DAR ES SALAAM INSTITUTE OF TECHNOLOGY

CORPORATE STRATEGIC PLAN
2017/18-2026/27

July, 2017

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PREFACE

Dar es Salaam Institute of Technology (DIT) which was established by the Parliament Act No. 6 of 1997 as a high technical training institution in Tanzania is now committed to expand and consolidate her services. This comes forth as a result of both an increased demand of highly skilled manpower with technical education and the call by the President of 5th phase Government of the United Republic of Tanzania (URT), His Excellency Dr. John Pombe Joseph Magufuli, to spearhead the realization of industrial economy by 2025, as spelt out in his inaugural speech to the Parliament of Tanzania on 20th November, 2015 as well as in the National Five Year Development Plan 2016/17-2020/21, with the theme "Nurturing Industrialization for Economic Transformation and Human Development". Furthermore, the Institute intends to respond to market demand of ready-made engineers, technicians and artisans.

DIT understands that such a mission could only be realized if local training institutions will significantly increase student enrolment and improve teaching methodology. The Institute is therefore planning to increase students' enrolment from 3,755 students in 2015/16 to 6,000 in 2020/21 through extending her services to Mwanza, Songwe, Dodoma and Costal regions. Besides, DIT envisages putting in place support services for business start-ups for its students after completion of training, and similar measures for easing labour market entry and job-retention challenges.

The preparation of the plan was initiated by the DIT Management and supported by the Institute's Council. On behalf of DIT Management, I wish to thank all stakeholders for their contribution and support to the process of preparing this corporate strategic plan.

I now call upon all stakeholders and well-wishers of DIT to provide their moral and material support to enable timely and effective implementation of the Corporate Strategic Plan. Such support will in turn enable the realisation of the noble vision and mission of our esteemed institution.

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Prof. Preksedis M. Ndomba
PRINCIPAL

July 2017
Dar es Salaam, Tanzania

EXECUTIVE SUMMARY

Dar es Salaam Technical Institute (DTI) was established in 1957 with the objective of upgrading youths who completed technical secondary school education as well as to train personnel in other fields such as secretarial services. The expansion of the DTI continued, and on 7th August, 1962, the Institute was transformed to Dar es Salaam Technical College (DTC). The programmes were offered in collaboration with City and Guilds of London Institute. Later in 1964, training programmes leading to Ordinary Technician Diploma in Civil, Mechanical and Electrical Engineering were introduced.

In 1996, the Ministry of Science, Technology and Higher Education (MSTHE) reviewed its policy on Technical Education and Training in the light of global social economic changes. In the reviewed policy, the government demanded improvement of employment conditions of staff, governance and efficiency of management system of DTC and strengthening of training of technical education in the country as a whole. Consequently, in 1997, Dar es Salaam Institute of Technology (DIT) was established on the foundations of the former DTC.

DIT intends to become an agent of industrialization, progressive and customer-centred higher learning institution in addressing changing societal needs. This comes forth from both an increased demand of highly skilled manpower in technical education and a call by the President of 5th phase Government of the United Republic of Tanzania (URT), His Excellency Dr. John Pombe Joseph Magufuli, to spearhead the realization of industrial economy by 2025. In order to steer the industrialization through supplying ready-made artisans, technicians and engineers, DIT has planned to adopt a teaching factory approach as a strategy to revolutionize the technical training whereby technical training will be interactively linked to real-life factory business.

Methodology

This Corporate Strategic Plan was developed using a participatory and consultative approach involving selected staff and internal management

collaborators and key Institute's stakeholders. Facilitation was carried out by external facilitators from University of Dar es Salaam jointly with three in-house DIT experts. The process involved reviewing various documents developed internally such as previous strategic plan as well as other external related documents,. The CSP was also presented to all participatory organs including the Council, for final approval.

DIT Societal Vision

The society is provided with affordable, relevant and practical technical education to facilitate the development and application of technologies to foster socio-economic development in a sustainable manner.

DIT Vision

To become a leading technical education institution in addressing societal needs

DIT Mission

To provide competence based technical education through training, research, innovation and development of appropriate technology

DIT Core Values (RESPECT)

1) **Responsive:** DIT is quick to react in the way that is needed, suitable or right for a particular situation.

2) **Exceptional Service:** The Institute creates and improves relationships through positive interaction with others.

3) **Student Centeredness:** The Institute values and respects all students as unique individuals.

4) **Professionalism:** The Institute takes pride in the work we do, and values to learn of our job and performs to the best of our ability.

5) **Excellence:** The Institute recognizes that conducive working environment is needed, including short and long-term planning, exploration of new ideas, support for innovation, enrichment

& professional development programmes, accountability, and attention to health and well-being of faculty and all staff members.

6) **Commitment:** The Institute is dedicated to the community it serves.

7) **Transparency:** The Institute believes that success is achieved through open exchange of information. Cognizance is built on a foundation of open and honest communication.

Strategic Goals of the CSP: 2017/18–2026/27

1) **Technical Education**

Goal 1: To achieve and sustain excellence in technical education aimed at addressing societal needs

2) **Research and Innovations**

Goal 2: To achieve and sustain excellence in research and innovation aimed at addressing societal needs

3) Knowledge Exchange and Public Services

Goal 3: To promote effectiveness in knowledge exchange and public services

4) Internationalization

Goal 4: To promote beneficial international cooperation and engagements

5) Alumni Relations

Goal 5: To develop and capitalize on effective alumni relations

6) Institutional Capacity

Goal 6: To strengthen and develop the institutional capacity for effective delivery of teaching and learning, research, innovation and public services

LIST OF ABBREVIATIONS

BEng.	Bachelor of Engineering
CE	Civil Engineering
CSP	Corporate Strategic Plan
DIT	Dar es Salaam Institute of Technology
DTI	Dar es Salaam Technical Institute
DTC	Dar es Salaam Technical College
EE	Electrical Engineering
ERB	Engineers Registration Board
ESDPs	Education Sector Development Programme
FYRSP	Five-Year Rolling Strategic Plan
GDP	Gross Domestic Product
GN	Government Notice
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
ICT	Information and Communication Technology
IE	Industrial Engineering
MDGs	Millennium Development Goals
ME	Mechanical Engineering
MoU	Memorandum of Understanding
PDP	Professional Development Programmes
PGD	Postgraduate Diploma
PGS	Postgraduate Studies
PhD	Doctor of Philosophy
PME	Planning, Monitoring and Evaluation
R&D	Research and Development
SDGs	Sustainable Development Goals
SME	Small and Medium Enterprise
STI	Science, Technology and Innovation
TEA	Tanzania Education Authority
TEIL	Technology Enhanced Independent Learning
UG	Undergraduate
URT	United Republic of Tanzania

1. INTRODUCTION

1.1 Establishment and Evolution of the Dar es Salaam Institute of Technology (DIT)

Dar es Salaam Institute of Technology is one of the oldest technical education training institutions in the country. It was established under the name Dar es Salaam Technical Institute (DTI) with the objective of upgrading youths who completed technical secondary school education, as well as to train personnel in other fields such as secretarial services. The foundation stone for the Institute was laid by the governor of Tanganyika, Sir Edward Twinning on 30th April, 1956. The first building of the Institute was completed and inaugurated on 21st October, 1957, by Hon. A. T Lennox – Boyd, the British Secretary of State for Colonies. At the time, there were four commercial courses and one engineering course offered.

The expansion of the DTI continued, and on 7th August, 1962, when a new Institute's wing was inaugurated, the Institute was transformed to Dar es Salaam Technical College (DTC). The inauguration of the first Technical College was performed by the Prime Minister of Tanganyika, Hon. Rashid M. Kawawa. The programmes were offered in collaboration with City and Guilds of London Institute. Sometime in 1964, training programmes leading to Ordinary Technician Diploma in Civil, Mechanical and Electrical Engineering were introduced.

In 1969 – 71, the College programmes were reviewed and reorganized to meet the national educational policy changes with the objective of meeting the needs of technical teachers and supplementing manpower trained abroad. Training programmes that were not related to engineering education such as secretarial courses, secondary school education and business education were removed from DTC. A two-year curriculum of Ordinary Diploma from City and Guilds was replaced by a three-year curriculum of Full Technician Certificate. A three-year training programme leading

to Advanced Diploma in Engineering (ADE) was introduced. In addition, a Diploma in Technical Education was introduced and all of the programmes were examined by the National Examinations Council of Tanzania (NECTA).

Until early 1970's, DTC was the sole supplier of technical personnel at the levels of technicians and engineers. Later in 1974, the University of Dar es Salaam established a Faculty of Engineering. Other colleges like Arusha Technical College (ATC) and Mbeya Technical College (MTC) were inaugurated in 1978 and 1986, respectively. Several other technical education institutions were established around the same time, including the National Institute of Transport (NIT), TANESCO Institute, as well as Rwegarulila Water Resources Institute.

In 1996, the Ministry of Science, Technology and Higher Education (MSTHE) reviewed the policy on Technical Education and Training in light of global socioeconomic changes. In the reviewed policy, the government demanded an improvement of employment conditions of staff, governance and efficiency of management system of DTC and strengthening of training of technical education in the country as a whole. As a consequence, Dar es Salaam Institute of Technology (DIT) was established in 1997, by the Act of Parliament [DIT Act, 1997] to effectively and efficiently address current developments in the country, on the foundations of the former Dar es Salaam Technical College (DTC).

Specifically, DIT was intended to provide competitive academic outputs, not only in terms of quality technical training, but also in quality applied research and related expert services to the community.

1.2 Rationale for the Development of DIT Corporate Strategic Plan

DIT intends to become an agent of industrialization, development and progressive and customer-centred higher learning institution

in addressing changing societal needs. This comes forth from both increasing demand of highly skilled manpower in technical education and a call by the President of 5th phase Government of the United Republic of Tanzania (URT), His Excellency Dr. John Pombe Joseph Magufuli, to spearhead realization of industrial economy by 2025, as spelt out in his inaugural speech to the Parliament of Tanzania on 20th November, 2015, and reiterated in the National Five Year Development Plan 2016/17-2020/21, with the theme "*Nurturing Industrialization for Economic Transformation and Human Development*". Furthermore, the market requires practical technicians and engineers. In order to supply ready-made graduates, DIT has planned to revolutionize the technical training through adopting a teaching factory approach whereby technical training will be interactively linked to real-life factory business.

The **Teaching Factory Approach** aims at aligning manufacturing, teaching and training to the needs of modern industrial practice. Future engineers and technicians need to be educated with new curricula in order to cope with the increasing industrial requirements of the factories of the future. The teaching factory paradigm comprises the relevant educational approach and efficient interaction between industry and academia. The teaching factory approach aims at a two-way skills transfer between academia and industry using relevant emerging technologies. Both knowledge channels of the paradigm are presented, in the context of this work, within real-life industrial applications. The teaching factory approach provides a real-life environment for students and research engineers to develop their skills and comprehend the challenges involved in everyday industrial practice.

The proposed teaching methodology has, therefore, three components, namely, **training centre, teaching factory and incubator,** which complement each other. The concept of the teaching factory has its origin in the medical science disciplines, and specifically, in the paradigm of the teaching hospitals. It aims

at integrating the learning and working environments, from which realistic and relevant learning experiences arise. The configuration layout of the factory-classroom concept will follow a modular approach to allow flexibility on its application and operation. The modularity of a teaching factory concept could be presented in four categories, namely, factory, curriculum/study content, delivery mechanism and courses. The establishment of the technology incubators at DIT campuses aim at accelerating commercialization of scientific research results and technologies developed both from the Institute as well as from local R&D institutions and SMEs in the vicinity. The incubators will provide space, partnerships and networks to build a national community in which project/research students, innovators, entrepreneurs, scientists, technologists, professionals and investors can continuously exchange knowledge, share best practices, develop innovative businesses and expand their networks both locally, regionally and globally.

In line with the Teaching Factory Approach, the core business of DIT is summarized in **Figure 1.1** below.

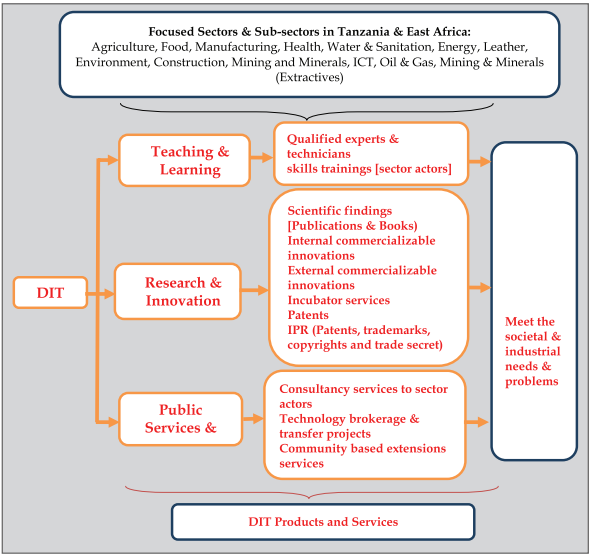

Figure 1.1: The Core Business Function of DIT

1.3 DIT Teaching Factory Approach Concept

The Teaching Factory is aimed at addressing the hitherto unmet challenge faced by DIT in trying to emulate a real-world environment within a typical institutional setting. An important and integral component of the concept is the industry project work in which staff and students closely work as a team on real-life industry problems with cost, quality, reliability and deadline constraints, and often requiring multi-disciplinary capabilities residing in different departments and units in the Institute.

It is expected that the concept will facilitate effective learning in the implementation of the Institute's curricula. It is a concept which adopts a practice and application-oriented training approach that combines the learning and working environment from which realistic and relevant learning experiences arise.

The Teaching Factory is more than just a pedagogic approach that benefits student learning alone. It represents a total systems approach that releases the latent synergy between a number of inter-related key success factors. When correctly implemented, it creates a powerful effect not only on the quality of teaching and learning, but equally importantly, on the attitude and mindset of staff and students. At DIT, this positive self-reinforcing systemic interaction will contribute greatly to the creation of an environment of teamwork, innovation, strong linkage with industry, and a strong focus on capability development. It has also been a key contributor in the shaping the unique DIT culture and spirit, which is an important prerequisite for the successful implementation of the borderless schools' concept.

Final year students in the engineering courses undertake industrial project work aimed at providing engineering and design solutions for the industry. The close collaboration with the industry has made possible opportunities for staff and students to work on real-life projects within time and budget constraints while observing industry standards.

These industrial projects are undertaken by a multi-disciplinary team of engineers and final year students on full-time project assignments. The real-life experiences which the students will draw from the practice-oriented course will help them to relate closely to the occupational aspects of their studies, which will help bridging the gap between industrial needs and training.

1.4 Methodology

This Corporate Strategic Plan was developed using a participatory and consultative approach involving both internal management collaborators (that is, selected staff and all participatory organs) and key Institute's stakeholders. Facilitation was carried out by three external facilitators from the University of Dar es Salaam in collaboration with three in house DIT staff. The process involved reviewing various documents developed internally as well as other external related documents, such as the guidelines for the development of strategic plan from Treasury Registrar (TR), as well as the review of the previous Strategic Plan. The CSP was also presented to all participatory organs including the Council for final approval. In the course of preparing this CSP, care was taken to embrace the policy environment currently prevailing in Tanzania, particularly the Industrialization Agenda.

2. INSTITUTIONAL STRATEGIC CONTEXT

2.1 The Global Context

The world is becoming more crowded, and its population more consuming, more polluting, desiring to be more connected, and in many ways less diverse than at any other time in history. There is a growing recognition that humans are altering the earth's natural systems at all scales, from local to global, at an unprecedented rate, changes that can only be compared to events that marked the great transitions in the geo-biological eras of Earth's history (Berry, 1988). The question now arises whether it is possible to satisfy the needs of a population that is growing

exponentially while preserving the carrying capacity of our ecosystems and biological and cultural diversity. A related question relevant to DIT situation is what should be done now and in the near future to ensure that the basic needs for water, sanitation, nutrition, health, safety, and meaningful work are fulfilled for all humans in Tanzania and beyond.
Further, it has also been noted that, in the next two decades, almost two billion additional people are expected to populate the Earth, with 95 percent of whom in developing or underdeveloped countries (Bartlett, 1998). This growth will create unprecedented demand for more areas including energy, food, land, water, transportation, materials, waste disposal, earth moving, health care, environmental clean-up, telecommunication, and infrastructure. With these new demands, the role of engineers will be critical in fulfilling those demands at various scales, ranging from remote small communities to large urban areas (megacities), mostly in the developing world (United Nations, 1998). George Bugliarello (1999) stated that, the emergence of large urban areas is likely to affect the future prosperity and stability of the entire world. It is also estimated that between 835 million and 2 billion people will be living in some type of city slum and that the urban share of the world's extreme poverty will be about 25 percent (United Nations, 2001).

Considering the problems facing our planet today, and the problems expected to arise in the first half of the twenty-first century, especially in the developing world, the engineering profession must revisit its mindset and adopt a new mission statement - to contribute to the building of a more sustainable, stable, and equitable world. Maurice Strong, the Secretary General of the 1992 United Nations Conference on Environment and Development, noted that, "sustainable development will be impossible without the full input by the engineering profession." For that to occur, engineers must adopt a completely different attitude toward natural and cultural systems and reconsider interactions between engineering disciplines and nontechnical fields.

The external environment to DIT therefore, covers the country and extends beyond the nation's borders to include the international environment. It traverses the changes, developments, gains and challenges in political,

educational, economic, technological, legal as well as social spheres. The consolidation of globalization and resultant liberalization of the country's economy are notable external forces that expose higher learning institutions, including DIT, to open market economy norms and take keen interest in customer demands, competition, and necessity for efficiency in the production and delivery of services/goods. The two powerful external forces necessarily present opportunities as well as threats call for DIT to take advantage of opportunities and minimize impact of threats.

2.2 The Regional Context

A comprehensive survey of modern enterprises of all sizes in three African countries namely Kenya, Tanzania and Zimbabwe found that companies repeatedly cite as a serious problem the insufficient of skilled labour (Biggs, Shah, and Srivastava 1995a). Manufacturers in Kenya were found not to have the numbers of technical personnel at the certificate and diploma levels required to improve technical capacities. This is important from the manufacturers' perspective because industrial output is sensitive to small changes in the scarcest factors of production. Low levels of education and skills in the labour force can severely restrict labour market flexibility in the formal sector of African economies. If companies cannot find abundant and adaptive skilled labour, they cannot respond to opportunities presented by new technologies. Skills development is important in Sub-Saharan Africa today for several reasons:

- Globalization and competition require higher skills and productivity among workers, both in modern companies and in the micro and small enterprises that support them. Companies have been downsizing and outsourcing in response to liberalized trade regimes and lowered import tariffs. However, having fewer employees has not meant less training. Quite the contrary, evidence suggests that qualification levels are increasing and training efforts are

intensifying within enterprises in competitive environments. Moreover, entrepreneurial skills are of growing importance and persons with more formal education outperform others in small enterprises.

- In many countries in Sub-Saharan Africa, technological changes require richer cognitive content, higher skill levels in the labour force and continued enhancement of work force skills. Exploiting the potential of information and communications technology (ICT) requires a strong skills base (as well as infrastructure and appropriate regulatory frameworks). Adoption of ICT is associated with the employment of more skilled workers. A labour force with a solid basic skills foundation is essential for countries to exploit the opportunities opened by technological change (Betcherman, 2001).

- Many countries in Africa, Tanzania included, have undergone significant structural adjustment over the past decade. This often entails the sale or closing of loss making state-owned enterprises. Structural adjustment can lead to substantial downsizing of employment in the state and parastatal sectors as well as in private companies that face increased competition. Workers displaced by structural adjustment often need upgrading of their skills. The numbers can be significant.

Poverty reduction requires investing in the productivity and skills of economically and socially vulnerable groups. This is one of the main messages of Can Africa Claim the 21st Century (World Bank, 2000). Investment in people is important for two reasons: Africa's future economic growth depends less on its natural resources, which are being depleted and are subject to long-run price declines, and more on its labour skills and its ability to accelerate a demographic transition. Investing in people promotes their individual development and enhances their

ability to escape poverty. Improving human capital is thus crucial for Africa, both to reduce poverty and to improve people's lives. Efforts to boost human capital in the region must cover a broad front, including education, health, and skills development (World Bank, 2000). Skills are an important means to increase incomes and sustainable livelihoods for the poor. Finally, skills development becomes both more important and more difficult as a result of HIV/AIDS. AIDS depletes scarce human capital and magnifies the need to replace skills lost across a wide range of occupations (World Bank, 2000).

DIT's long history of training initially technicians and extending to engineers in 1990s has continued to produce quality graduates to meet employment requirements locally and for other countries in the region. Changes in economies from provision of raw materials for industrial countries to processing available natural resources into products call for appropriate adaptation in training and skills development of labour force. Advent of new technologies (for instance in ICT) changes, advances and develops existing technologies, thus requiring DIT to adjust and cope with the regional market labour needs.

2.3 The National Context

2.3.1 The National Development Vision (NDV) 2025 and Five Years Development Plan (FYDP)

The NDV 2025 and FYDP phase II advocate for people-centred national development based on sustainable and shared growth that will free citizens from abject poverty. For that, Tanzania is required to create a strong, diversified, resilient and competitive economy, which can effectively cope with the challenges of development, and which can easily and confidently adapt to the changing market and technological conditions in the 'regional and global economy. The realization of the NDV 2025 and FYDP call for the development of competent human resources and research capacities. National aspirations will inevitably shape organizations' future strategic development. Thus, DIT has a

responsibility of producing well trained and innovative graduates to manage the science and technology in important areas to the economy.

2.3.2 The Education Sector Reform Programme

The Government embarked on ambitious Education Sector Development Programmes (ESDPs) with supplementary support from major donors. The programmes aim at increasing enrolment at both primary and secondary levels, while arresting the declining quality of education. Improving the quality of primary and secondary school education is a key goal of the Ministry of Education, Science and Technology. Following the launching of the PEDP and SEDP programmes, it was expected that more students would qualify to join higher education institutions. It was envisaged that about 12.5% of the students in secondary schools would qualify to join higher education institutes in the country. While in year 2004/2005, about 26,719 were expected to go to higher education institutes and by year 2008 the number would double because of the PEDP and SEDP programmes. The impact of programmes will lead to an increase in demand for technical education. DIT needs to explore opportunities from emanating from the Education Sector Reform Programme to fulfil her mission.

2.3.3 The Technical Education Policy

The needs and challenges facing higher education in Tanzania as highlighted in the Higher Education Policy include:

(a) The need to meet increased social demand for technical education;
(b) The need to step up application of science and technology for industrial development and increased production;
(c) The need to meet technical manpower requirements in various sectors of the economy;
(d) The need to promote participation of women in science and technical education and training;
(e) The need to keep up with new and emerging areas of science and technology;

(f) The need to tackle low employment of youths, globalization and international competitiveness.

DIT has to support the Government by striving to address all issues relevant to the sector as provided in the policy.

2.3.4 The Higher Education Policy

The needs and challenges facing higher education in Tanzania as highlighted in the Higher Education Policy include:

(a) Dealing with increased social demand for education;
(b) The need for specialized skills;
(c) The need to keep up with new and emerging areas of science and technology;
(d) The need for greater entrepreneurship;
(e) Coping with globalization and international competitiveness;
(f) The need for sustainability of higher education by improving resource mobilization;
(g) The need for greater social democracy and good governance.

DIT has to support the Government by striving to address all issues relevant to the sector as provided in the policy.

2.3.5 Funding of Higher Education

Declining annual budget allocations face all public higher learning institutions. If this trend remains, the deficit in DIT budget and actual allocation from the government will keep on growing. The current state of the economy suggests that the Institute will face inadequate funding in the foreseeable future. Without sustainable and adequate funding, the realization of the plan and attainment of intended outputs will be difficult to realize. Access of funding from local and international donors has continued to become difficult as donor fatigue has increasingly continued to grow. To this end, DIT will need to request for special

budget from the government as well as develop proposals for funding along the lines of the Strategic Plan to address the budgetary deficit.

2.3.6 Gender Issues

Like other science institutions, DIT faces wide spread gender inequalities and lack of inadequate mainstreaming in her operations and programmes. The proportion of females in higher education institutions is about 25% and is much lower in science and technical disciplines. Though modest efforts towards gender balance and mainstreaming issues are being addressed, long-term interventions at various levels are required. At organization level, DIT is expected to contribute to national drive towards alleviating gender-based inequalities.

3. VISION, MISSION AND FUNCTIONS

The DIT is guided by the societal vision which created the need of the services it provides.

Current	New
DIT Societal Vision None	**DIT Societal Vision** The society is provided with affordable, relevant and practical technical education to facilitate development and application of technologies to foster socio-economic development in a sustainable manner.
DIT Vision Dar es Salaam Institute of Technology (DIT) is to become the leading provider of high quality engineering education, research and consultancy, within Tanzania and the East African region. **DIT Mission** • To provide access to high quality technical education and training for students in Applied Sciences, Engineering, Entrepreneurship and related disciplines as well as to conduct relevant research and consultancy. • To promote the development and usage of appropriate technology that meets national, regional and international needs and standards through skills and practical-oriented training, research and consultancy. • To cooperate with the Government of the United Republic of Tanzania and the private sector in establishing centres of excellence to combat national catastrophes such as draught, floods, hunger and pollution amongst other things • To foster honesty, respect and responsibility, lifelong learning and innovation.	**DIT Vision** To become a leading technical education institution in addressing societal needs. **DIT Mission** To provide competence based technical education through training, research, innovation and development of appropriate technology.

Core Values

DIT and all employees are guided by a set of core values (summarised by the word RESPECT) in all their doings. The institution is also convinced that the key to creating a truly technical education institution is an intense focus on the values that guide its actions.

The Institute works diligently to integrate its core values into all that it does to positively impact those who seek its services. DIT and its employees shall always operate with **RESPECT and COMMITMENT** to the following core values:

1) **Responsive:** DIT is quick to react in the way that is needed, suitable or right for a particular situation.

2) **Exceptional Service:** The Institute creates and improves relationships through positive interactions with others.

3) **Student Centeredness:** The institution values and respects all students as unique individuals.

4) **Professionalism:** The Institute takes pride in the work we do, and values to learn of our job, and performs to the best of our ability.

5) **Excellence:** The Institute recognizes that conducive working environment is needed, including short and long-term planning, exploration of new ideas, support for innovation, enrichment and professional development programmes, accountability, and attention to health and well-being of faculty and all staff members.

6) **Commitment:** The Institute is dedicated to the community it serves.

7) **Transparency:** The Institute believes that success is achieved through open exchange of information. Cognizance is built on a foundation of open and honest communication.

4. STRATEGIC GOALS OF THE CSP: 2017/18–2026/27

4.1 Technical Education

Goal 1: To achieve and sustain excellence in technical education aimed at addressing societal needs

DIT aims at becoming the top institution in technical education through excellence in education. It seeks to become Tanzania's leading institution for developing practical technological solutions to meet national and industry priorities.

Strategies

- To guide each student's academic plan and educational progress, supporting them to take ownership of their learning and development and to plan for their future career.
- To motivate and prepare students to gain practical experience through teaching factory approach as part of their studies, as vacation work or volunteering, or to undertake national or international work-based learning, recognizing the benefits this brings to their educational, personal and career development.
- To enable undergraduate and taught postgraduate students to PhD level in polytechnics, engage with cutting edge research and the processes of discovery, knowledge generation and knowledge exchange.
- Introducing further flexibility in study patterns, whilst maintaining the integrity and breadth of our curriculum, through articulations with strategic partner providers.
- To work with employers, professional bodies, alumni and other stakeholders to ensure that the degree programmes are responsive to changing needs, producing graduates with socially and economically valuable attributes and expertise.
- To expand and enhance distance education provision.

- To enable staff to embrace new technologies as part of enhancing the learning experience, and to deliver prompt and effective feedback.
- To ensure existence of flexible, world class and practice-oriented training programmes – at artisanal, technician, diploma, degree and graduate levels.

Enablers

- Building capacity for quality staff and students to serve the country.
- Building values.
- Infrastructure development and maintenance.
- Finance and resource mobilization.
- Talents identification and nurturing.
- Internationalization.
- Alumni engagements.
- Outreach (industry linkage) programmes guided by the Teaching Factory approach.

4.2 Research and Innovations

Goal 2: To achieve and sustain excellence in research and innovation aimed at addressing societal needs.

The Institute will foster a vibrant, successful and interactive research community that generates ideas and discoveries, creates new fields of knowledge and makes a difference to the societal, cultural, environmental, health and wealth development to the community.

Strategies

- Fostering new approaches to cross-disciplinary research, including encouraging outstanding global, regional and national joint collaborative applied researches.

- Shaping and securing strategic partnerships with research funders.
- Fostering applied research focusing on the societal needs and wants.
- Combining proven research excellence with demonstrable economic, environmental, health and social impact.
- Driving increased high-impact knowledge exchange and public engagement through the Teaching Factory approach.
- Maximizing competitive research funding success, with a new emphasis on large and cross-disciplinary proposals.
- Positioning the Institute to compete successfully for funding from key development partners.
- Identification and pursuing scholarships and fellowships opportunities to support postgraduate studies and research programmes.
- Driving forward sustainable use of equipment, and efficiency in other research costs.
- Raising the profile of the Institute's research activity and expertise, internally, regionally and globally.
- Promoting efforts to translated research findings into innovative products and solutions.
- Inspiring students and staff to acquire and use their entrepreneurial and innovation skills.
- Fostering links with the business and financial community to support innovation and commercialization activities of the Institute.
- Establishing and operationalise DIT Company Limited.

4.3 Knowledge Exchange and Public Services

Goal 3: Promote effectiveness in Knowledge Exchange and Public Services

The priority is to ensure the Institute translates knowledge, ideas, skills and expertise into solutions and businesses to create jobs for socio-economic development. At the same time, the Institute will promote

greater knowledge exchange which includes quality and referred publications arising from applied research.

Strategies

- Stimulating students and staff to engage with the public and relevant stakeholders in industry, policy and practice as part of their knowledge exchange and outreach activities.
- Fostering innovative staff exchange with industry and public service providers.
- Efficiently identifying and capitalizing on intellectual property & knowledge exchange professionals in academic areas.
- Working with other universities to simplify engagement with industry, while maintaining leadership in commercialization of innovations.
- Extending the Institute's continuing professional development programmes.
- Promoting wide and strategic publication and dissemination of the intellectual outputs of the Institute.
- Establishing and operationalise spin-off companies.

4.4 Internationalization

Goal 4: To promote beneficial international cooperation and engagements.

DIT commits to internationalization as one of the key elements in teaching, research and public service. It aspires to become one of the top-ranking institutions of choice for students and staff in the region, distinguished for its achievements in scholarship, research, and knowledge exchange.

The Institute envisages several benefits from internationalization: with powerful international networks, the Institute can search and find the best academic talents; can attract the brightest students;

broadens opportunities for international careers for the best and brightest staff and students, as well as widening opportunities for broadening its curricula. Internationalization is expected to facilitate promotion of collaborative and innovative research that is topical and responsive to community, national and global concerns. Other benefits of internationalization include the opportunity to reflect and embrace alternative ways of thinking, improvement in governance and management models, and developing more competitive educational models.

Strategies

- Cultivating and coordinating international cooperation and engagements in teaching, research and community service.
- Creating a conducive environment for international scholars and students for them to have positive and productive experience at DIT.
- Supporting academic staff to secure sabbaticals, post-doctoral fellowships and other visits.
- Generating and disseminating data on international opportunities within and outside DIT.
- Supporting academic staff to develop collaborative research grants proposals.
- Establishing a model of financial sustainability of international engagements.
- Establishing a well-equipped office for coordination of international collaborations.
- Developing relevant institutional policies and strategies for international collaborations and oversee their implementations.
- Developing guidelines in respect of all links and partnerships with foreign institutions.
- Promoting DIT membership in various sub-regional, regional and global institutions and consortia.
- Searching and disseminating international opportunities regarding collaborative research, sabbatical leave, and graduate training in collaboration with relevant offices.

4.5 Institutional Capacity

Goal 5: To strengthen and develop the institutional capacity for effective delivery of teaching and learning, research, innovation and public service.

The Institute is committed to ensuring that it has an adequate enabling environment for its core mission activities. As such, it needs to strengthen its various areas of institutional capacity that is human resources management, infrastructure and facilities, governance and organizational frameworks, student services, financial resources and so on. The aim is, among other things, attract, reward and retain the best human resources, accessing talent from around the world, develop the knowledge, capabilities and skills of our people, maintain a sustainable staffing profile which meets the evolving needs.

Strategies

- Ensuring adequate numbers of competent staff at all the three campuses of the Institute.
- Developing effective mechanisms for staff development, motivation and retention.
- Developing and ensure adequate physical infrastructure and training, research and innovation facilities at all the three campuses of the Institute.
- Develop and deploy world class ICT systems to support the core and support functions of the Institute.
- Strengthening and expand students' services in line with demand at the three campuses.
- Strengthening governance and management systems in line with strategic requirements of the Institute.
- Strengthening gender equality and inclusiveness.
- Strengthening quality assurance and control systems.
- Strengthening marketing systems.
- Strengthening internal income generation capacities and systems.

- Strengthening financial resources mobilization capacity and mechanisms.

4.6 Alumni Relations

Goal 6: Develop and capitalize on effective alumni relations

DIT has a huge number of alumni spread across all levels of government and type of industry. The huge potential of using alumni for fulfilling the core functions of the Institute needs to be tapped more fully.

Strategies

- Developing an attractive and comprehensive set of benefits, services and roles for DIT alumni.
- Developing and maintain an alumni-focused website with strategy and relevant news content.
- Working with current students to develop understanding of alumni programme.
- Supporting the establishment and development of DIT Alumni Associations and chapters.
- Maintaining communication and update database of information on all alumni including international alumni.
- Developing a comprehensive set of action for capitalizing on alumni relations for the strategic development of the Institute.
- Developing a mechanism and strategy to coordinate engagement with alumni.

5. IMPLEMENTATION, MONITORING AND EVALUATION

5.1 Implementation Responsibility

The overall responsibility for the implementation of the CSP rests with the Institute management as guided by the Council. The management shall oversee the implementation of the CSP, monitor progress and

report to Council regularly. The ultimate responsibility for the CSP rests with the Council.

5.2 Rolling Strategic/Business Plans

The CSP will guide the preparation, updating and implementation of the five-year rolling strategic plans of the Institute. The rolling and strategic plans will depict operational details for the broad goals and strategies of the CSP.

5.3 Financing the CSP

All financial mobilization and allocations related to the implementation of the CSP shall be coordinated by the department responsible for planning. Accurate costing of the implementation of strategic interventions based on the CSP will be made in the Five-Year Rolling Strategic Plans.

The Institute management will work closely with staff, the government, development partners, industry, community and other stakeholders on modalities and strategies for financing the plan over the 10-year period. A five-year rolling Resource Mobilization Strategy will be prepared, implemented and regularly updated.

5.4 Monitoring and Evaluation

A Monitoring and Evaluation Plan for the CSP and other activities will be prepared and used to gradually put in place a functional system for monitoring and evaluation of the CSP and other plans of the Institute. It will also indicate the arrangements for using the resulting M&E feedback.

5.5 Review and Rolling Forward the CSP

The CSP will be reviewed after every five years of implementation. The review team will consist of experts who are familiar with contemporary issues of the Institute. One year prior to the external review, the Institute

management will undertake an internal evaluation, covering all important areas and goals of the CSP. The internal evaluation report will provide the basis for the terms of reference of the external review.

5.6 Risk Management Strategy

A Risk Management Strategy for the Strategic Plan is proposed in Table 5.1 below. The strategy has analysed the main risks expected to influence the successful implementation of the Plan. These will be appropriately addressed by the management very early in the implementation of the plan. Otherwise, they will likely hold back implementation of the plan.

Table 5.1 Risk Management Strategies

	RISK	EXPECTED IMPACT	PLANNED RESPONSE
1.	Politics – that is, the predominant tendency of internal and external stakeholders to single minded pursue self – interests at the expense of the greater collective good	Implementation could be held back. If not, then we may only achieve sub-optimal results.	The Management and other actors will be made aware of this challenge and asked to assist in addressing it.
2.	Inadequate commitment of some stakeholders to see DIT's success	DIT strength and viability will not be secured when key stakeholders do not show serious and tangible commitment to the vision, mission and needs of the Institute.	The management will explore every opportunity to implore stakeholders at all levels to show more tangible commitment to DIT's success. On its part, DIT will strengthen its constructive engagement with key stakeholders.
3.	Competition from other higher learning institutions	If DIT is seen to be weak and lacking distinct competitive advantage, its performance may suffer.	The management will continue to sharpen the niche, build requisite capacities and ensure high levels of excellence in all key areas.
4.	Inadequate leadership commitment to the plan	This will certainly be disastrous to the plan's implementation.	The plan was prepared with intensive involvement of stakeholders especially the management of the Institute. It is therefore well owned by the leadership. The management needs to remain committed to spearheading the implementation of the plan. This aspect will be continuously monitored and ensured.

5.	Inability to provide attractive remuneration and motivation for staff	This will seriously limit implementation of the planned activities.	The management is committed to gradually provide an attractive remuneration and benefit packages in order to keep up with the challenges of ensuring quality and well-motivated staff. These efforts have started in collaboration with the government. The strong focus on resource mobilisation will make it easier to remunerate staff.
6.	Inadequate staff competencies to handle the complex issues and tasks facing the Institute.	This will seriously limit implementation of the planned activities.	The management is committed to gradually implement a strategic capacity building programme which essentially aims at ensuring that the right competencies and attitudes are developed.
7.	Failure to adequately monitor and evaluate implementation of the plan.	It will be difficult to know conclusively whether the plan is achieving its objectives.	The plan has included key monitoring and evaluation activities. The management will implore all key stakeholders for implementing the plan on the need to adhere to planned monitoring and evaluation processes.
8.	Adequate resources to implement the Plan may not be forthcoming	It may be difficult to implement the plan fully.	The management is committed to develop and start implementing a fundraising and financial sustainability plan. Negotiations will be held with the central government and partners on ways of enhancing the financial situation of the Institute. Furthermore, the strong focus on research and technology transfer will also help in attracting resources for research. These efforts hopefully will increase the funding available for implementing the planned activities. The Institute should also find way of commercializing its innovations.
9.	Key stakeholders might fail to give the expected level of cooperation.	Without this cooperation, many of the components will fail to achieve their desired outputs and therefore the desired outcomes will be poorly achieved.	The management as part of its routine activities will seek to promote the cooperation of the stakeholders particularly through entering into clear cooperation arrangements (MoUs), improved sharing of information and active involvement in meetings and events designed to promote the development of strong partners' commitment.

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