

**SCHOOL OF LIBRARY, ARCHIVES AND DOCUMENTATION
STUDIES**

P.O. Box 227, Bagamoyo, Tanzania.

Tel: 0232440444/+255 71425259997

Fax: 0232440333

E-Mail: sladsbagamoyo@tlsb.go.tz

Website: www.slads.ac.tz



FIVE –YEAR ROLLING STRATEGIC PLAN 2021-2026

MAY 2023

ACKNOWLEDGEMENT FROM THE PRINCIPAL

This five-year strategic plan 2021-2026 is partly based on the evaluation of the previous strategic plan 2017-2021 and new developments that have since taken place. The evaluation of the previous strategic plan involved a number of stakeholders, these stakeholders were: The School of Library, Archives and Documentation Studies Governing Council, The Tanzania Library Services Board of Directors, TLSB Management Committee, The SLADS Management, SLADS Academic Committee, Heads of Departments, Heads of sections, Students representatives and staff of SLADS.

The plan stipulates SLADS vision “Be a competence-based training institution for Librarians, Records Managers, Archive administrators and Information specialists world-wide”. The Mission of the School is to: Promote Library and Information Science Education through Training and Research. The strategic plan identifies, organizational, capacity building, information communication technology, finance, infrastructure as among key strategic issues that SLADS has to address in the new strategic plan.

LIST OF ABBREVIATIONS AND ACRONYMS

COTUL	Consortium of Tanzania University Libraries
DITF	Dar Es Salaam International Trade Fair
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
ICT	Information and Communication Technology
ESDP	Education Sector Development Programme
LIS	Library and Information Science
MDGs	Millennium Development Goals
MoU	Memorandum of Understanding
NACTEVET	National Accreditation Council for Technical and Vocational Training and Education
IFLA	International Federation of Library Associations
SLADS	School of Library, Archives And Documentation Studies
TLSB	Tanzania Library Services Board
MKUKUTA	Mkakati wa Kukuza Uchumi na Kupunguza Umaskini Tanzania
MKURABITA	Mpango wa Kurasimisha Rasilimali na Biashara za Wanyonge Tanzania
LAN	Local Area Network
NTA	National Technical Award
PEDP	Primary Education Development Plan
UNESCO	United Nations Educational, Scientific and Cultural Organization
SWOCs	Strengths, weakness, opportunities and challenges

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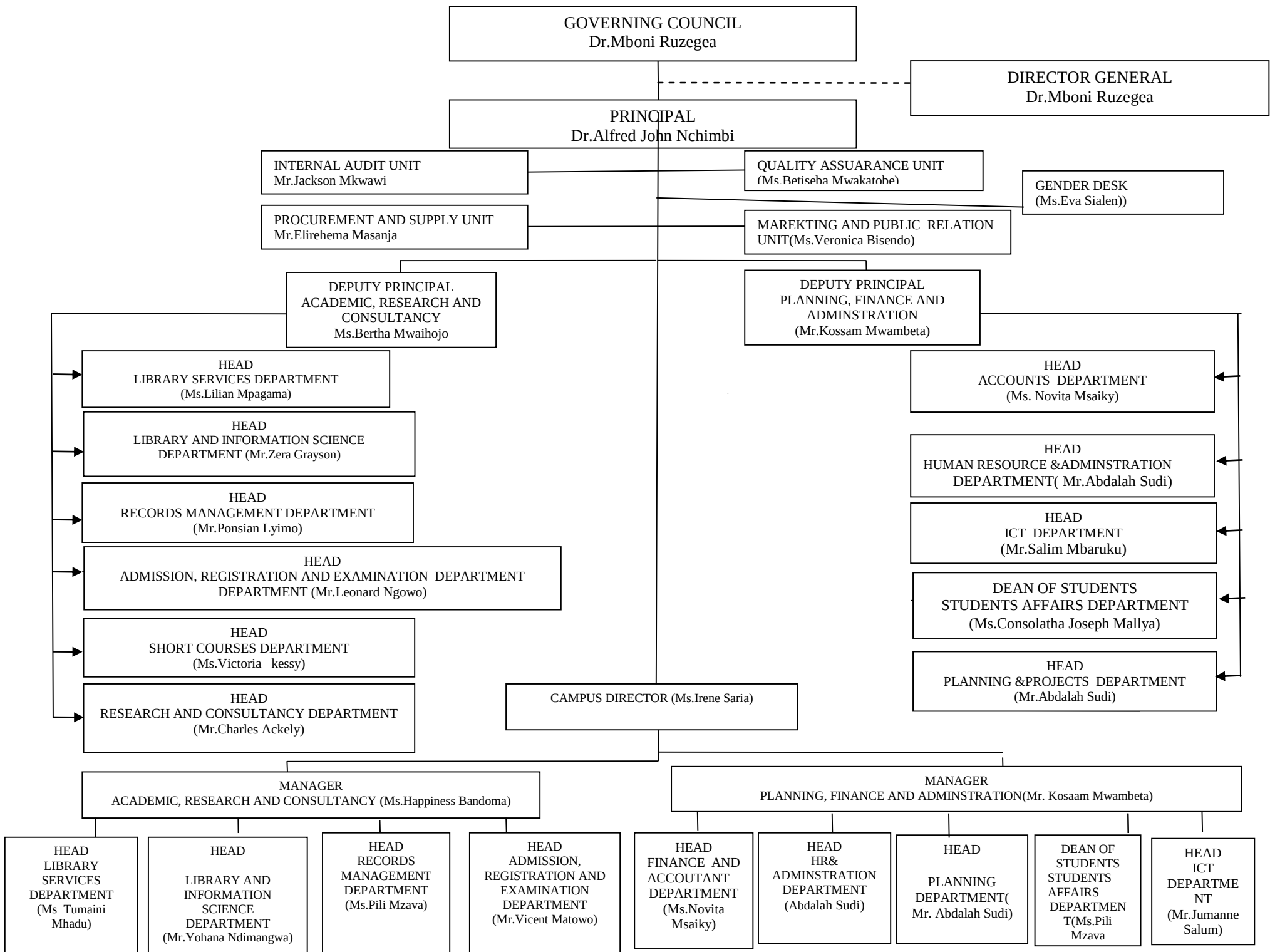
1. 0 INTRODUCTION

1.1 Establishment of the School of Library, Archives and Documentation Studies (SLADS)

The School of Library, Archives and Documentations Studies (SLADS) is a public institution under the Tanzania Library Services Board (TLSB). SLADS was established in 1985 by then the Ministry of Education and Vocational Training (MoEVT). Before the establishment of SLADS, TLSB was offering basic library training at certificate level since 1972 at the Dar es Salaam Teacher's Training College (Chang'ombe). The certificate course was integrated in the SLADS programme in 1990. The school is located at Ukuni about five Kilometers from Bagamoyo town and about 65 km from Dar es Salaam.

A Brief Organizational Structure of the School

SLADS has two academic Departments which are: Library and Information Management Department and Records and Archives Management Department (see figure 1 below for a detailed organization structure). The school offers Library and Information Management program at NTA level 4,5 and 6 and Record and Archives Management at NTA level 4,5, and 6.



Over the years SLADS has played a significant role of training library and information personnel at the paraprofessional levels. Until 2009 it was the only training institution in the country offering certificate and diploma programmes in library and information science. Currently there are more than 20 institutions (mainly universities and colleges) offering LIS programmes and Records and Archives Administration at various levels.

Since 1972 to date SLADS has trained 4,965 certificate holders and 2,958 diploma holders.

1.2 The Need for a Revised Strategic Plan Document

It has been customary for institutions to have strategic plans to chart a way forward for future development, evaluate and review the previous strategic plan. The previous strategic plan was a rolling one. Therefore a number of activities that were not implemented and some specific objectives that were not realized are reviewed and examine how best these can be implemented in the current phase. This strategic plan is developed within the broader context of the mission and vision of SLADS which is to become a vital and leading competence-based training institution for librarians, records managers, archives administrators and information specialist in Tanzania, the East African Region and globally. The strategic plan will enable the stakeholders and SLADS to monitor and evaluate the extent to which its core objectives are being realized and met. The strategic plan is expected to contribute to the following four major output areas:

- High quality academic programmes designed and offered

- State of the art teaching and learning environment developed
- Increased research output and consultancy services
- Highly qualified staff

1.3 Methodology

The methodology of developing the current strategic plan was participatory implying the involvement of the various stakeholders in the entire process. However, the actual writing of the strategic plan is the work of a committee that comprised five members as shown below:

- Dr. Alfred John Nchimbi - Chairperson.
- Prof Paul A. Manda - Consultant
- Ms Bertha Mwaihojo - Member
- Mr. Kossam Mwambeta - Member
- Ms.Consolatha Mallya - Member

Data for the strategic plan was collected employing a number of techniques. First, the use of various school documents detailing the progress made in the implementation of the previous strategic plan. This included the situational self-evaluation study (2021) and other relevant documents. Second, key stakeholders were consulted.

1.4 Structure of the Strategic Plan Document

The School of Library, Archives and Documentation Studies Strategic plan is divided into 10 chapters. Chapter one gives the historical background/introduction of the school, chapter two is the vision, mission and values; chapter three is the review of the strategic external environment. Chapter four is the analysis of the internal environment while chapter five identifies the current main strengths, weaknesses as well as opportunities and challenges. Chapter six identifies the key strategic development issues and chapter seven is on the strategic

objectives including rationale strategies, activities, inputs and outputs, chapter eight is action plan, chapter nine is budget and chapter ten is evaluation plan.

CHAPTER TWO: SLADS VISION, MISSION AND VALUES

2.0 Introduction

This second chapter of the strategic plan sets out the vision, mission, and values of the School of Library, Documentation and Archives Studies.

2.1 Vision Statement

The Vision of the School of Library, Archives and Documentation Studies (SLADS) is to:

Be a competence-based training institution for Librarians, Records Managers, and Archive Administrators and Information specialists world-wide

2.2 Mission Statement

The Mission of the School is to:

Promote Library and Information Science Education through Training and Research

2.3 SLADS Values

In achieving its Vision and fulfilling its mission, the School of Library, Archives and Documentation Studies will be guided by the following values:

- Academic excellence
- Academic integrity
- Professional and ethical standards
- Quality teaching and learning
- Public accountability
- Strategic planning culture
- Optimum utilization of ICT in Library and Information Studies

3.0 ANALYSIS OF EXTERNAL ENVIRONMENT

3.1 Introduction

The establishment and growth of SLADS has been influenced by numerous internal and external factors. These include political, social, educational and technological factors. SLADS therefore has to be cognizant of the challenges and opportunities that emanate from these external changes and transformations.

3.2 Global Context

3.2.1 Information Society

The Millennium Development Goals (MDGs) were set in the year 2000 by world leaders to combat poverty, hunger, diseases, illiteracy, environmental degradation and discrimination against women. The goals aimed at achieving by the year 2015 among others, the

following objectives: to reduce by half the proportion of people suffering from extreme hunger, to ensure that all pupils are in primary schools, that girls have the same educational opportunities as boys, that at least 100 million people have access to better opportunities for education, housing and health care and that the benefits of new technologies flow to more countries and people.

Libraries, information centres and other related services are major stakeholders that can contribute to the achievement of MDGs. These institutions are mandated to provide information in support of the education sector that produces skilled manpower needed in various countries. With developments in ICT information and knowledge are now regarded as the prime movers in socio-economic development. Consequently SLADS must see itself as an important institution in this context. For example the developments in ICT have a bearing in the way learning and teaching is conducted at SLADS. The new technology has made networking with other library schools a reality if properly harnessed. This will enable the exchange of ideas on professional training and increase access to resources and improved visibility of SLADS and its outputs and products.

3.2 National Context

3.3.1 Expansion of Libraries and Information Centres

The expansion and the growth of the education sector in Tanzania from primary to university levels logically necessitate the expansion of the libraries and information centres. This implies the growth of the existing libraries and increases in the number of regional and district libraries, university and college libraries, research libraries, secondary school libraries in the last few years.

The development and expansion of libraries in Tanzania has a significant impact in the expansion of SLADS because of the increased market demands for its graduates at both certificate and diploma levels. Yet despite the potential increases in labor market demands for SLADS graduates the formal sector is unable to absorb graduates from these training institutions because of the poor state of the economy. Training institutions such as SLADS have therefore to think of innovative curricular that will provide graduates with requisite skills for self-employment as well. These new curricular will make graduates more versatile and entrepreneurial job creators as opposed

to job seekers. Additionally because of the nature of labor market SLADS need to be innovative continuously establishing more multi-disciplinary programmes to meet the labor market demands.

3.3.2 Government Policies

A number of government policies have been implemented over the years with an impact on the training of library professionals. The policies include education sector reform policies, ICT policy, and policies on cross-cutting issues such as HIV/AIDS, environment, human rights, democracy, good governance and gender. Other policies include: SME's, MKUKUTA, MKURABITA, Women and Youth Programmes and policies toward people with a variety of disabilities.

During the Government's Education Sector Development Programme(ESDP) significant strides were made in a number of areas including access, equity and quality improvements in the education sector. The Secondary Education Development Programme-SEDP (2004-2009) for example aimed at improving access, equity and quality in this key education sector. The expansion of secondary education implies more applicants to SLADS programmes and thus increased enrollment. This expansion might require innovative ways of teaching and learning, new and improved ways of course delivery. The government also initiated and implemented reforms targeting teacher training colleges, vocational education and training. All these reform programmes have an inbuilt component on library and information service provision and thus necessitating the expansion of training programmes at SLADS and other such institutions. SLADS has therefore to prepare itself to accommodate expected impacts of the reforms.

3.3.3 Cross-cutting issues (Gender and HIV/AIDS)

Most of the government reform initiatives, policies and programmes have advocated the mainstreaming of gender, HIV/AIDS and environmental issues into their activities. The three cross-cutting issues are central for any sustainable development. The training institutions such as SLADS are expected to integrate these cross-cutting issues in their teaching curricular and other programmes. Tanzania like many other developing countries is faced with the challenge of gender inequities. Fortunately consensus has now emerged on the need to address these inequities at the institutional and national levels through mainstreaming gender in all activities and

programmes. These cross-cutting issues are based on socio-cultural contexts and thus require long-term strategic interventions to address. This strategic plan therefore incorporates gender and HIV/AIDS mainstreaming in its activities.

3.4 SLADS-TLSB Relations

The School of Library, Archives and Documentation Studies is a training institution under TLSB. This structural relationship has both positive and negative implications. In general the current structure is not conducive to SLADS growth and development as an independent academic entity. It is an inflexible structure that in the long run will stifle SLADS's growth, development and institutional dynamism. In this context SLADS need to plan for a fully-fledged independent school with a capacity to grow and offer advanced level academic programmes and not restrict itself to offering paraprofessional courses. SLADS can only become a viable academic institution if it plans to offer degree programmes at both undergraduate and graduate levels. In view of this a new legal framework be established that will ensure the autonomy of SLADS from TLSB.

3.5 Conclusion

In the larger context the demand for the SLADS graduates in the labor market is high although actual absorption rate is low because of the socio-economic constraints and increases in the number of graduates from other institutions offering similar programmes. SLADS therefore need to embark on innovative strategic programme that will make its graduates both competitive in the labor market and with requisite entrepreneurial skills for self-employment. Being the oldest school in Library, Archives and Documentation Studies in Tanzania it has the obligation to play a leadership role in this academic and professional field. At the national level it should make significant contribution in meeting the goals of the education sector reform in the country. All this can happen if SLADS becomes an independent and autonomous school offering degree programmes at various levels and not only confine itself to producing ordinary diploma and certificate holders.

Developments and changes in the external environment indicate a need to address the following issues in the SLADS strategic plan:

- Expansion in student enrolment and need for innovative training to meet changing labor market demands
- Maintain competent and well-motivated staff
- Establish effective networks
- Use of technology to improve output
- Continuous and efficient marketing of programmes
- Institute innovative funding mechanism
- Play a leading role in Library and Information field in Tanzania
- Organizational structure that will ensure the growth and dynamism of SLADS

4.0 ANALYSIS OF INTERNAL ENVIRONMENT

4.1 Introduction

The major issues and areas that are discussed in this chapter on the analysis of the internal environment include:

- Legal framework
- Organizational structure
- Teaching and learning
- ICT development (skills, bandwidth slowness and maintenance issues)
- Human resources management capacity (staff recruitment, training, professional skills, and staff retention etc)
- Financial resources mobilization and management
- Health services and HIV/AIDS response
- Marketing of SLADS and its various programmes

- Facilities and support services
- Gender mainstreaming
- Networking and cooperation
- Student enrolment expansion

4.2 Legal Framework

SLADS is a training school established in 1989 under TLSB. TLSB is governed by the Act of Parliament known as the Tanzania Library Services Board Act, 1975, No. 6. There are a number of obstacles arising out of this framework which hinder future growth and development of SLADS. Among these constraints are:

First, the existing framework is a major constraint limiting many necessary changes and developments that will enable SLADS to grow. There is therefore a need to revise the existing legal framework. The new framework will enable SLADS to accommodate fast changing technology, socio-economic environment and thus broaden and expand its objectives. Second, the current set up does not provide SLADS with necessary autonomy in strategic areas such as recruitment, governance, finance and management and various policy issues. Third, the present structure does not provide flexibility or institutional mechanisms to respond to changes because of increased bureaucracy.

4.3 Organizational Structure of SLADS

The current organizational structure of SLADS is hierarchical in nature. At the top of this structure is the School Governing Council with the Chairman of the Council who is the Director General of TLSB, 6 Members appointed by the Director General who is the secretary to the Board.

This structure needs to be reviewed for the following reasons:

First, to increase the autonomy of the governing council the independence of the chairman for the council has to be assured. Second, organizational structure below the governing council is reviewed to enhance participation in the appointment of the various heads. Third, the organizational structure is more centralized giving limited participation at the lower levels.

4.4 Teaching and learning

4.4.1 Certificate and Diploma Programmes

Certificate programme is the oldest programme related to the major outputs of the school.

The following programmes are offered at the School:

4.2.1 Library and Information Management Programme

- a) National Technical Award Level 6 (Ordinary Diploma) in Library and Information Management
- b) National Technical Award Level 5 (Technician Certificate) in Library and Information Management
- c) National Technical Award Level 4 (Basic Technician Certificate) in Library and Information Management

4.2.2 Records and Archives Management Programme

- d) National Technical Award Level 6 (Ordinary Diploma) in Records and Archives Management
- e) National Technical Award Level 5 (Technician Certificate) in Records and Archives Management
- f) National Technical Award Level 4 (Basic Technician Certificate) in Records and Archives Management

NTA Level 4 – Basic Technician Certificate in Library and Information Management

Semester 1

Code No	Module Name	Distribution of Hours per week				Total hours/Week	Total credit
		L	T	P	As		
GST04101	Computer Application	2	1	5	2	12	12
IMT 04101	Library Operations	2	2	4	3	11	16
IMT 04102	Organization of Organization Materials	2	2	5	3	12	18
GST 04102	Communication Skills	2	3	2	2	9	10
IMT04103	Information Evaluation Skills	2	2	2	2	8	10
TOTAL CREDITS							66

Semester II

Code No	Module Name	Distribution of Hours per week				Total hours/Week	Total credit
		L	T	P	As		

GST04201	Life Skills	2	2	2	2	8	10
IMT 04204	Library Statistics and Report	2	2	3	2	9	10
IMT 04205	Safety And Security of Information Materials	2	2	3	2	9	14
IMT 04206	Field Practical Training	-	-	-	-	8	20
TOTAL CREDITS							54

NTA Level 5 – Technician Certificate in Library and Information Management

Semester 1

Code No	Module Name	Distribution of Hours per week				Total hours/Week	Total credits
		L	T	P	As		
GST05101	Communication Skills	2	1	1	2	6	8
LIT05101	Information Professional Ethics	2	2	1	2	7	10
LIT05102	Cataloguing of Information Materials	2	2	3	2	9	15
LIT05103	Classification of Information Materials	2	2	3	2	9	15
LIT05104	Information Outreach Services and	2	2	1	2	7	10
Total Credits							58

Semester 2

Code No	Module Name	Distribution of Hours per week				Total hours/Week	Total credits
		L	T	P	As		
GST05201	Information intellectual property rights	2	1	1	2	6	8
LTT05201	Information User Studies	2	2	1	2	7	10
GST05202	Information Project Planning, Write Up and Monitoring	2	1	1	2	6	8
GST05203	Entrepreneurship of Information Service	2	1	1	2	6	8
LIT05202	Information Architectural Design	2	2	1	2	7	10
LIT05203	Field Practice Training	-	-	-	-		18
Total Credits							62

NTA LEVEL 6: Ordinary Diploma in Library and Information Management**Semester I**

Code No	Module Name	Distribution of Hours per week				Total hours/Week	Total credits
		L	T	P	As		

GST06101	Research Methodology	2	3	1	2	8	12
LIT06102	Information Presentation Skills	2	2	1	2	7	10
LIT06103	Information Searching	2	1	3	2	8	12
LIT06104	Information Evaluation	2	1	3	2	8	8
LIT06105	Library Automation and Security Systems	2	1	4	2	9	15
LIT06107	Information Collection Development	2	2	1	2	7	10
GST06108	Organizational administration	2	2	1	2	7	8
TOTAL CREDITS							75

Semester II

Code No	Module Name	Distribution of Hours per week				Total hours/Week	Total credits
		L	T	P	As		
LIT06203	Digital Library	2	1	4	2	9	12
LIT06204	Marketing of Information Services	2	1	3	2	8	10
LIT06204	Digital Information Marketing	2	1	2	2	7	8
LIT06205	Research Project						15
TOTAL CREDITS							45

NTA Level 6 – Ordinary Diploma in Records and Archives Management

Semester 1

Code No	Module Name	Distribution of Hours per week				Total hours/Week	Total credits
		L	T	P	As		
GST06101	Research Methodology	2	3	1	2	8	12
LIT06102	Information Presentation Skills	2	2	1	2	7	10
LIT06103	Information Searching	2	1	3	2	8	12
LIT06104	Information Evaluation	2	1	3	2	8	8
LIT06105	Library Automation and Security Systems	2	1	4	2	9	15
LIT06107	Information Collection Development	2	2	1	2	7	10
GST06108	Organizational administration	2	2	1	2	7	8
TOTAL CREDITS							75

Semester 1

Code No	Module Name	Distribution of Hours per week				Total hours/Week	Total credits
		L	T	P	As		

LIT06203	Digital Library	2	1	4	2	9	12
LIT06204	Marketing of Information Services	2	1	3	2	8	10
LIT06204	Digital Information Marketing	2	1	2	2	7	8
LIT06205	Research Project						15
TOTAL CREDITS							45

NTA Level 5 – Technician Certificate in Records and Archives Management

Semester 1

Code No	Module Name	Distribution of Hours per week				Total hours/Week	Total credits
		L	T	P	As		
GST05101	Records and Archives Communication Principles	4	-	4	2	10	15
RAT05102	Records Accessioning Procedures	2	-	2	1	5	7
RAT05103	Records Centre Security Mechanisms	2	1	3	1	7	10
RAT05104	Records Center Filing Principles	1	-	2	-	3	4
RAT05105	Records and Archives Professional Ethics	3	-	3	1	7	11
RAT05106	Record and Archives Management Strategies	3	-	3	1	7	10
RAT05107	Record and Archives Preservation Procedures	3	-	3	1	7	11
TOTAL CREDITS							68

Semister II

Code No	Module Name	Distribution of Hours per week				Total hours/Week	Total credits
		L	T	P	As		
GST05201	Records and Archives Entrepreneurial Behaviours	3	-	3	1	7	11
GST05202	Records and Archives Financial Literacy	2	-	2	-	4	6
RAT05203	Land Records Management Principles	2	-	1	1	4	6
RAT05204	Medical Records Management Principles	2	-	1	1	4	6
RAT05205	Financial Records Management Procedures	2	-	1	1	4	6
RAT05206	Legal Records Management Principles	2	-	1	1	4	6
RAT05207	Personnel Records Management Procedures	2	-	1	1	4	6
RAT05208	Field Practical Training	-	-	-	-	7	10
TOTAL CREDITS							57

The programmes are now more multi – disciplinary, flexible to cater for market demands like ICT applications. There is a need to continuously assess market demands and thus review curricular regularly so as to accommodate new advancements and renovations.

Student enrolment expansion

SLADS student enrolment are summarized in the following academic year academic year;

YEAR	Diploma	Certificate	TOTAL
2013/2014	60	60	120
2014/2015	60	60	120
2015/2016	203	140	343
2016/2017	306	246	552
2017/2018	302	522	844
2018/2019	363	448	811
2019/2020	614	456	1070
2020/2021	779	457	1236
2021/2022	727	370	1097
2022/2023	683	320	1003

The target was to expand student enrolment to 2000 by year 2025 which was not realized. The expansion is necessary partly because of increased demand in the labor market for this professional cadre attributed to reforms in the education sector especially the rapid expansion of universities in the country. However SLADS faces numerous challenges including physical facilities and services for the students.

To increase student enrolment SLADS has to make strategic decisions such as admitting most of the qualifying applicants; introduce evening classes and short courses and distance learning. Also Construction of lecture theaters, ICT rooms to cope with the increasing number of students in both Diploma and Certificate programmes and further space optimization of the existing spaces.

4.4.2 Use of ICT in teaching and learning

SLADS has to continuously use online databases and connect library services to the web to improve teaching and learning. This is critical with changes in the technology.

4.4.3 Gender balance amongst students and staff

The problem of low intake among male candidates has its roots in the perception of LIS programmes and LIS profession as being a female profession. This perception need to change through marketing and education. However despite these efforts no major changes have occurred in the male-female student enrolment ratios: In 2019/2020 among enrolled students 72% were female and 28% male, in 2021/2022 academic year 66% were female and 34% male. In 2022/2023 only 26% were male and 74% female. Currently there are 36 employees at SLADS and 53% of these are female a fairly balanced gender ratio.

4.4.4 Marketing of Academic Programmes

The school has to consider effective and best marketing strategies such as the use of website and ICT in general; printed media; radio and television; physical visits; open days; DITF and Bunge exhibitions, NACTEVET exhibition, SABASABA etc to market its programmes. As part of the marketing strategy the school should establish satellite centers where foundation courses can be taught.

4.5 Financial Resources Mobilization

The major sources of funding for SLADS have been the government, revenues from student fees and to limited extent donor support. Other minor sources of funding include internal income generation such as hiring of facilities (e.g. conference room, seminars). Limited financing is one of the obstacles toward the development of SLADS. The school therefore needs to identify and diversify the various sources of funding as it faces huge financial deficit.

First, budgetary allocation for the school to meet its developmental needs is not adequate and what is allocated by the government has significantly declined. Second, there have been significant increases in the cost of materials over the years limiting even further what

could have been achieved with the meager resources. Third, is a phenomenal increase in student enrolment partly because of the reforms in the education sector that have been discussed but to maintain minimum quality in outputs there has to be a corresponding expansion in facilities and services.

The data on table 2 below shows trend in the financing of SLADS activities and programmes.

Table2: Funding from various sources

Financial Year	Government Funding in Tshs	Students Fees Tshs	Donor Funding	Total in Tshs
2007/2008	100,000,000	92,040,000	0	192,040,000
2008/2009	320,000,000	92,040,000	0	412,040,000
2009/2010	0	279,076,000	0	279,076,000
2010/2011	0	440,184,000	50,000,000	496,184,000
2011/2012	49,000,000	635,130,000	0	634,130,000
2012/2013	0	343,335,160	0	343,335,160
2013/2014	5,000,000	175,900,000	8,000,000	188,900,000
2014/2015	200,000,000	1,041,670,000	0	1,241,670,000
2015/2016	0	934,850,000	0	934,850,000
2016/2017	0	860,050,000	0	860,050,000
2017/2018				
2018/2019				
2019/2020				
2020/2021				
2021/2022				
2022/2023				
Total	674,000,000	4,900,275,160	58,000,000	5,632,275,160

4.6 Human Resources Management Capacity

Human resources refer to teaching, administrative and support staff of the school. The core functions and activities of the school are significantly related to the quality, qualifications and experience of the different cadre of staff. In total SLADS has a total of 39 staff among these 22 are academic staff this short of the required total establishment of 60. Staffing levels among teaching staff by qualifications is as shown on table below. For SLADS to maintain an optimum level of establishment a dynamic human resource policy and procedures need to be in place. To achieve this training policy has now been formulated.

Table 1: No of SLADS teaching staff by levels of education

Category	Number of Academic Staff
PhD	1
Masters	10
Bachelors	9
Total	20

SLADS has to address a number of issues in order to build a competitive and quality human resource capacity. First, the optimal staffing level at the school has to be established. Second, the required quality and qualification of the staff has to be determined. Third, staff remuneration, motivation and retention are areas that require further appraisal in comparison with other similar institutions. The school has to create conducive and competitive work environment in terms of salaries, benefits and other incentives. General working conditions such as office space is of major concern at SLADS to boost morale and productivity. Fourth, re-training is necessary for teaching staff to cope with technological changes that are taking place in the profession and academia globally, increased enrolment levels and changes in LIS curricular. Finally a clear shortage staff as per required establishment.

4.7 Use of ICT

The adoption and application of ICT in SLADS activities is slow although significant progress is being made in the purchase of computers. Currently there is one computer laboratory with a total of 41 computers, and each member of academic staff has a computer on his/her desk. Unfortunately the computers in the laboratory are not networked. Generally a number of challenges are observed. First, there is a lack of planning and implementation programme (for infrastructure, training, access, equipment) for the integration of ICT in the school functions and activities. Therefore any ICT activities that are taking place are done haphazardly. An integrated programme would highlight policy issues regarding the application of ICT in the core activities, eg library system, student records, financial records etc. It will also indicate the type of technology and software to be used for the various activities. Second, the implementation ICT activities at the school are further hampered by low skill levels of staff and students and problems of connectivity.

4.8 Facilities and Services

SLADS faces many challenges relating to facilities and services and this has been made much more urgent in the context of student enrolment expansion. The school has now acquired land and a School Master Plan (2010-2030) has been prepared for establishment of a fully fledged campus.

Office space for staff is inadequate and this has to be expanded.

Staff housing is not available; the school could take initiative to obtain plots for staff to build houses in Bagamoyo and help obtain loans from the Banks.

Maintenance of physical facilities: Although most of the buildings at SLADS have been constructed recently, the need for maintenance policy should be part of the physical facility development. The major problem regarding this aspect is the lack of adequate funding,

actual policy and implementation procedures. In this context as more structures are being constructed the school can plan either to have an estate unit or decide to outsource services that are normally undertaken by the estate unit or department.

Library services: The core function of SLADS Library is to provide access to adequate and relevant information resources to support quality teaching and learning for staff and students. Both the teaching staff and students depend on the library for their information needs relating to their academic work and activities. The school should therefore consider the library as a core activity in supporting teaching and learning process. Student academic performance hinges on the extent to which the library provides relevant and timely information to support teaching and learning. Activities that will ensure quality library services at SLADS include expansion of library space; optimum library staffing; automation of library services; adequate information resources; use of ICT and access to e-resources. SLADS being a LIS training institution its library should be an innovative and a model resource centre. Currently the library has a collection of 12570 books which are relevant to the courses taught at the school and can be borrowed outside of the library. It has a seating capacity of 60 users at a time. Therefore this library has inadequate seating capacity and a collection that cannot meet the needs of the users.

Access to health services: Access to health services at SLADS is problematic and there is no reliable and quality access. The school should plan on how it can facilitate quality access to health care services for its students and staff.. Currently access is through NHIF but there is a need for a health facility within the campus given challenges government health services face.

Student affairs and services: As student enrolment expands there is a need for a unit that deals specifically with student welfare and affairs.

4.9 Marketing and Public Relations

The school has to constantly assess effective marketing of its services to potential customers. The school can review its structure and integrate marketing in its administrative activities and programmes. Although SLADS implements marketing strategies include: newsletters; brochures; school websites; physical visits, exhibitions (SABASABA, NACTEVET) it has to examine which strategies can efficiently and effectively deliver the message. There is also the perception that the general public and even decision-makers are not quite informed about SLADS and library and information studies in general. Therefore second, SLADS has to decide on the type of innovative marketing strategies that can adequately sensitize and reach both the general public and the decision-makers. Third, the school needs to develop a policy document specifically addressing issues of marketing and fund raising.

4.10 Networking and Cooperation

Networking among organizations and institutions that undertake similar programmes in the academia is of strategic importance in order to maintain and sustain services and programmes. SLADS therefore has to establish links with other schools and organizations to enhance the quality of its academic programmes and that of its staff. The school therefore will have to prepare some guidelines in creating these networks nationally or internationally. A committee or unit can be formed to work on the procedures and be responsible for identifying potential partners and areas where cooperation and networking can be established. SLADS should promote and nurture effective and active cooperation and partnership with external and internal institutions and funding organizations. The school should organize workshops and exhibitions to create awareness on activities and services offered which will lead to forging new forms of cooperation and strengthening the existing ones. Examples of such linkages are consortia building with LIS schools in the region; staff exchange and joint research programmes regionally or nationally. Currently SLADS has established links with IFLA, UNESCO and COTUL and these links need to be strengthened further and widened (to include alumni and other professional bodies and sister institutions) .

5.0 ANALYSIS OF STRENGTHS, WEAKNESSES, OPPORTUNITIES AND CHALLENGES

5.1 Introduction

On the basis of SLADS existing capabilities and external environment the major Strengths; Weaknesses; Opportunities and Challenges (SWOCs) which must be considered in this strategic plan are as follows.

5.2 Strengths

5.2.1 Staffing

- A committed and motivated cadre of staff
- Qualified and experienced team of tutors
- A fairly gender balanced staff

5.2.2 Teaching and learning

- The school has developed substantial resources in the main teaching areas
- School has reviewed its curricular and has been approved by **NACTE**
- A well equipped computer lab

5.2.3 Physical facilities and infrastructure

- School Master Plan has been developed
- School has acquired in Bagamoyo land for future expansion

5.2.5 Resource Mobilization

- Partial access to electronic resources is available

5.3 Weaknesses

- Inadequate space for library
- Computers not networked
- Inadequate opportunities for staff development

5.3.1 Organization

- Inflexible and centralized system of management

5.3.2 Staffing

- Shortage of staff
- Inadequate staff remuneration

5.3.3 Physical facilities and infrastructure

- Underutilization of ICT for purposes of teaching and improvement of management
- Limited physical capacity to cope with student enrolment expansion

5.3.4 Marketing and public relations

- Limited marketing of SLADS output, capacity and public relations

5.3.5 Resources Mobilization

- Inadequate funding

5.3.6 Student affairs

- Inadequate quality accommodation for students
- Inadequate access to medical and health services
- Shortage of space in the school library in comparison with the increase in students enrolment

5.4 Opportunities

5.4.1 Government Commitment

- Support from the Ministry of Education and Vocational Training
- High priority given to education sector within the national development plans
- Support from TLSB
- Government policy on libraries in schools and colleges create employment opportunities for graduates

5.4.2 Labor Market Demand for Paraprofessionals in the LIS sector

- Increased demand for paraprofessionals in the labor market
- Increased demand for tertiary education in the country
- Expansion in the secondary, tertiary and higher education sector

5.4.3 Information and Communication Technology

- ICT infrastructure can be used to improve service delivery in various applications

5.4.4 Networks, Collaboration and Partnerships

- Collaboration with other institutions
 - Alumni working in various institutions and organizations can be used to forge links
 - Large number of potential applicants to the programme

5.4.5 Resource Mobilization Opportunities

- Use TLSB networks to mobilize international support

5.5 Challenges

5.5.1 Growing Competition

- Growing competition for potential applicants from other public and private universities in the country

5.5.2 Economic difficulties

- Economic difficulties limiting the ability of potential students to enroll in the programmes
 - Shortage of qualified applicants as per criteria set by NACTE
 - De – motivating working conditions and poor remuneration for tutor

6.0 ISSUES OF STRATEGIC DEVELOPMENT FOR SLADS

6.1 Legal and Organizational Framework

- Collaborate with TLSB and government for flexible organizational structure that will lead to the establishment of SLADS as full-fledged independent school

6.2 Teaching and Learning

- Determine how to balance student enrolment expansion and quality teaching and learning
- Continue monitoring quality assurance system
- Use of ICT to provide expanded access to resources and improve quality of graduates
- Carry out regular tracer studies to improve SLADS core activities
- Enhance staff and student ICT capacities and use them in teaching and learning

6.3 Marketing, Public Relations and Networking

- Best practices to effectively market SLADS outputs, programmes, capabilities etc and handle public relations be identified
- Best practices in creating and maintaining networks be established

6.4 Human Resources Management

- Staff re-training
- Optimum staffing levels to address shortages be established

6.5 Facilities and Support Services

- Use of ICT to access information
- Optimize space use
- Review health services access and provision

6.6 Financial Resources

- Devise strategies to increase funding goals and strategies for SLADS

7.0 STRATEGIC OBJECTIVES

The strategic objectives are important for SLADS to realize its vision.

SLADS Vision is:

To be a competence-based training institution for librarians, records managers, archives administrators and information specialists world-wide.

Based on the review of the previous strategic plan, self evaluation data and projected growth of SLADS the following is the list of proposed strategic objectives:

- Improved Legal Framework and Organization and Management
- Expanded Certificate and Diploma Student Enrolment
- Improved Quality of Teaching and Learning

- Improved ICT Capacity and its Effective Use in Teaching and Learning
- Improved Library Services Capacity
- Enhanced Capacity for Financial Management and Sustainability
- Improved Human Resources Management Capacity
- Enhanced Health Services and Response to HIV/AIDS Epidemic
- Improved Handling of Student Affairs
- Improved Gender Mainstreaming Amongst Staff and Students
- Improved Marketing of SLADS Outputs and Public Relations
- Improved Infrastructure Management
- Increased Networking with other Institutions

7.1 STRATEGIC OBJECTIVE 1:

IMPROVED LEGAL FRAMEWORK, ORGANIZATION AND MANAGEMENT

7.1.1 Rationale

Currently SLADS is run by TLSB which is governed by the Act of Parliament known as the Tanzania Library Services Board Act, 1975, No. 6. The 1975 Act mandates TLSB among others to conduct professional training in Library and Information Science. SLADS is registered with the National Accreditation Council for Technical Education (NACTE). This organizational structure is not favorable to the growth of SLADS for a number of reasons. First, numerous changes are taking place in LIS education and TLSB has limited capacity to effectively handle these technological and managerial challenges. Second, TLSB is overwhelmed by the sheer size of services it is

supposed to offer and thus giving SLADS autonomy is the preferred legal and organizational structure in the long run. The new organizational structure will improve administrative, financial and academic functions of the school.

7.1.2 Specific Strategies and Activities

Strategy 1.1 Review the Tanzania Library Services Board Act, 1975

Activity i): Conduct one-day sensitization workshop for key stakeholders

Activity ii): Form a committee to work on the revisions

Strategy 1.2 Transform SLADS into an Autonomous School

Activity i): Form a committee to initiate the idea of establishing an autonomous SLADS and develop benchmarks to realize the arrangement

Activity ii): Obtain approval of TLSB Board to transform SLADS into an autonomous School

Activity iii): Put in place organs for the running of an autonomous School

Strategy 1.3 Review SLADS organizational structure

Activity i): Conduct a one-day stakeholder's workshop to discuss the proposed new organizational structure for SLADS

7.1.3 Input:

1. Financial resources to conduct the workshop
2. Resource persons to facilitate the workshop
3. Availability of key workshop participants

7.1.4 Output:

1. Recommendations on the review of the TLSB Act submitted to government

2. Recommendations for the establishment of autonomous SLADS
3. New Organizational structure of SLADS developed
4. Academic management strengthened
5. Information Management strengthened

7.2 STRATEGIC OBJECTIVE 2:

EXPANDED CERTIFICATE AND DIPLOMA STUDENT ENROLMENT

7.2.1 Rationale

Paraprofessionals play an important role in library, Records service provision in any information centre whether public or private. The substantial reforms and changes that are taking place in the primary, secondary and higher education sectors have a bearing on the increased demand for library staff at the paraprofessional level. Currently there are more than 20 universities (with colleges and campuses located in different regions) in the country. The secondary education reforms that are taking place show that the secondary school libraries will be manned by library staff mainly with diploma and certificate qualifications. SLADS will therefore need to increase student enrolment to meet the labor market demands.

7.2.2 Specific Strategies and Activities

Strategy 2.1 Improve marketing of the SLADS programmes

Activity i): Regularly update school's website

Activity ii): Develop mechanism to link with Alumni

Activity iii): Prepare plan for the exchange programmes

Activity iv): Make use of media to promote SLADS programmes

Strategy 2.2 Continue conducting evening programmes for the certificate and diploma programmes

Activity ii): Regularly advertise the programmes

7.2.3 Input:

1. Financial resources
2. Additional teaching staff
3. Experts to conduct training needs assessment

7.2.4 Output:

1. Training programmes launched
2. More staff recruited
3. Buildings constructed
4. Marketing tools designed and distributed

7.3 STRATEGIC OBJECTIVE 3:

IMPROVED QUALITY OF TEACHING AND LEARNING

7.3.1 Rationale

The job market for the SLADS graduates demands quality products and output. This is critical as more institutions are now offering programmes that have previously been the monopoly of SLADS and that the market is expanding beyond Tanzania to include the East African region. It is anticipated that the improved quality of teaching and learning will make SLADS graduates more competitive and competent in the job market.

7.3.2 Specific Strategies and Activities

Strategy 3.1: Improve teaching and learning methods

Activity i): Monitor the use of ICT in teaching and learning

Activity ii): Monitor the institutionalization of peer review process in teaching

Activity iii): Organize training programmes for staff on innovative teaching methods

Activity iv): Establish procedures for student evaluation of teaching

Strategy 3.2: Improve academic quality assurance and control

Activity i): Conduct internal academic audit

Activity ii): Conduct external academic audit

Activity iii): Improve the appointment of external examiners

7.3.3 Input:

1. Financial resources
2. Experts to conduct training

7.3.4 Output:

1. Staff attending workshops and seminars
2. More staff trained
3. Multi-media resources acquired
4. Regular induction (at school and in libraries) program for newly hired tutors provided

7.4 STRATEGIC OBJECTIVE 4:

ICT ACCESS AND USE CAPACITIES STRENGTHENED

7.4.1 Rationale

ICT facilities and services are now integrated into SLADS programmes. SLADS is also a member of COTUL and thus have partial access to a wide range of electronic journal resources. However the school faces some challenges in the provision and adoption of ICT to support teaching and learning. The challenges include: inadequate number of computers and related equipment; low skill levels of staff in using the internet effectively and problems related to connectivity. It is envisaged that all staff and students will have access to networked computers and thus have an increased proportion of SLADS staff and students using ICT in teaching and learning. The establishment of an overall ICT policy for the school will harmonize ICT development across all sections of the school.

7.4.2 Specific Strategies and Activities

Strategy 4.1 Enhance ICT Capacity among staff and students

Activity i): Conduct ICT needs assessment for the school

Activity ii): Prepare an ICT plan for SLADS

Activity iii): Improve SLADS internet connectivity

Activity iv): Design LAN for all departments and acquire ICT equipment and accessories

Activity v): Develop an ICT policy for the school

Strategy 4.2: Use ICT in core School Activities

Activity i): Plan and implement ICT training programmes for all SLADS staff

Activity ii): Automate key services: library; student and financial records

Activity iii): Plan and construct a multi-media facilities at SLADS library

Activity iv): Design and update SLADS and departmental websites

Activity v): Increase access to online databases

7.4.3 Input:

1. PCs connected to the internet
2. Equipment including photocopiers, printers, video, scanners
4. Training manuals
5. Qualified ICT personnel recruited
6. Furniture
7. Media
8. Information Literacy

7.4.4 Output:

1. ICT plan for SLADS
2. Key SLADS services automated
3. Improved access to electronic resources
4. Trained library staff

7.5 STRATEGIC OBJECTIVE 5:

IMPROVED LIBRARY SERVICES CAPACITY

7.5.1 Rationale

The library is considered the heart of any academic institution and is therefore duty bound to provide information services efficiently and effectively. However library services at SLADS are not at the level one would have expected given that this is a training institution for individuals who are being prepared for library services provision. Among challenges are inadequate financing and dependence on

book donations from external sources leading to outdated and irrelevant collections that do not sufficient meet the needs of users. The strategic plan aims at ensuring that SLADS library services are fully automated with improved access to electronic resources, increased reading and shelving space and increased users of its services.

7.5.2 Specific Strategies and Activities

Strategy 5.1 Develop SLADS Library Policy

Activity i): Conduct a sample survey of library users and non-users

Activity ii): Evaluate the existing collections

Activity iii): Develop a comprehensive library policy

Strategy 5.2 Expand Library Physical space

Activity i): Complete the construction of a new state of the art library

Strategy 5.3 Improve Library Budgeting Process

Activity i): Form Fund raising committee

Activity ii): Negotiate with publishers to obtain discounts on behalf of schools and colleges

Activity iii): Increase budget allocation for acquisition of materials

Activity iv): Continued participation in COTUL activities

Strategy 5.4: Improve Availability and Access to Library Resources

Activity i): Solicit more donations and exchange materials

Activity ii): Update a list of potential donors and exchange partners

Activity iii): Widen inter-library cooperation to include more libraries

7.5.3 Input:

1. Financial inputs from the Ministry/donor to purchase materials

7.5.4 Output:

1. More library materials such as books acquired
2. Service delivery improved
3. Provision of resources that reflect the needs of users
4. Strengthening of links with other libraries and institutions
5. Increased use of library resources

7.6 STRATEGIC OBJECTIVE6:

ENHANCED CAPACITY FOR FINANCIAL MANAGEMENT AND SUSTAINABILITY

7.6.1 Rationale

The major sources of funding for SLADS have been the government and revenue accrued from student fees. Limited financing have been one of the obstacles toward the development of SLADS in the context of increasing student enrolment, diversity of resources and sky rocketing cost of resources. The major issue that faces SLADS is how to mobilize and diversify its sources of funding. The core objective in this case is to increase donor and government support, increase income generation activities and rationalization of resource use.

7.6.2 Specific Strategies and Activities

Strategy 6.1: Plan and implement fundraising activities

Activity i): Prepare financial policy

Activity ii): Organize an annual event with potential partners (both local and foreign)

Activity iii): SLADS be represented in professional institutions to increase visibility

Activity iv): List strategic institutions and lobby for representation

Activity v): Conduct workshop on fundraising skills for SLADS senior staff

Strategy 6.2: TLSB to lobby for increased funding for SLADS from government

Activity i): Continue working with TLSB on increased annual budget allocation for SLADS

Strategy 6.3: Seek other sources of funding

Activity i): Write project proposals to potential partners or funding organizations

Activity ii): Organize project proposal write-up workshops for fund raising

Activity iii): Undertake consultancies and other community services

Activity v): Prepare consultancy policy for the school and staff

Strategy 6.4: Increase income generation capacity

Activity (i): Continue identifying areas for internal generation of funds

Strategy 6.5: Improve Financial Management

Activity i): Continuously rationalize and prioritize activities and their respective costs

Activity ii): Continuously improve mechanism to ensure effective and efficient utilization of funds

7.6.3 Input:

1. Resource persons
2. Training manuals, materials
3. Financial resources to meet training costs

7.6.4 Output:

1. Increased number of library staff with fundraising skills and knowledge
2. Identification of funding institutions
3. More resources acquired for the library
4. Establish networking with other partners

7.7 STRATEGIC OBJECTIVE NO 7:

IMPROVED HUMAN RESOURCE MANAGEMENT CAPACITY

7.7.1 Rationale

The qualified and competent teaching staff in terms of academic qualification and experience has significant bearing on the quality of teaching and learning which in turn is directly related to the quality of output (graduates). SLADS has registered an impressive achievement regarding human resources development. Thirty percent (50%) of its staff have Masters Degrees in Library and Information Science and 45% Bachelor's Degree and 1% PhD holder. However, re-training is necessary for both professional and technical staff to cope with technological and professional development changes that are taking place in the profession globally. On the staffing levels-increasing job demands due to increased enrollment rates, implies more pressure on the staffing situation at SLADS. In addition the review of curricula has revealed the need for additional knowledge and skills and new teaching techniques. In general there is a need for an updated and comprehensive human resource policy for the school to match with current developments in library and information

science and service provision. The school should therefore design a training programme for its staff to ensure improved human resources management capacity.

7.7.2 Specific

Strategies and Activities

Strategy 7.1 Establish optimal staffing levels and quality

Activity i): Identify appropriate workload for all staffing levels necessary for running the current courses

Strategy 7.2: Enhance staff remuneration, motivation and retention

Activity i): Ensure SLADS staff earn adequate living wage

Activity ii): Work with TLSB to introduce attractive retirement benefits

Activity iii): Improve general working environment for SLADS staff

Activity iv): Provide optimum office space

Strategy 7.3: Staff training

Activity (i): Develop school-wide training policy

Strategy 7.4: Improve Staff Professional Skills

Activity i): Prepare a training program to provide all staff categories with skills and education opportunities needed to provide modern library services

Activity ii): Continuously identify relevant programs as per training needs

7.3 Input:

1. New staff to fill the existing positions
2. Funds to conduct the survey

3. Funds to undertake the training
4. Staff motivation for the training

7.7.4 Output:

1. Optimum (in terms of quality and quantity) staffing levels attained among professional and paraprofessional cadre
2. Improved service delivery

7.8 STRATEGIC OBJECTIVE 8:

ENHANCED HEALTH SERVICES AND RESPONSES TO HIV/AIDS

7.8.1 Rationale

Adequate access to basic health services for students and staff is expected of an academic institution such as SLADS. Furthermore, important cross-cutting issues such as HIV/AIDS have to be considered because of their impact on the overall implementation of various activities at the school. SLADS is thus expected to mainstream this cross-cutting issue into its programmes and activities so that a larger proportion of staff and students are not at risk of contracting HIV/AIDS and have appropriate access to general health services.

7.8.2 Specific Strategies and Activities

Strategy 8.1 Enhance access to Health Services

Activity i): Facilitate and encourage students' registration with NHIF

Activity ii): Establish students' counseling services

Activity iii): Introduce visits by health care providers to school

Strategy 8.2 Intensify SLADS Response to HIV/AIDS

Activity i): Periodically monitor and review SLADS work place HIV/AIDS intervention.

Activity ii): Conduct awareness creation workshops, seminars on HIV/AIDS, environment and gender

Activity iii): Organize annual stakeholder workshop for the cross-cutting issues

Activity iv): Provide IEC materials on HIV in all SLADS departments

7.8.3 Input:

1. Financial resources
2. Resource persons to conduct the workshops
3. IEC materials and condoms

7.8.4 Output:

1. Improved access to health services by students and staff
2. Awareness workshops held
3. Improved understanding of HIV/AIDS issues

7.9 STRATEGIC OBJECTIVE 9:

HANDLING OF STUDENT AFFAIRS IMPROVED

7.9.1 Rationale

Among major issues relating to the welfare of student affairs are: accommodation; consultation and participation of students in the running of the school; quality of student support services. It is the objective of the strategic plan that there shall be a comprehensive student affairs policy that is supported by both students and school management.

7.9.2 Specific Strategies and Activities

Strategy 9.1 Constructive engagement between students and the school

Activity i): Students' continued effective participation in school organs at various levels

Activity ii): Organize regular meeting between students and school management

Strategy 9.2 Establish student affairs policy

Activity i): Strengthen student affairs services at various administrative levels

Activity ii): Strengthen student union in terms of training, resources and provision of information

7.9.3 Input:

1. Resource persons
2. Training manuals, materials
3. Financial resources

7.9.4 Output:

1. Increased number of students aware on student union matters
2. Physical facilities constructed
3. Student affairs policy developed

7.10 STRATEGIC OBJECTIVE 10:

IMPROVED GENDER MAINSTREAMING IN THE SCHOOL

7.10.1 Rationale

Gender mainstreaming is another cross-cutting issue that has to be part and parcel of any strategic planning process to address issues of entrenched gender inequality. SLADS strategic plan aims to increase male student enrolment and female staff recruitment. Additionally gender will be mainstreamed in all academic programmes.

7.10.2 Specific Strategies and Activities

Strategy 10.1 Review Admission and Employment policies

Activity i): Study gender imbalance at SLADS

Activity ii): Market SLADS programmes to male potential applicants

Strategy 10.2 Mainstream gender in all academic curricula

Activity i): Monitor training on gender sensitization and mainstreaming in the curricula in all departments

7.10.3 Input:

1. Financial resources to hold awareness workshops
2. Resource persons to conduct the workshops
3. Relevant materials

7.10.4 Output:

1. Awareness workshops held
2. Manuals developed
3. Gender mainstreamed in curricula

7.11 STRATEGIC OBJECTIVE 11:

IMPROVED MARKETING OF SLADS OUTPUTS AND PUBLIC RELATIONS

7.11.1 Rationale

SLADS needs to extensively market and promote its programmes given the current level of competition for applicants into its programmes. A number of institutions including SUA, Mzumbe and Tumaini Universities are now offering similar programmes that have been the monopoly of SLADS for a long time. In this context SLADS has to devise marketing strategies for its various programmes using a variety of media. This will include advertising SLADS programmes in the news media and web-sites, increased dissemination of information about SLADS at various fora such as conferences and workshops and hence increase the visibility of SLADS and its programmes.

7.11.2 Specific Strategies and Activities

Strategy 11.1: Develop Marketing Plans and Strategies

Activity i): Evaluate SLADS marketing strategy

Activity ii): Design effective marketing strategies

Strategy 11.2: Strengthen Marketing Activities

Activity i): Regularly update school website

Activity ii): Organize partnership programmes with government departments, Publishers, and Consortium of Libraries in Tanzania etc

Activity iii): Publicize SLADS achievements through media and website

7.11.3 Input:

1. Financial resources
2. ICT expertise
3. Potential partners

7.11.4 Output:

1. Increased number of applicants to SLADS programmes
2. Increased linkages and networking with other LIS schools
3. SLADS more visible

7.12 STRATEGIC OBJECTIVE 12:

IMPROVED INFRASTRUCTURE/PHYSICAL FACILITIES

7.12.1 Rationale

SLADS is facing challenges of the adequacy of physical facilities. The projected increase in student enrolment partly explained by market demands at different levels and the sheer expansion of secondary schools will be a critical factor in SLADS ability to offer quality academic and professional programmes.

7.12.2 Specific Strategies and Activities

Strategy 12.1 Expand physical facilities/infrastructure

Activity i): Conduct school's space needs assessment

Activity ii): Purchase and install standby generators to support teaching and learning

Strategy 12.2 Review Master Plan of SLADS

Activity i): Organize meetings with stakeholders

Activity ii): Prepare a realistic time-frame and action plan for the construction of the modern library and lecture theater in collaboration with TLSB

Strategy 12.3 Continue implementing renovation/rehabilitation plan of the existing facilities.

Activity i): Continue mobilizing funds for maintenance of infrastructure

Activity ii): Continue implementing plans for physical and infrastructural facilities.

7.12.3 Input:

1. Adequate financial resources
2. Experts in library designs
3. Building and construction materials

7.12.4 Output:

1. Library Buildings constructed, renovated
2. Automated asset register
3. Space utilization report

7.13 STRATEGIC OBJECTIVE 13:

INCREASED NETWORKING WITH OTHER INSTITUTIONS

7.13.1 Rationale

SLADS as an academic institution needs to establish significant links with other institutions world-wide. The proposed links will have major impacts in improving teaching and learning at SLADS. SLADS through such links can be involved in joint activities or events with government, training institutions, alumni, and individuals. The objective is to increase government funding, donor support and access to resources.

7.13.2 Specific

Strategies and Activities

Strategy 13.1 Strengthen and establish links with local institutions (eg COTUL, Library schools, UDSM, etc)

Activity i): Establish links with local institutions

Strategy 13.2 Strengthen relations with Alumni

Activity i): Strengthen links with alumni

Activity ii): Use alumni to promote SLADS

7.13.3 Input:

1. Financial resources
2. ICT expertise
3. Potential partners

7.13.4 Output:

1. Improved service delivery
2. Access to wider library and information resources
3. Increased number of library staff trained in networking

8.0 ACTION PLAN

The action plan for the implementation of the objectives, strategies and activities proposed in chapter 7 is summarized in the following matrix:

IMPLEMENTATION ACTION PLAN 2022-2026

S/N	STRATEGIC OBJECTIVE		STRATEGY	ACTIVITIES	TIME FRAME					BUDGET IN 000,000	RESPONSIBILITY
					2022	2023	2024	2025	2026		
		1,1	Review the Tanzania Library Services Board Act, 1975	i): Conduct one-day sensitization workshop for key stakeholders ii): Form a committee to work on the revisions	x					20	

				i): Form a committee to initiate the idea of establishing an autonomous SLADS and develop benchmarks to realize the arrangement ii): Obtain approval of TLSB Board to transform SLADS into an autonomous School iii)Put in place organs for the running of an autonomous School	x	x	x	x	x	100	
		1.2	Transform SLADS into an Autonomous School								

1	IMPROVED LEGAL AND ORGANIZATION AND MANAGEMENT	1.3	Review SLADS organizational structure	i)Conduct a one- day stakeholder's workshop to discuss the proposed new organizational structure for SLADS		x					20	
2	EXPANDED CERTIFICATE AND DIPLOMA STUDENT ENROLMENT	2.1	Improve marketing of the SLADS programmes	i)Develop and update School's website		x	x	x	x		20	

				ii)Organize a media day for the school		x	x	x	x	10	
				iii) Develop mechanism to link with Alumni	x	x	x	x	x		
				Prepare plan for the exchange programmes	x						
				iv): Make use of media to promote SLADS programmes	x	x	x	x	x	30	
		2.2	Conduct evening programmes for the certificate and diploma programmes								
				ii)Advertise the programmes	x	x	x	x	x	30	

[illegible]

				iii)Improve the appointment of external examiners	x	x	x	x	x		
				iv) Continuously monitor quality assurance system for the school	x	x	x	x	x	10	
4	ICT ACCESS AND USE CAPACITIES STRENGTHENED	4.1	Enhance the ICT Capacity	i) Continuously monitor ICT needs for the school	x	x	x	x	x	2	
				iii)Prepare an ICT plan for SLADS	x					10	
				iv)Improve SLADS internet connectivity	x	x	x	x	x	50	
				vi)Design LAN for all departments and acquire ICT equipment and accessories	x	x	x	x		80	

		4.2	Use ICT in core School Activities	i)Plan and implement ICT training programmes for all SLADS staff	x	x	x	x	x	40	
				ii)Automate key services: library; student and financial records		x				50	
				iii)Plan and construct a multi-media facilities at SLADS library		x	x			40	
				iv)Design and update SLADS and all departmental websites	x	x	x	x	x	20	
5	IMPROVED LIBRARY SERVICES CAPACITY	5.1	Develop SLADS Library Policy	i): Conduct a sample survey of library users and non-users	x				x	5	

				ii): Evaluate the existing collections		x	x			4	
				iii): Develop a comprehensive library policy			x			2	
		5.2	Expand Library Physical space	i) Complete the construction of a new state of the art library		x	x			2	
		5.3	Improve Library Budgeting Process	ii)Form Fund raising committee		x					
				ii)Continuously negotiate with publishers to obtain discounts on behalf of schools and colleges	x	x	x	x	x		
				iii) Continuously negotiate for increased budget allocation for acquisition of materials	x	x	x	x	x		

				iv)Continued participation in consortium (eg COTUL) activities	x	x	x	x	x	10	
		5.4	Improve Availability and Access to Library Resources	i) Continue soliciting more donations and exchange materials	x	x	x	x	x		
				ii) Update a list of potential donors and exchange partners		x					
				iii)Widen inter-library cooperation to include more libraries	x	x	x	x	x		
6	ENHANCED CAPACITY FOR FINANCIAL MANAGEMENT AND SUSTAINABILITY	6.1	Plan and implement fundraising activities								

[illegible]

		6.2	TLSB to lobby for increased funding for SLADS from government	i) Seek agreement with TLSB on annual budget allocation	x	x	x	x	x		
		6.3	Seek other sources of funding	i) Write project proposals	x	x	x	x	x	10	
				ii) Organize project proposal write-up workshops for fund raising	x					15	
				iii) Undertake consultancies	x	x	x	x	x		
				iv) Prepare consultancy policy for the school		x				5	
		6.4	Increase Income generation Capacity								

		7.2	Establish optimal staffing levels and quality	i)Identify appropriate workload for all staffing levels necessary for running the current courses	x	x	x	x	x		
		7.3	Enhance staff remuneration, motivation and retention	i)Ensure SLADS staff earns an adequate living wage		x	x	x	x		
				ii)Work with TLSB to introduce attractive retirement benefits	x	x	x	x	x		
				iii)Improve general working environment for SLADS staff	x	x	x	x	x		
				iv)Provide optimum office space	x	x	x	x	x		

		7.4	: Staff training								
				i) Develop school-wide training policy	x	x	x	x	x		
		7.5	Improve Professional Skills of Staff	ii) Prepare a training program to provide all staff categories with skills and education opportunities needed to provide modern library services	x	x	x	x	x		
				ii) Identification of relevant programs as per training needs	x	x	x	x	x		
				iii) Conduct training in ICT skills for staff	x	x	x	x	x	50	

8	ENHANCED HEALTH SERVICES AND RESPONSES TO HIV/AIDS	8.1	Enhance access to Health Services	i): Facilitate and encourage students registration with NHIF	x	x	x	x	x		
				ii): Establish students' counseling services		x					
				iii) Introduce visits by health care providers to school	x	x	x	x	x	10	
		8.2	Intensify SLADS Response to HIV/AIDS	i): Periodically monitor and review SLADS work place HIV/AIDS intervention.	x	x	x	x	x	5	

				ii)Conduct awareness creation workshops, seminars on HIV/AIDS, environment and gender	x	x		x	x	40	
				iv)Organize annually stakeholder workshop for the cross-cutting issues	x	x	x	x	x	50	
				v)IEC materials on HIV, environment and gender provided in all SLADS departments	x	x	x	x	x		
9	HANDLING OF STUDENT AFFAIRS IMPROVED	9.1	Constructive engagement between students and the school	i)Students continue to participate effectively in school organs at various levels	x	x	x	x	x		

				ii)Organize regular meeting between students and school management	x	x	x	x	x		
		9.2	Establish student affairs policy	i)Strengthen student affairs services at various administrative levels	x	x	x	x	x		
				ii)Strengthen student union in terms of training, resources and provision of information	x	x	x	x	x	20	
10	IMPROVED GENDER MAINSTREAMING AMONG STAFF AND STUDENTS	10.1	Review Admission and Employment policies	i) Study gender imbalance at SLADS	x	x	x	x	x		

			ii): Organize partnership programmes with government departments, Publishers, and Consortium of Libraries in Tanzania etc	x	x	x	x	x		
			iii): Publicize SLADS achievements through media and website	x	x	x	x	x		
			i): Conduct school's space needs assessment	x	x	x	x	x		
12	IMPROVED INFRASTRUCTURE	12.1	1 Expand physical facilities/infrastructure	x	x	x	x	x	5	
			ii): Purchase and install standby generators to	x					50	

				support teaching and learning							
		12.2	Review Master Plan of SLADS	i)Organize meetings with stakeholders		x				40	
				ii)Prepare a realistic time-frame and action plan for the construction of the SLADS infrastructure.	x	x	x	x	x	x	
		12.3	Continue implementing renovation/rehabilitation of the existing facilities	i): Continue mobilizing funds for maintenance of infrastructure	x	x	x	x	x	20	
				ii): Continue implementing plans for physical and infrastructural facilities.	x	x	x	x	x		

[illegible]

Prioritization of Strategic Objectives

Given financial and other constraints the 13 strategic objectives are prioritized and ranked in the table below:

S/N	ACTIVITY	RANKING
1	Improved Organization and Management	<i>1st Rank</i>
2	Improved Infrastructure	<i>2nd Rank</i>
3	Expanded Certificate and Diploma Student Enrolment	<i>3nd Rank</i>
4	Improved Human Resource Management Capacity	<i>4rd Rank</i>
5	Improved Quality of Teaching and Learning	<i>5th Rank</i>
6	ICT Access and Use Capacities Strengthened	<i>-6th Rank</i>
7	Enhanced Health Services and Responses to HIV/AIDS	<i>7th Rank</i>
8	Enhanced Capacity for Financial Management and Sustainability	<i>8th Rank</i>
9	Improved Library Services Capacity	<i>9th Rank</i>
10	Improved Marketing of SLADS Outputs and Public Relations	<i>10th Rank</i>
11	Improved Networking with other Institutions	<i>11th Rank</i>
12	Handling of Student affairs Improved	<i>12th Rank</i>
13	Improved Gender Mainstreaming Among Staff and Students	<i>13th Rank</i>

9.0 BUDGET

Operating Budget

In order to realize its vision of a reputable Library and Information Science teaching institutions SLADS has to have an adequate budget. This is to meet labor market demand for this level of professional training. In the past few years it has been observed that the demand for this level of training has been on the increase unfortunately resources from the government has not kept pace with this situation. This has direct bearing on the quality of output from SLADS and other such institutions. SLADS therefore has to diversify its sources of funding for enhance performance.

Financial requirements

The overall financial requirement presents the total recurrent costs and development expenses. It is assumed that the Government will continue to review salary scheme of the SLADS employees and remunerated accordingly in accordance with the terms and conditions of services.

Recurrent costs

The recurrent expenditure includes:

1. Personal Emoluments-salaries and related costs
2. Other charges-other overhead costs over and above personal emoluments (eg incremental teaching and learning costs, services and utility costs, maintenance of buildings

Student direct costs and loans

Capital Development budget

The capital (development) budget in the plan will focus on development of new building structures which are furnished.

Summary financial requirement

A summary of the financial requirement to operationalize the plan is presented below by year

2022	2023	2024	2025	2026	Total
249,000,000	323,000,000	173,000,000	166,000,000	148,000,000	1,059,000,000

MONITORING AND EVALUATION

10.1. Introduction

Monitoring in this context refers to the tracking of the progress of implementing the strategic plan. Evaluation is appraisal of the overall strategic planning process at SLADS. Both monitoring and evaluation will be participatory, whereby all stakeholders of the Strategic Plan will be involved.

10.2. Implementation

The five-year period is important in order to maintain a long-term strategic direction for the School.

10.3. Monitoring

10.3.1. Organizational Framework for Monitoring Activities

The Principal has the overall responsibility for the M&E of the strategic plan. The Principal will appoint a strategic Planning, Monitoring and Evaluation Team (PME Team) to periodically provide technical and administrative support for the exercise. The Principal, will chair the team. The PME Team will include Heads of Departments. The Principal should report to the Governing council.

The PME team shall:

(i) Ensure that Departments review their strategic plans to be in line with the strategic objectives, strategies and targets in the SLADS-level plan.

(ii) Prepare and issue monitoring and reporting guidelines to all people who will be involved in the implementation of the lower-level strategic plans. The guidelines will include the format of data collection instruments as well as explicit formats for the six-monthly reports to be prepared by Departments.

(iii) Define the M&E roles and responsibilities of the planning committees/coordinators of Departments.

10.3.2 Monitoring Methodology and Instruments

The following shall constitute the main steps in the monitoring process for the SLADS Strategic Plan:

(i) Preparation of a detailed annual operational plan showing quarterly targets and reporting the extent to which the operational plan is being accomplished.

(ii) Physical observations and interviews/discussions between the PME Team and the various stakeholders to get informed insights and clarification. The PME Team will prepare a field observation schedule before making the physical observations.

(iii) Conducting enquiries with the assistance of a questionnaire every year designed to obtain the impressions of various stakeholders so as to obtain any early warning signs that may indicate potential problems with the implementation of the strategic plan.

10.3.3 Monitoring Reports

Monitoring reports at all levels (Department and School) will comprise:

(i) A narrative Strategic Plan implementation report plus a summary table

(ii) Contents of the narrative report will include but not be limited to:

- A summary form the approved Strategic Objectives, Targets and Strategies.
- An approved Operational Plan for the year under reporting.

- Achievements in terms of actual outputs vs. the planned activities and outputs in the operational plan. Achievements should reflect both the qualitative and quantitative achievements.
- Constraints in the implementation of the Strategic Plan and any internal and external factors which affected implementation. Proposed remedial actions and the way forward for solving the problems faced, indicating clearly the planned activities to be carried out in the next period (six months, or one year depending on the nature of the report).
- The reports from the Principal shall include but not be limited to the following:
 - Six-monthly and annual reports on the implementation and achievements of the School-level strategic plan, physical observations and interviews and questionnaire responses included as part of the annual report,
 - Summary of the major recommendations for improving the rolling forward of the Strategic Plan, preparing the annual operating plan for the subsequent year and the implementation and monitoring process in the subsequent year.

10.4. Evaluation

10.4.1 Types and Aspects of Evaluation

There will be two types of evaluation of the strategic planning process at SLADS; one every two and a half years using internal evaluators, and the other once every five years using an external evaluation team working with one internal evaluator. Prior to the coming of the external evaluators the internal evaluators will have to give their opinion on the progress of implementation of the Strategic Plan, the basis on which the external evaluators would wish to validate.

The internal and external evaluations will have similar Terms of Reference and will focus on:

- Assessing the reasons for the success or failure of specific aspects of the Strategic Plan,
- Assessing whether the Strategic Plan is achieving its objectives,
- Finding out whether the effects of the Strategic Plan are contributing to a better fulfillment of the Mission and Vision of the University,
- Assessing the adequacy of resources being mobilized to implement the RSP,
- Determining whether the available resources are being utilized efficiently to achieve the strategic objectives of the plan,
- Determining whether the process of strategic planning and implementation is facing any problems.

Both the internal and external evaluators will have the mandate to decide on additional issues to be included or evaluated to be agreed with the Principal in advance. This will be agreed at the first debriefing meeting between the Principal and the evaluators.

Selection of the appropriate evaluators will consider relevant technical skills, evaluation skills and experience in similar organizations /assignments. The internal evaluation team shall be approved by the School Management while the School Council shall approve the external evaluation team.

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