list-style-type: none"> • Chairperson??? • Committee members • Secretariat
11	Quality Assurance Committee	Quarterly	Head of Quality Assurance Unit	<ul style="list-style-type: none"> • Head (QAU) • Committee Members • Invited members

4.10 Planned Milestone Reviews

These are reviews that are conducted to countercheck if the identified milestones have been achieved within the set timeframe. The milestones reviews will provide the necessary information for ADEM Management to act upon in case a particular milestone is off track or is at risk. Milestone review will be conducted biannually. Table 8 presents the planned milestone reviews; indicating the year under review; milestones to be attained; timeframe within which a given milestone is expected to be attained; responsible persons for each milestone.

TABLE 8 : PLANNED MILESTONES, YEAR, TIMEFRAME AND RESPONSIBLE PERSONS

Year	Planned Review	Milestone	Timeframe	Responsible Person
2021/22	Development and Reviewed per Annum	Business Plan developed	June, 2022	DPPFA
		Business Plan reviewed	June, 2022	DPPFA
		Audit Plan developed	June, 2022	IA
		Audit Plan reviewed	June, 2022	IA
		Procurement Plan developed	June, 2022	PO
		Procurement Plan reviewed	June, 2022	PO
		ADEM Asset Registers updated	June, 2022	PO
		ADEM Risk Registers updated	June, 2022	IA
		2,183 students enrolled in long courses	June, 2022	DPARC

Year	Planned Review	Milestone	Timeframe	Responsible Person
		6,308 trained in short and tailor-made courses	June, 2022	DPARC
		2 Researches conducted	June, 2022	DPARC
		3 Consultancies conducted	June, 2022	DPARC
		4 Institutional Quality Assurance activities conducted	June, 2022	QAO
		3 libraries facilitated with books and e-library materials	June, 2022	DPARC
		Bachelor's degree programme developed	June, 2022	DPARC
		15 Qualified staff hired	June, 2022	DPPFA
		Research and Consultancy Policy developed	June, 2022	DPARC
		11 Advertisements on Management Training programmes and services conducted through media and exhibitions	June, 2022	DPPFA
		Billing and Students Admission Application systems developed and integrated.	June, 2022	ICTO
		Financial statement prepared	June, 2022	DPPFA
		Performance and Procurement reports written	June, 2022	DPPFA
		4 Audits conducted to improve internal controls	June, 2022	IA
		2,248 Students and Staff provided with protective gears, 1 Sensitization seminar on HIV/AIDS and non-communicable diseases conducted	June, 2022	DPPFA
		12 physical exercise sessions held.	June, 2022	DPPFA
		3 Anti-corruption clubs strengthened, 5 seminars on Anti-corruption conducted to all staff and students, 600 brochures disseminated and 1 Anti-corruption outreach programmes conducted	June, 2022	DPPFA
		2 Buildings, one at Bagamoyo and the other at Mbeya, constructed.	June, 2022	DPPFA
		2 staff houses rehabilitated at Bagamoyo Campus	June, 2022	DPPFA
		3 offices renovated at Bagamoyo Campus	June, 2022	DPPFA

Year	Planned Review	Milestone	Timeframe	Responsible Person
		2 Public toilets rehabilitated at Bagamoyo Campus.	June, 2022	DPPFA
		20 staff provided with office and working facilities	June, 2022	DPPFA
		65 Staff facilitated with social welfare services	June, 2022	DPPFA
		4 ICT infrastructure systems strengthened	June, 2022	DPPFA
2022/23	Development and Review per Annum	Business plan developed	June, 2023	DPPFA
		Business plan reviewed	June, 2023	DPPFA
		Audit plan developed	June, 2023	IA
		Audit plan reviewed	June, 2023	IA
		Procurement plan developed	June, 2023	PO
		Procurement plan reviewed	June, 2023	PO
		ADEM Asset Registers updated	June, 2023	PO
		ADEM Risk Registers updated	June, 2023	IA
		2,401 students enrolled in long courses	June, 2023	DPARC
		6,433 trained in short and tailor-made courses	June, 2023	DPARC
		2 researches conducted	June, 2023	DPARC
		3 consultancies conducted	June, 2023	DPARC
		4 institutional quality assurance activities conducted	June, 2023	QAO
		3 libraries facilitated with books and e-library materials	June, 2023	DPARC
		15 Qualified staff hired	June, 2023	DPPFA
		11 Advertisements on ADEM management training programmes and services conducted through media and exhibitions.	June, 2023	DPPFA
		E- office installed	June, 2023	ICTO
		Financial statement prepared	June, 2023	DPPFA
		Performance, Procurement reports developed	June, 2023	DPPFA
		4 Audits conducted to improve internal controls	June, 2023	IA
		2,248 Students and Staff provided with protective gears,1 Sensitization seminars on HIV/AIDS and non-communicable diseases conducted	June, 2023	DPPFA
		12 physical exercises sessions held.	June, 2023	DPPFA
		3 Anti-corruption clubs strengthened,5 seminars on	June, 2023	DPPFA

Year	Planned Review	Milestone	Timeframe	Responsible Person
		Anti-corruption conducted to all staff and students, 600 brochures on Anti-corruption disseminated and 1 outreach programmes on anti-corruption conducted		
		Construction of buildings carried out at Bagamoyo and Mbeya Campuses	June, 2023	DPPFA
		2 staff houses rehabilitated at Bagamoyo Campus	June, 2023	DPPFA
		3 offices renovated	June, 2023	DPPFA
		1 Dining hall renovated	June, 2023	DPPFA
		20 staff provided with office and working facilities	June, 2023	DPPFA
		75 Staff facilitated with social welfare services	June, 2023	DPPFA
		4 ICT infrastructure systems strengthened	June, 2023	DPPFA
		50 "Vimbweta" constructed	June, 2023	DPPFA
2023/24	Development and Review per Annum	Business plan developed	June, 2024	DPPFA
		Business plan reviewed	June, 2024	DPPFA
		Audit plan developed	June, 2024	IA
		Audit plan reviewed	June, 2024	IA
		Procurement plan developed	June, 2024	PO
		Procurement plan reviewed	June, 2024	PO
		Asset Registers updated	June, 2024	PO
		Risk Registers updated	June, 2024	IA
		2,641 students enrolled in long courses.	June, 2024	DPARC
		6,562 trained in short and tailor-made courses	June, 2024	DPARC
		2 researches conducted	June, 2024	DPARC
		3 consultancies conducted	June, 2024	DPARC
		4 institutional quality assurance activities conducted	June, 2024	QAO
		3 libraries facilitated with books and e-library materials	June, 2024	DPARC
		DEMA curriculum reviewed	June, 2024	DPARC
		15 Qualified staff hired	June, 2024	DPPFA
		11 Advertisements on management training programmes and services conducted through media and exhibitions.	June, 2024	DPPFA
		E- office installed	June, 2024	ICTO
		Financial statement prepared	June, 2024	DPPFA

Year	Planned Review	Milestone	Timeframe	Responsible Person
		3 ICT infrastructure systems strengthened	June, 2024	DPPFA
		Procurement Performance reports developed	June, 2024	DPPFA
		4 Audits conducted to improve internal controls	June, 2024	IA
		2,248 Students and Staff provided with protective gears,1 Sensitization seminar on HIV/AIDS and non-communicable diseases conducted	June, 2024	DPPFA
		12 physical exercises sessions held.	June, 2024	DPPFA
		3 Anti-corruption clubs strengthened,5 seminars on Anti-corruption conducted to all staff and students, 600 brochures on Anti-corruption disseminated and 1 outreach programmes on anti-corruption conducted	June, 2024	DPPFA
		Construction of buildings carried out at Bagamoyo and Mbeya campuses.	June, 2024	DPPFA
		2 conference rooms renovated	June, 2024	DPPFA
		2 offices renovated	June, 2024	DPPFA
		20 staff facilitated with office and working tools.	June, 2024	DPPFA
		85 Staff facilitated with social welfare services	June, 2024	DPPFA
		Accounting and Procurement Policies developed	June, 2024	DPPFA
2024/25	Development and Review per Annum	Business plan developed	June, 2025	DPPFA
		Business plan reviewed	June, 2025	DPPFA
		Audit plan developed	June, 2025	IA
		Audit plan reviewed	June, 2025	IA
		Procurement plan developed	June, 2025	PO
		Procurement plan reviewed	June, 2025	PO
		Asset Registers updated	June, 2025	PO
		Risk Registers updated	June, 2025	IA
		2,905 students enrolled in long courses.	June, 2025	DPARC
		6,692 trained in short and tailor-made courses	June, 2025	DPARC
		2 researches conducted	June, 2025	DPARC
		3 consultancies conducted	June, 2025	DPARC

Year	Planned Review	Milestone	Timeframe	Responsible Person
		DSQA curriculum reviewed	June, 2025	DPARC
		4 institutional quality assurance activities conducted	June, 2025	QAO
		3 libraries facilitated with books and e-library materials	June, 2025	DPARC
		15 Qualified staff hired	June, 2025	DPPFA
		11 Advertisements on ADEM management training programmes and services conducted through media and exhibitions.	June, 2025	DPPFA
		Financial statement prepared	June, 2025	DPPFA
		Performance, Procurement reports developed	June, 2025	DPPFA
		4 Audits conducted to improve internal controls	June, 2025	IA
		2,248 Students and Staff provided with protective gears,1 Sensitization seminars on HIV/AIDS and non-communicable diseases conducted	June, 2025	DPPFA
		12 physical exercises sessions held.	June, 2025	DPPFA
		3 Anti-corruption clubs strengthened,5 seminars on Anti-corruption conducted to all staff and students, 600 brochures on Anti-corruption disseminated and 1 outreach programmes on anti-corruption conducted	June, 2025	DPPFA
		Construction of buildings carried out Bagamoyo and Mbeya Campuses	June, 2025	DPPFA
		2 conference rooms renovated	June, 2025	DPPFA
		2 offices renovated	June, 2025	DPPFA
		20 staff facilitated with office and working tools.	June, 2025	DPPFA
		95 Staff facilitated with social welfare services	June, 2025	DPPFA
		3 ICT infrastructure systems strengthened	June, 2025	DPPFA
		Housing and ICT policies reviewed	June, 2025	DPPFA
2025/26	Development and Review	Business plan developed	June, 2026	DPPFA
		Business plan reviewed	June, 2026	DPPFA
		Audit plan developed	June, 2026	IA

Year	Planned Review	Milestone	Timeframe	Responsible Person
	per Annum	Audit plan reviewed	June, 2026	IA
		Procurement plan developed	June, 2026	PO
		Procurement plan reviewed	June, 2026	PO
		Asset Registers updated	June, 2026	PO
		Risk Registers updated	June, 2026	IA
		3,196 students enrolled in long courses.	June, 2026	DPARC
		6,826 trained in short and tailor-made courses	June, 2026	DPARC
		2 researches conducted	June, 2026	DPARC
		3 consultancies conducted	June, 2026	DPARC
		CELMA curriculum reviewed	June, 2026	DPARC
		4 institutional quality assurance activities conducted	June, 2026	QAO
		3 libraries facilitated with books and e-library materials	June, 2026	DPARC
		15 Qualified staff hired	June, 2026	DPPFA
		11 Advertisements on management training programmes and services conducted through media and exhibitions.	June, 2026	DPPFA
		Financial statement prepared	June, 2026	DPPFA
		Performance, Procurement reports developed	June, 2026	DPPFA
		4 Audits conducted to improve internal controls	June, 2026	IA
		2,248 Students and Staff provided with protective gears,1 Sensitization seminars on HIV/AIDS and non-communicable diseases conducted	June, 2026	DPPFA
		12 physical exercises sessions conducted	June, 2026	DPPFA
		3 Anti-corruption clubs strengthened,5 seminars on Anti-corruption conducted to all staff and students, 600 brochures on Anti-corruption disseminated; one outreach programme on anti-corruption conducted	June, 2026	DPPFA
		2 buildings, one each, constructed at Bagamoyo and Mbeya Campuses	June, 2026	DPPFA
		3 staff houses rehabilitated at Bagamoyo Campus	June, 2026	DPPFA

Year	Planned Review	Milestone	Timeframe	Responsible Person
		3 offices renovated	June, 2026	DPPFA
		20 staff facilitated with office and working tools	June, 2026	DPPFA
		104 Staff facilitated with social welfare services	June, 2026	DPPFA
		3 ICT infrastructure systems strengthened	June, 2026	DPPFA
		Motivation , Retention and Training policy reviewed	June, 2026	DPPFA
		Training Plan reviewed	June, 2026	DPPFA

4.11 Rapid Appraisals

Rapid appraisals involve determining the type, description, questions, area of focus, methodology, and frequency of the rapid appraisal including the responsible person for conducting or managing the rapid appraisals. The Table 9 shows the planned Rapid Appraisals.

TABLE 9: PLANNED RAPID APPRAISALS

S/N	Rapid Appraisal	Description of the Rapid Appraisal	Appraisal Questions	Methodology	Frequency	Responsible Person
1	Customer satisfaction study	This study intends to find out the extent to which customers are satisfied with the services provided by ADEM	<ul style="list-style-type: none"> To what extent are ADEM employees satisfied with services offered? To what extent are customers satisfied with the conference services? To what extent are customers satisfied with catering services? To what extent are customers satisfied with monitoring processes? To what extent are customers satisfied with internet services? To what extent are customers satisfied with staff? What are the challenges do ADEM customers face in accessing the services offered? How can ADEM customer services delivery be improved? 	Survey	Annually	DPARC
	Impact assessment on educational leadership,	This study intends to find out the extent at which training on	<ul style="list-style-type: none"> How many leaders have been trained on educational leadership, management and quality assurance? To what extent are the training 	Survey	Annually	DPARC

S/N	Rapid Appraisal	Description of the Rapid Appraisal	Appraisal Questions	Methodology	Frequency	Responsible Person
	management and quality assurance on their institutions' practices.	education leadership, management and quality assurance meet the Government set standards for running educational institutions.	<p>programmes meeting the customers' expectations?</p> <ul style="list-style-type: none"> To what extent do the training programmes help to address management challenges? To what extent are customers satisfied with the training methodologies, training materials, duration of training and mode of delivery? What are stakeholders' recommendations in improving the programmes offered by ADEM? What challenges do leaders in educational institutions face? 			
	The relevance of research and consultancies in education management and leadership	This study intends to find out if the research and consultancy conducted by ADEM addresses the challenges facing education institutions in management and leadership	<ul style="list-style-type: none"> Are the research and consultancies conducted by ADEM providing relevant information in addressing challenges facing educational institutions? To what extent do the conducted research and consultancies address the challenges of handling educational management issues To what extent do the research and consultancies address the challenges of managing students? To what extent do research and consultancies help to improve, budgeting, monitoring and evaluation skills? To what extent do the research and consultancies address the challenges faced in resource mobilization in educational institutions? To what extent do the research and consultancies contribute in community involvement in the provision of quality education? 	Survey	Annually	DPARC
	Increase of Revenue	This study intends to look into the possible avenues in increasing and diversifying the revenue source.	<ul style="list-style-type: none"> What are the current ADEM financial sources? What measures should be taken to increase the current sources? How can the Government be convinced to provide development funds to ADEM/ Which development partners can be approached to fund identified management and leadership and programmes? What linkages and collaborations should be 			

S/N	Rapid Appraisal	Description of the Rapid Appraisal	Appraisal Questions	Methodology	Frequency	Responsible Person
			formed for shared experience?			
	Staff satisfaction	This study intends to find out the extent to which the staff is satisfied with the working environment at ADEM?	<ul style="list-style-type: none"> • What facilities is the staff supposed to get as per standing orders/regulations? • How transparent are these regulations? Does the staff know its rights? • What facilities are currently provided to staff? • To what extent does ADEM meet ADEM the statutory facilities? • How can the situation be improved? 			

4.12 Evaluation Plan Matrix

The Evaluation Plan consists of the evaluations to be conducted during the strategic planning cycle, description of each evaluation, evaluation questions, methodology, timeframe and the responsible person. One (1) evaluation will be conducted over the period of five years. The evaluation intends 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 outcomes. The Evaluation Plan is detailed in Table 10.

TABLE 10: EVALUATION PLAN MATRIX

S/N	Evaluations	Description	Evaluation Questions	Methodology	Time-frame	Responsible Person
1.	Impact study on the education management and leadership and quality assurance in education institutions	Assess the impact of training in education management leadership and quality assurance on education delivery	<ul style="list-style-type: none"> • To what extent were the objectives of conducting training on leadership, management and quality assurances achieved? • What impact has the training on education leadership, management and quality assurance made on teacher performance? • What impact has the training on education leadership, management and quality assurance training made on 	Survey	2023/ 2024	DPARC

			<p>student learning?</p> <ul style="list-style-type: none"> • What impact has the training on education leadership, management and quality assurance training made on the educational institutions' leadership and community • What impact has the training on education leadership, management and quality assurance made on physical and financial resource management in schools and colleges? • What impact has the training in education leadership, management and quality assurance made on the quality of education offered in schools and colleges? 			
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4.13 Reporting Plan

This is a plan that shows all reports that will be expected during the execution of the strategic plan. The reporting plan contains both Internal and external reports.

4.13.1 Internal Reporting Plan

Internal reporting plan is plan that contains reports that are used within ADEM. The reporting plan is in accordance with statutory requirements or as may be required from time to time. Table 11 shows internal reporting plan of ADEM.

TABLE 11: INTERNAL REPORTING PLAN

S/N	Type of Report	Recipient	Frequency	Responsible
1.	Human Resource Report	Chief Executive	Annually	DPPFA
2.	Performance Report	Chief Executive	Quarterly	DPPFA
3.	Physical Implementation Report	Chief Executive	Monthly	DPARC & DPPFA

4.	Monitoring Report	Chief Executive	Monthly	DPPFA
5.	Financial Progress Report	Chief Executive	Monthly	DPPFA
6.	Internal Audit Report	Chief Executive	Quarterly	IA
7.	Procurement Report	Chief Executive	Quarterly	PO
8.	Academic Report	Chief Executive	Semi-annually	DPARC
9.	Quality Assurance Report	Chief Executive	Semi-annually	QAO
10.	Marketing Report	Chief Executive	Quarterly	PRO
11.	ICT Report	Chief Executive	Quarterly	ICTO

4.13.2 External Reporting Plan

External reporting plans comprise reports that are submitted to external parties. The reports are prepared on quarterly and annually basis. The Table 12 shows the details of the external reporting plan.

TABLE 12: EXTERNAL REPORTING PLAN

S/N	Type of Report	Recipient	Frequency	Responsible Person
01	Performance Report	MoEST & TR	Quarterly	Chief Executive
02	Audit Report	MoEST& IAG	Quarterly	Chief Executive
03	Academic Report	NACTE	Annually	Chief Executive
04	Human Resources Plan	PO-PSMGG	Annually	Chief Executive
05	Finance Report	MoEST	Annually	Chief Executive
06	Procurement Report	MoEST& PPRA	Quarterly	Chief Executive

ASSUMPTIONS AND RISKS

5.1 Assumptions

ADEM shares its obligations with other departments, agencies and institutions in and outside the Education sector. This has an implication that the objectives of ADEM Strategic Plan have to be in line with those of the other departments, agencies and institutions. Therefore, the success of this plan will depend on the way other parties play their role in implementing the stipulated educational policies, plans and programmes.

ADEM expects that all responsible parties and the government will provide the required financial resources to enable the implementation of the planned activities. Contrary to that, ADEM will find it difficult in implementing its Strategic Plan intended to achieve the assigned goals and objectives.

5.2 Risks

ADEM like any other organization operates in an environment which is full of risks and uncertainties. Effective implementation and achievement of this Strategic Plan will also depend on the business and economic environment that will be prevailing during the time of its implementation.

Changes in any business environment like the current global financial crisis may in one way or another affect the operation of Strategic Plan activities. This could be due to the drastic fall in the number of customers or users of ADEM services, which will inevitably result into the fall of the internally collected revenue.

Risks associated in each objective include the following:

- a. HIV/AIDS infections and non-communicable diseases reduced
Risks
 - i. Unwillingness of staff & students to test for HIV/AIDS
 - ii. Unwillingness of staff and students to attend physical exercise sessions

- b. Effective implementation of National Ant-corruption Strategy enhanced and sustained
Risks

Unwillingness of staff and students to attend seminars, clubs and outreach sessions on Anti-corruption

- c. Education Management and Administration enhanced at all education levels
Risks
 - i. Changes in educational policies
 - ii. Students refused permission to enroll at ADEM
 - iii. Outbreak of Pandemic and other emergencies
 - iv. Delay and unavailability of funds to support short course trainings
 - v. Staff turnover

- vi. Competition from other institutions
- vii. Political instability
- viii. Strikes among students or staff
- ix. Examination leakage

d. Effective and efficient Management of Resources at ADEM improved

Risks

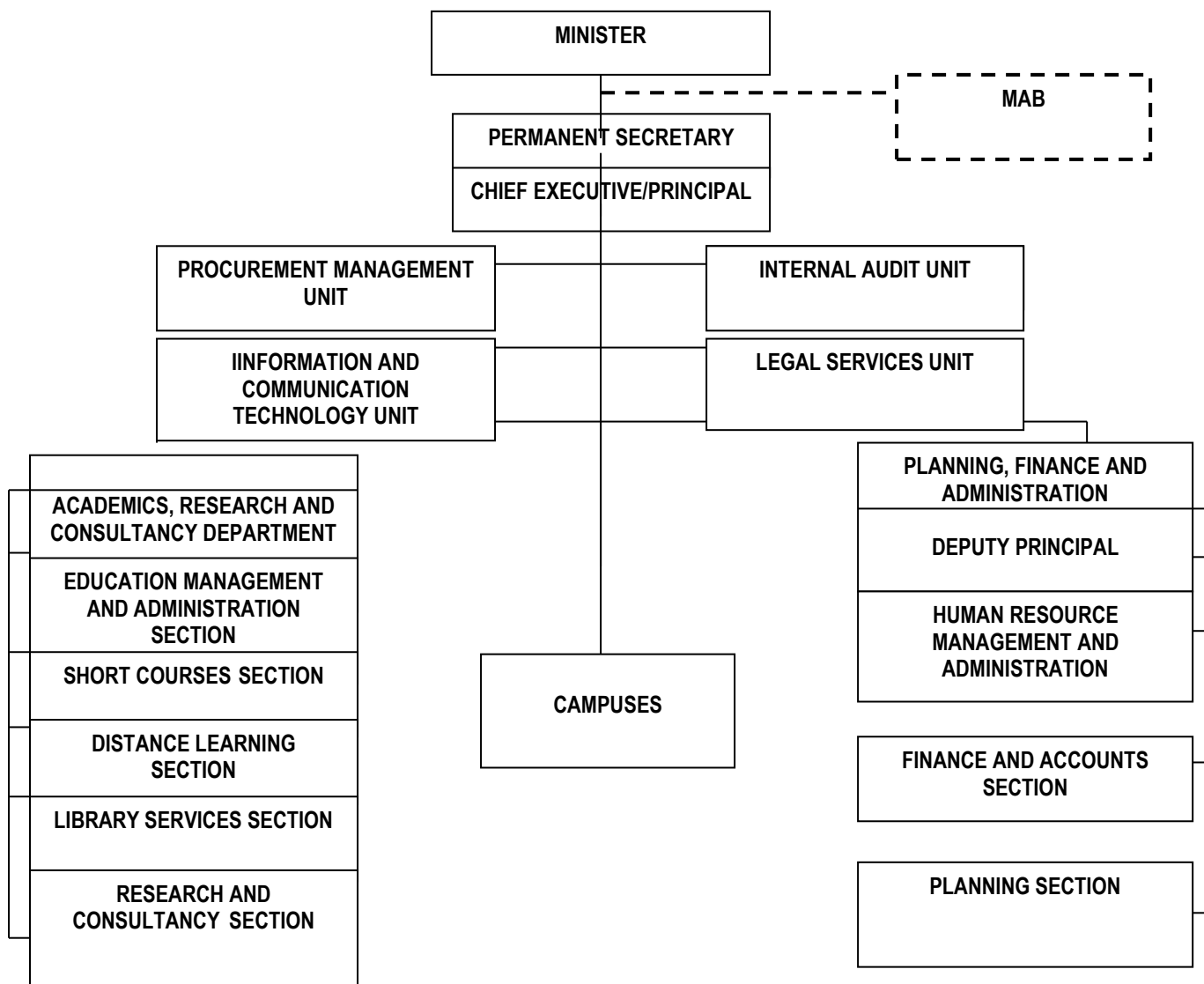
- i. Impossibility in incorporating new technological advancement in time.
- ii. Outbreak of pandemic diseases and other emergencies
- iii. Unreliable power supply
- iv. Inflation
- v. Staff turnover
- vi. Unsustainability of funds

e. Conducive environment for efficiency and effective delivery of education support services strengthened.

Risks

- i. Failure to attract and retain qualified staff
- ii. Staff turnover
- iii. Budget cut offs
- iv. Outbreak of pandemic diseases and other emergencies

ADEM ORGANISATIONAL STRUCTURE



***Approved by Minister of State, President's Office-
Public Service Management on 09th February, 2012***

TABLE 14: STRATEGIC PLAN MATRIX

OBJECTIVE	STRATEGY	TARGET	RESPONSIBLE	KPI
A. Health services improved and HIV/AIDS infections and non-communicable diseases reduced	Increase HIV/AIDs awareness and provide support to staff living with HIV and AIDs	13,430 Students and Staff provided with Protective services by June, 2026;	DPPFA	<ul style="list-style-type: none"> • % change in voluntary testing; • % change in HIV/AIDS and non-communicable diseases reported cases • Level of satisfaction on HIV/AIDS supportive services; • Number of Students and Staff who attended physical exercise sessions
		5 Sensitization seminars on HIV/AIDS and non-communicable diseases conducted by June, 2026;	DPPFA	
		60 physical exercises sessions conducted by June,2026	DPPFA	
B. Anticorruption strategy enhanced, effectively implemented and sustained	Increase anti- corruption awareness and conduct seminars on anti-corruption;	3 Anti-corruption clubs strengthened by June, 2026	DPPFA	<ul style="list-style-type: none"> • % Level of awareness on corruption; • % Change in corruption incidences. • Number of people from external community surrounding ADEM sensitized on anti- corruption
		5 seminars on Anti-corruption conducted to all staff and students by June, 2026;	DPPFA	
		3000 brochures on Anti - corruption disseminated by June, 2026	DPPFA	
		5 outreach programmes on anti- corruption conducted by June, 2026.	DPPFA	
c. Education Management, Administration	Increase enrolment of students	13,326 teachers trained in certificate, diploma and bachelor degree programmes in education management and quality assurance by June, 2026	DPARC	<ul style="list-style-type: none"> • Level of customer satisfaction on products and services offered

OBJECTIVE	STRATEGY	TARGET	RESPONSIBLE	KPI
and Quality Assurance enhanced at all educational levels		3 curricula in education management and administration reviewed by June, 2026	DPARC	<ul style="list-style-type: none"> • Increase in number of education leaders trained in education leadership, management and quality assurance • Increase in number of qualified leaders in Education Institutions • Availability of research and consultancy reports • Availability of publications • Availability of reviewed curricula • Increased adherence to quality and standards
		3 libraries facilitated with books and e-library materials by June, 2026	DPARC	
	Strengthen short courses in education leadership, management and quality assurance	16,520 participants trained in short and tailor-made courses in education leadership, management and quality assurance by June, 2026	DPARC	
	Promote research and consultancy initiatives in Education management	10 research in education leadership, management and quality assurance conducted by June, 2026	DPARC	
	Improve knowledge and skills of staff in education management, research and consultancy	15 consultancies in education leadership, management and quality assurance conducted by June, 2026	DPARC	
	Strengthen institutional quality assurance practices	20 institutional quality assurance activities conducted by June, 2026	QAO	
C. **Effective and efficiency Management of Resources at ADEM improved (See	<ul style="list-style-type: none"> • Strengthen Planning and Investment. • Organize financial reports • Apply marketing techniques to promote ADEM products and services 	ADEM Asset and Risk Registers updated annually	DPPFA	<ul style="list-style-type: none"> • Level of customer satisfaction on products and services offered • Increase in number of education leaders trained in education leadership, management and quality
		28 Plans developed, updated and implemented by June, 2026	DPPFA	
		75 Qualified staff hired by June, 2026	DPPFA	
		8 ADEM Policies developed and reviewed by June, 2026	DPPFA	

OBJECTIVE	STRATEGY	TARGET	RESPONSIBLE	KPI
3.4.4&3.4.5 above)*** E: Conducive environment for efficiency and effective delivery of education support services strengthened	<ul style="list-style-type: none"> Identify new sources of revenue Motivate staff to improve their work performance Build strong social relations Apply ICT techniques in offering services of ADEM Conduct market survey to identify the needs of customers Build capacity of the management and staff to apply Rules and Regulations 	55 Advertisements about ADEM management training programmes and services conducted through media and exhibitions by June, 2026	DPPFA	assurance <ul style="list-style-type: none"> Increase in number of qualified leaders in Education Institutions Availability of research and consultancy reports Availability of publications Availability of reviewed curricula Increased adherence to quality and standards
		3 ICT systems installed and integrated by June, 2026.	DPPFA	
		11 Financial, Performance, Procurement reports prepared by June, 2026	DPPFA	
		20 Audits conducted to improve internal controls by June, 2026	DPPFA	
E: Conducive environment for efficiency and effective delivery of education support services strengthened	<ul style="list-style-type: none"> Rehabilitate and construct physical infrastructure Strengthen leadership, governance, internal controls and risks management Improve existing and acquire new ICT infrastructure Strengthen financial sustainability Facilitate staff with working tools Enhance financial resources mobilization capacity and strategies 	25 Infrastructure constructed and rehabilitated by June 2026;	DPPFA	<ul style="list-style-type: none"> Level of Customers satisfaction; Change in revenue; Level of employee satisfaction. Increase in customers
		104 staff provided with office and working facilities by June, 2026;	DPPFA	
		104 Staff facilitated with social welfare by June, 2026;	DPPFA	
		17 ICT infrastructure systems strengthened by June 2026.	DPPFA	

OBJECTIVE	STRATEGY	TARGET	RESPONSIBLE	KPI
	<ul style="list-style-type: none"> • Assure institution social services to customers • Strengthen institution security and cleaning services • Implement motivation and retention scheme • Strengthen internal and external relationship 			

***See suggested strategies under Financial Resource Mobilization

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