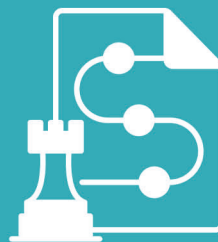




The United Republic of Tanzania
Ministry of Industry and Trade
College of Business Education (CBE)



5 YEAR CORPORATE STRATEGIC PLAN



2026/27 - 2030/31

April, 2026

COLLEGE OF BUSINESS EDUCATION



**FIVE YEAR
CORPORATE STRATEGIC PLAN
2026/27 - 2030/31**

April, 2026

EXECUTIVE SUMMARY

The Corporate Strategic Plan (CSP) 2026/27–2030/31 of the College of Business Education (CBE) sets a clear strategic direction to guide the institution over the next five years. Anchored in CBE's Vision 2075, the Plan builds on the achievements and lessons of the Fifth CSP (2020/21–2025/26) while responding to emerging national, regional, and global trends in higher and technical education.

The Plan is informed by a comprehensive situation analysis that assessed internal performance, stakeholder expectations, and external factors using tools such as PESTEL and SWOC analyses. It aligns with key national frameworks, including the Tanzania Development Vision 2050 (Dira 2050), the Five-Year Development Plan IV (FYDP IV), the Education and Training Policy (2014 Edition, Revised 2023), and the Ruling Party Election Manifesto 2025–2030, as well as broader continental and global agendas such as the African Union Agenda 2063 and the United Nations Sustainable Development Goals (SDGs). It is further aligned with the institutional long-term vision articulated in CBE Vision 2075.

The situation analysis identified five critical issues that will take top priority during the implementation of this Plan. First, overdependence on tuition fees, which continues to account for more than half of the College's revenue, poses a fundamental financial sustainability risk and calls for deliberate diversification of income sources and strengthening of the resource mobilisation function. Second, the dynamism of the labour market and emerging technologies demands continuous curriculum renewal, grounded in Competency-Based Education and Training (CBET) principles, to produce industry-ready graduates aligned with national industrialisation priorities. Third, the limited integration and ethical risks of Artificial Intelligence (AI) and other emerging technologies require the development of a College-wide AI governance framework that safeguards academic integrity while embedding responsible AI use in teaching, research, and administration. Fourth, inadequate infrastructure to support enrolment growth and quality delivery must be addressed through capital mobilisation from internal and external sources and the strategic deployment of Public–Private Partnerships (PPPs). Fifth, limited capacity for digital teaching, learning, and ICT-enabled services calls for scaled-up digital infrastructure and connectivity, expanded e-learning and blended delivery, and strengthened digital skills among staff and students.

To respond to these and other emerging priorities, the CSP is structured around seven strategic objectives:

- A: Academic excellence, research, innovation, and consultancy services enhanced.

- B: College's visibility and reputation enhanced through impactful marketing and superior customer experience.
- C: Mobilisation, management, and sustainability of financial resources improved.
- D: Infrastructure modernisation, technological capacity, and environmental sustainability improved.
- E: Institutional governance, human resource management, and student welfare enhanced.
- Y1: HIV/AIDS infections reduced, supportive services enhanced, and control of non-communicable diseases strengthened.
- Y2: Implementation of the National Anti-Corruption Strategy enhanced.

The College, through the Directorate of Planning and Development (DPD), will coordinate the implementation of the CSP. Implementing Units (Directorates, Departments, and Units) shall be responsible for tracking the milestones, targets, and activities critical to the achievement of the strategic objectives. Performance targets shall be reviewed periodically as set out in the Plan to ensure continued relevance, responsiveness, and accountability throughout the planning period.

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ACRONYMS AND ABBREVIATIONS

Acronym	Full Meaning
AI	Artificial Intelligence
API	Application Programming Interface
AU	African Union
CBE	College of Business Education
CBESO	College of Business Education Students' Organisation
CBET	Competency-Based Education and Training
CIA	Chief Internal Auditor
CSO	Civil Society Organisation
CSP	Corporate Strategic Plan
CSR	Corporate Social Responsibility
DAC	Director of Academics
DASS	Director of Academic Support Services
DFA	Directorate of Finance and Accounts
DHRMA	Director of Human Resource Management and Administration
DLS	Director of Library Services
DPD	Directorate of Planning and Development
DRCP	Director of Research, Consultancy, and Publications
DR–ARC	Deputy Rector – Academic, Research and Consultancy
DR–PFA	Deputy Rector – Planning, Finance and Administration
DSS	Director of Student Support Services
EAC	East African Community
ESG	Environmental, Social and Governance
FYDP	Five-Year Development Plan

Acronym	Full Meaning
GB	Governing Body
GDP	Gross Domestic Product
HCMU	Head of Communications and Marketing Unit
HESLB	Higher Education Students' Loans Board
HIV/AIDS	Human Immunodeficiency Virus / Acquired Immune Deficiency Syndrome
HLSU	Head of Legal Services Unit
HPMU	Head of Procurement Management Unit
ICC	International Cooperation and Collaboration
ICT	Information and Communication Technology
IFRS	International Financial Reporting Standards
ISO	International Organisation for Standardisation
M&E	Monitoring and Evaluation
MIT	Ministry of Industry and Trade
NACTVET	National Council for Technical and Vocational Education and Training
NCDs	Non-Communicable Diseases
NGO	Non-Governmental Organisation
NHIF	National Health Insurance Fund
PESTEL	Political, Economic, Social, Technological, Environmental and Legal
PLHA	People Living with HIV and AIDS
PPP	Public–Private Partnership
QAU	Quality Assurance Unit
RPL	Recognition of Prior Learning
SDGs	Sustainable Development Goals

Acronym	Full Meaning
SOP	Standard Operating Procedure
SWOC	Strengths, Weaknesses, Opportunities and Challenges
TCU	Tanzania Commission for Universities
TDV	Tanzania Development Vision
VCT	Voluntary Counselling and Testing
VR	Virtual Reality

CHAPTER ONE: INTRODUCTION

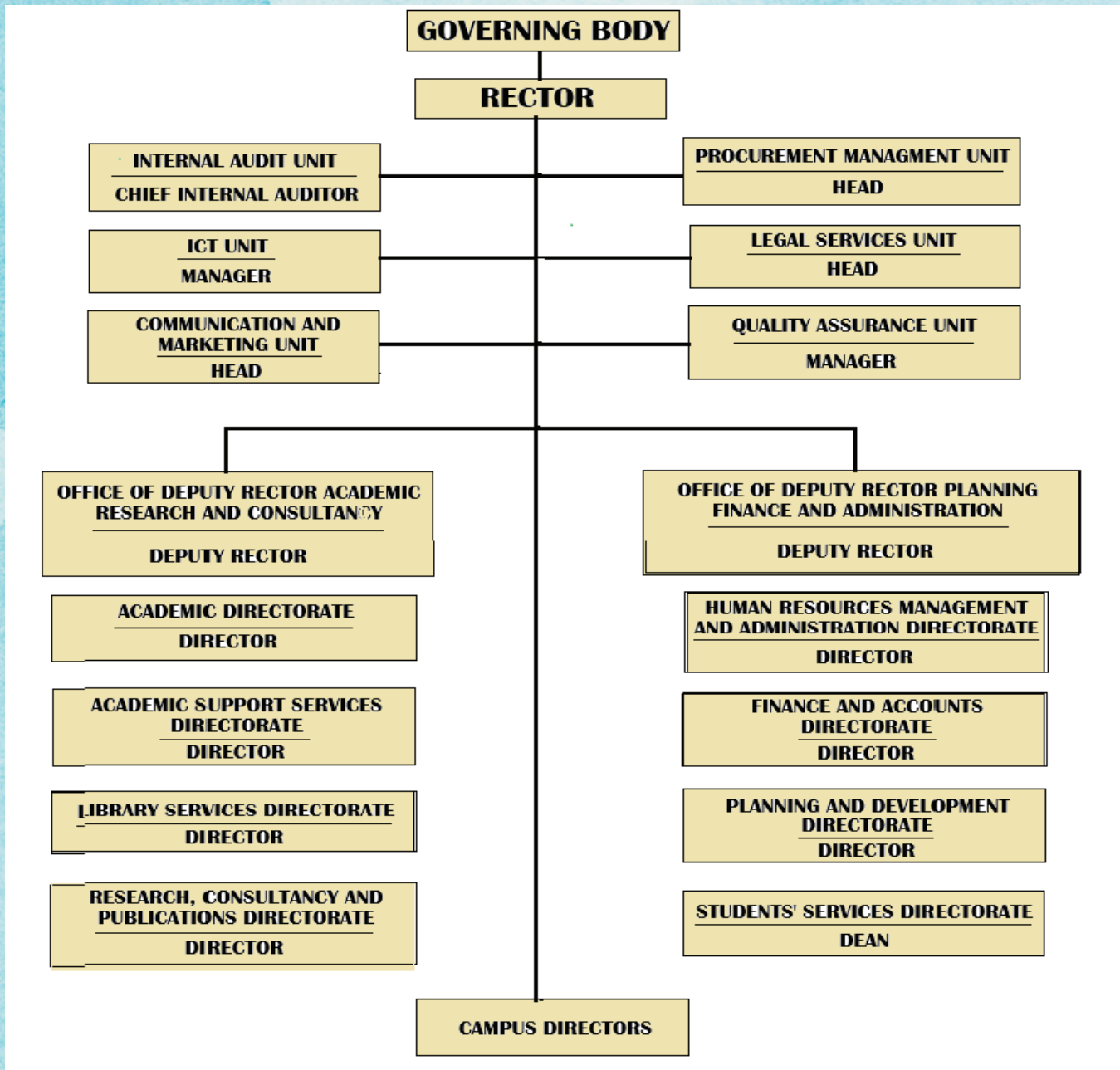
1.1 Background

The College of Business Education (CBE) is an autonomous academic institution established by Parliament Act No. 31 of 1965, which has since been amended three times through Amendment Act No. 17 of 1968, the Act of 1974, and the Written Laws (Miscellaneous Amendments) Act No. 2 of 2010 (R.E. 2023). The Act provides a legal framework for the College to offer training, research, and consultancy services in various fields of business, with the goal of achieving sustainable development.

CBE is a recognised educational institution registered and accredited by the National Council for Technical and Vocational Education and Training (NACTVET). To meet the increasing demand for business practitioners and professionals with essential expertise in today's business world, CBE offers a diverse range of academic programmes in the fields of Business Administration, Procurement and Supplies Management, Accountancy, Information and Communications Technology, Marketing, and Metrology and Standardisation. These programmes are offered at various levels, including certificate, diploma, bachelor's degree, postgraduate diploma, and master's degree.

Over the past 60 years, CBE has grown to four campuses: Dar es Salaam (Main Campus), Dodoma, Mwanza, and Mbeya. The Dar es Salaam Campus was established in 1965. The College expanded its reach by opening additional campuses in Dodoma (1983), Mwanza (2007), and Mbeya (2013), enhancing access to business education across the country. The College operates under the Ministry of Industry and Trade (MIT) through the Governing Body (GB), which is its highest authority, while the Rector manages day-to-day activities. Pursuant to the current organisation structure depicted in Figure 1, the Rector is assisted by two Deputy Rectors: the Deputy Rector – Academic, Research and Consultancy (DR–ARC); and the Deputy Rector – Planning, Finance and Administration (DR–PFA). Except for the main Campus, an appointed Campus Director heads each of the other Campuses.

Figure 1: CBE Organisation Structure



1.2 Functions of the College

The main functions of the College of Business Education are:

- To provide facilities for learning and training in the principles, procedures, and techniques of Business Administration;

- To provide training programmes leading to recognised professional and sub-professional qualifications in Business Administration relevant to middle-level managerial positions in trade and industry;
- To advance learning and knowledge through teaching and research;
- To provide technical and professional services;
- To promote, facilitate, and sponsor research into technological, social, economic, and cultural spheres for the welfare and development of humankind within and outside the United Republic;
- To conduct and administer examinations and confer degrees, diplomas, certificates, and other awards; and
- To engage in any other educational activity which, in the opinion of the Governing Body, is necessary, expedient, or conducive to the promotion of business education in the United Republic of Tanzania.

1.3 Rationale for Developing the Corporate Strategic Plan 2026/27–2030/31

To chart the path towards the realisation of its Vision 2075, CBE has developed a Five-Year Corporate Strategic Plan (CSP) for 2026/27–2030/31. This Plan is the sixth in the College's planning cycle since 2000. The Fifth CSP for 2020/21–2025/26 concludes in June 2026.

The rationale for developing this CSP is anchored in the need to provide structured guidance for the College's strategic direction, operational priorities, and institutional development over the next five years. It serves as a practical tool for setting objectives, coordinating activities, and aligning internal efforts with stakeholders' expectations. It also fulfils statutory requirements for medium-term planning, thereby enhancing accountability, transparency, and institutional performance.

1.4 Methodology for Developing the Strategic Plan

The development of this Corporate Strategic Plan followed a participatory, evidence-based, and forward-looking approach in line with the National Planning Guidelines (NPG). The College Management appointed a dedicated Strategic Planning Team to coordinate and facilitate the process. The methodology ensured wide engagement of stakeholders, use of institutional and sectoral evidence, and incorporation of future-oriented analysis to respond to emerging opportunities and challenges facing the College.

The planning process entailed the following key steps:

(i) Review of Past Performance

A comprehensive assessment of the implementation status of the Fifth Corporate Strategic Plan (2020/21–2025/26) was conducted. This review focused on achievements, challenges encountered, lessons learned, and areas requiring continued intervention.

(ii) Stakeholder Consultations

Inclusive consultations were undertaken with a broad range of stakeholders, both internal and external. These included academic and administrative staff, students, alumni, employers, regulatory authorities, development partners, and industry representatives. Their views and insights were gathered through interviews, meetings, and focus-group discussions to ensure the Plan is responsive and widely owned.

(iii) Situational and Contextual Analysis

Evidence gathering and analysis tools were applied to generate a comprehensive understanding of the internal and external environment. This included:

- Internal Environment Review: assessing institutional structure, performance, and resource base;
- PESTEL Analysis: examining Political, Economic, Social, Technological, Environmental, and Legal trends affecting higher education and public institutions;
- Stakeholder Analysis: identifying key interest groups, their influence, and expectations; and
- SWOC Analysis: identifying the College's Strengths, Weaknesses, Opportunities, and Challenges.

(iv) Drafting, Validation, and Ownership

Following the analysis and consultation stages, the draft CSP was developed and subjected to internal validation through Management and the Workers' Council. Final endorsement and approval were obtained from the Governing Body, ensuring institutional ownership, alignment with national priorities, and strategic coherence.

This participatory and structured process ensured that the CSP is grounded in institutional realities, informed by stakeholder perspectives, and responsive to both internal priorities and national development aspirations.

1.5 Layout of the Corporate Strategic Plan

This CSP is structured into five chapters. Chapter One provides the institutional background, rationale, methodology, and structure of the Plan. Chapter Two analyses the internal and external environment, the implementation status of the previous CSP, policy and planning framework alignment, stakeholder interests, and the critical issues informing the strategic direction. Chapter Three presents the College's vision, mission, core values, strategic objectives, strategies, performance targets, and outcome indicators. Chapter Four presents human resource planning, financial projection and costing, and technological and infrastructure needs. Chapter Five constitutes the implementation, monitoring, evaluation, and risk management framework.

CHAPTER TWO: SITUATION ANALYSIS

2.1 Overview

This chapter provides a critical assessment of the internal and external environments in which the institution operates. The analysis is instrumental in identifying key drivers, constraints, and opportunities that inform the strategic direction of the College, and it forms the basis for the development of the CSP for the period 2026/27–2030/31. It begins by reviewing the implementation of the 2020/21–2025/26 CSP, highlighting the achievements, challenges encountered, and strategic lessons learned to inform the way forward. Specifically, the analysis is grounded in an assessment of how the College's Vision, Mission, Core Values, and strategic objectives have guided its operations and institutional priorities over the past five years.

The chapter further examines the alignment of the College's strategic direction with key national and international frameworks. In addition, it presents a stakeholder analysis to map the roles and expectations of key internal and external actors. It also includes a PESTEL analysis to examine the political, economic, social, technological, environmental, and legal factors, as well as a SWOC analysis highlighting the institution's strengths, weaknesses, opportunities, and challenges. Lastly, it highlights emerging critical issues that require attention in the forthcoming planning cycle.

2.2 Review of the Implementation of the 2020/21–2025/26 CSP

The Fifth CSP (2020/21–2025/26) became operational in July 2020 and was originally expected to end in June 2025; however, it was extended and will be concluded in June 2026.

2.2.1 Vision and Mission

The Vision and Mission statements, as well as the core values of the College, remained the same throughout the duration of the Plan. Specifically, the Vision and Mission statements were:

Vision Statement: *"To be a leading College in transforming and developing business education capabilities."*

Mission Statement: *"To provide demand-driven and competence-based business education, and to offer quality public services through applied research and consultancies."*

Core Values: The College was guided by six core values as follows:

- Academic Freedom;
- Advancing and Sharing Knowledge and Skills;
- Excellence;
- Integrity;
- Mutual Respect and Equity; and
- Public Interest / Customer Care.

2.2.2 Analysis of the Internal Environment

The Fifth CSP had six (6) strategic objectives, 30 strategies, and 140 activities. During the implementation of the Fifth Corporate Strategic Plan (2020/21–2025/26), the College of Business Education undertook a range of performance-enhancement initiatives across academic, institutional, and operational domains. The progress made reflects a commitment to continuous improvement, adaptability, and alignment with both sectoral demands and national development aspirations.

2.2.2.1 Academic Programmes

As presented in Table 1, in the five-year period from 2020/2021 to 2024/2025, there was a notable increase in the number of academic programmes. The College recorded a steady expansion in academic programmes, growing from 30 to over 60 programmes across its four campuses between 2020/21 and 2024/25. These include new offerings in metrology, digital marketing, and business informatics, among others. A total of 28 curricula were developed or reviewed during the final year of the Plan alone, many of which were approved by NACTVET or are under validation. This signals CBE's responsiveness to market needs and regulatory expectations. While the College is proud of the achievements made in expanding programmes, it still needs to increase market-responsive programmes to align with evolving industry demands, enhance student employability, and maintain relevance in the global competitive educational landscape.

Table 1: Academic Programmes from 2020/2021 to 2024/2025

Year	Campus			
	Dar es Salaam	Dodoma	Mwanza	Mbeya
2020/2021	11	11	4	4

Year	Campus			
	Dar es Salaam	Dodoma	Mwanza	Mbeya
2021/2022	22	19	5	4
2022/2023	22	19	5	4
2023/2024	23	19	12	4
2024/2025	25	19	12	4

2.2.2.2 Students' Enrolment

As shown in Table 2, in the five-year period from 2020/2021 to 2024/2025, the enrolment saw a remarkable growth of approximately 118%. While the upward trend in enrolment reflects the institution's success in attracting more students, it also draws attention to the importance of continued investment in resources to ensure that this growth is sustainable.

Table 2: Students' Enrolment from 2020/2021 to 2024/2025

Year	Campus				Total
	Dar es Salaam	Dodoma	Mwanza	Mbeya	
2020/2021	6,780	2,383	926	545	10,634
2021/2022	7,847	3,134	1,211	795	12,987
2022/2023	10,748	3,962	1,487	1,008	17,205
2023/2024	12,209	4,899	1,870	1,051	20,029
2024/2025	14,678	4,721	2,181	1,058	23,111

2.2.2.3 Academic Staff Research Outputs

Research outputs play a significant role in determining the quality of academic staff. The five-year period from 2020/2021 to 2024/2025 demonstrates a remarkable upward trend in

research outputs. The number of published articles per year increased significantly from 50 in 2020 to 148 in 2025, as illustrated in Figure 2.

While the positive trend in research outputs highlights growing productivity, the number of consultancy services remains low (see Figure 3), signalling the need for more proactive efforts to secure consultancies and external funding.

Figure 2: *Trend of Research Publications, 2020/21–2024/25*

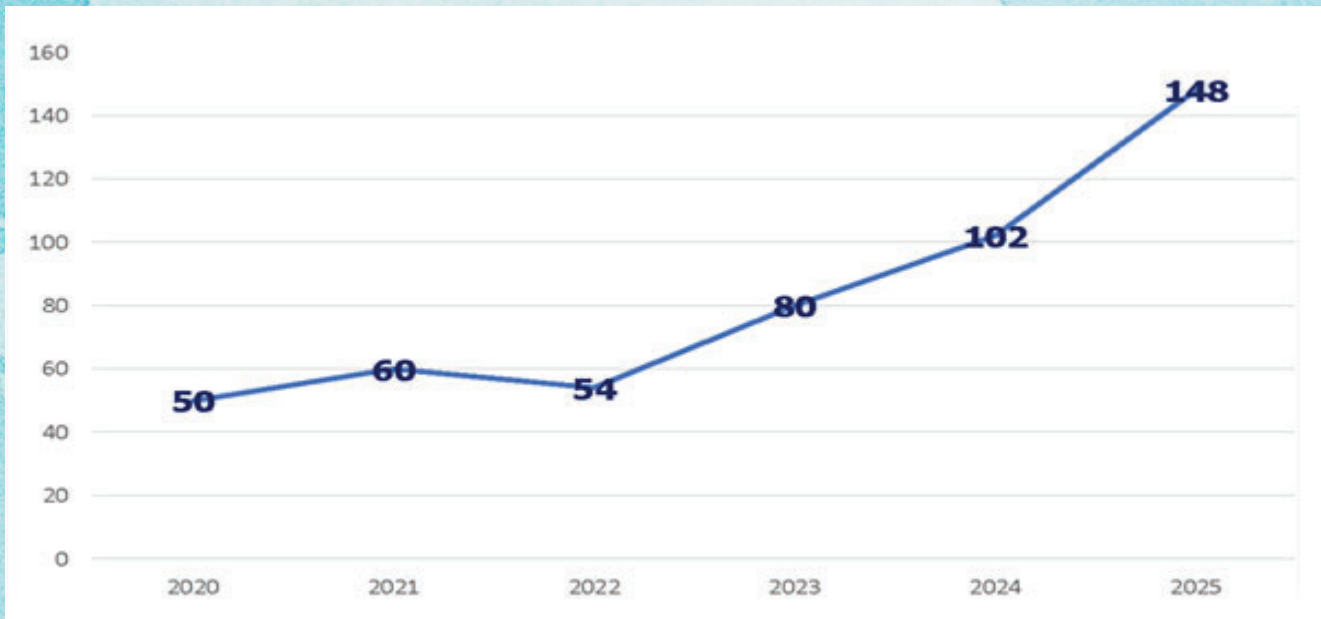
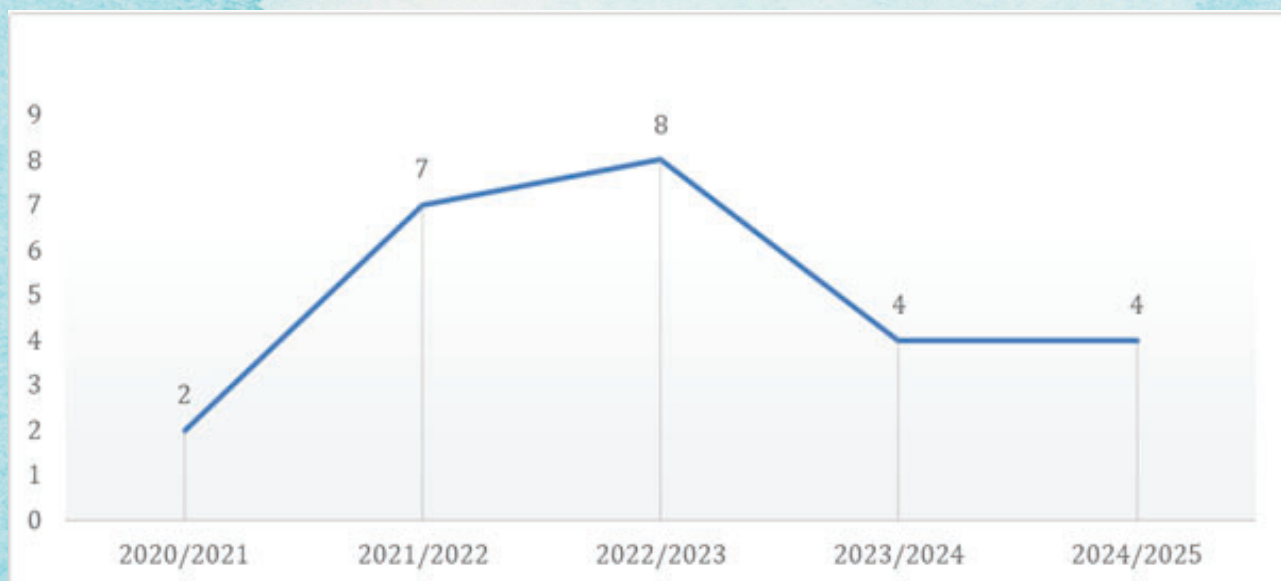


Figure 3: *Trend of Consultancy Services, 2020/21–2024/25*



2.2.2.4 Linkages and Networks

The College of Business Education has continued to expand both national and international collaborations in order to strengthen its mandate in training, research, innovation, and the provision of practical business solutions to society.

Nationally, as of February 2025, the College had established partnerships with 18 institutions, comprising nine public institutions and nine private sector organisations. Public institutions partnering with the College include SIDO, TBS, WMA, LATRA, TCCIA, MUHAS, WRRB, BRELA, and eGA. These collaborations support joint initiatives in capacity building, research, regulatory compliance, entrepreneurship development, and policy engagement. In addition, the College works closely with private sector organisations including TCDC, CEO Roundtable, EACB, Malembo Farm, AFM, JR Institute of Technology, Equity Bank, and FINCA Bank, among others. These partnerships enhance industry linkages, promote entrepreneurship and innovation, and facilitate practical learning opportunities for students.

Internationally, the College maintains strategic collaborations with seven universities and academic institutions across Europe, Asia, and Africa. These include the University of Eastern Finland (Finland); Southwestern University of Finance and Economics (SWUFE) and Sichuan Vocational College of Finance and Economics (China); Suleyman Demirel University (Türkiye); Friedrich-Alexander-Universität Erlangen–Nürnberg (Germany); Wolkite University (Ethiopia); and the University of the Western Cape (South Africa). The collaborations focus on academic staff and student exchange programmes, postgraduate studies at Master's and PhD levels, and joint research initiatives.

Through these national and international linkages, the College continues to enhance curriculum relevance, research capacity, knowledge exchange, and institutional visibility, while strengthening partnerships that support innovation, entrepreneurship development, and the delivery of impactful solutions to the business community and society at large.

2.2.2.5 Number of Employees from 2020/2021 to 2024/2025

From the academic year 2020/2021 to 2024/2025, the overall number of employees has increased by approximately 17%, from 428 to 501, as illustrated in Table 3. This steady growth reflects efforts to strengthen the workforce; however, maintaining gender balance and aligning staff expansion with institutional needs will remain key priorities.

Table 3: Number of Employees from 2020/2021 to 2024/2025

Year	Academic Staff		Administrative Staff		Total
	M	F	M	F	
2020/2021	154	64	108	102	428
2021/2022	156	65	109	103	433
2022/2023	168	64	138	118	488
2023/2024	165	77	135	114	491
2024/2025	190	82	133	119	501

2.2.2.6 Academic Staff per Rank as at 30th June 2025

As of 30 June 2025, the workforce consisted of 245 academic staff. The majority held lower academic ranks, with 158 individuals being Assistant Lecturers, followed by 48 individuals holding the rank of Lecturer. This indicates a shortage of academic staff in higher academic ranks, such as full Professors, Associate Professors, and Senior Lecturers.

Table 4: Academic Staff as at 30th June 2025

Academic Rank	Number
Professors	05
Senior Lecturers	13
Lecturers	48
Assistant Lecturers	158
Tutorial Assistants	21
Total	245

2.2.2.7 Marketing and Communications

The College has continuously been engaged in promoting its image and visibility at national, regional, and international levels. Various promotion techniques have been used, including electronic and print media, online services, and participation in exhibitions and other events.

Despite these efforts, there is a need to improve human resource capacity, diversify promotion techniques, and establish marketing partnerships to reach a wider clientele.

2.2.2.8 Financial Capability

Currently, the College is funded through tuition fees and government subventions. Other sources of finance include consultancy services, research projects, and rental fees. The College utilises the funds collected to finance the development of its campuses and its operational activities. Table 5 presents the sources of funds over the past five years.

Table 5: Sources of Funds from 2020/2021 to 2024/2025 (TZS)

Year	Total	Tuition Fee		Other Sources		Government Subventions	
		Amount	%	Amount	%	PE + Dev.	%
2020/2021	26,980,364,656	14,823,150,347	55	1,161,742,718	4	10,995,471,591	41
2021/2022	27,843,878,284	14,627,610,126	53	1,163,252,826	4	12,053,015,332	43
2022/2023	34,929,785,950	20,804,204,549	60	1,229,075,879	4	12,896,505,522	37
2023/2024	39,704,386,743	23,764,020,700	60	1,233,615,906	3	14,706,750,137	37
2024/2025	42,897,891,536	26,801,090,191	63	1,347,355,654	3	14,749,445,690	34
Grand Total	172,356,307,169	100,820,075,913	58.2	6,135,042,983	3.6	65,401,188,272	38.2

The effect of inadequate financial resources is seen in several challenges, including inadequate infrastructure, limited research budgets, limited access to modern technology, and inadequate staff training and professional development. Consequently, the College has faced difficulties in implementing planned activities and has been compelled to make selective prioritisations in its focus areas.

2.2.2.9 Infrastructure Development

The College has made significant progress in infrastructure development. During the five-year period, fifteen (15) infrastructure and land development projects were active across CBE campuses as of December 2025, including the near-completion of Phase One of the Metrology Complex (92%), the designing of classroom blocks at Mbeya and a G+4 academic building at Dodoma, and feasibility studies for Hai, Lindi, Kilolo, and Zanzibar campuses. Public–Private

Partnership (PPP) initiatives were launched for student hostels and commercial centres. While the College is proud of the achievements made in expanding student enrolment, the College community has continued to grapple with inadequacies in infrastructure such as computer laboratories, lecture theatres, and student accommodation facilities. Inadequacy of on-campus accommodation is a major concern, with a significant percentage of students being forced to reside off-campus.

2.2.2.10 Sports and Recreation

Both staff and students effectively participate in sports and games at the institutional and national levels. The existing infrastructure, however, is not sufficient to cater for the growing demands. There is a need to improve and expand sports and recreation facilities.

2.3 Context of Strategic Planning

2.3.1 Global and Regional Strategic Alignment

The global and regional strategic frameworks, particularly the United Nations Sustainable Development Goals (SDGs), provide a vital foundation for shaping the College's strategic direction. Emphasis on key SDGs — such as SDG 1 (No Poverty), SDG 3 (Good Health and Well-being), SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 13 (Climate Action), and SDG 17 (Partnerships for the Goals) — highlights the need for inclusive, equitable, and skills-based education that advances sustainable development. Regionally, the African Union Agenda 2063, the East African Community Vision 2050, and the SADC Vision 2050 underscore education's role in fostering people-centred growth, industrialisation, youth empowerment, and environmental sustainability. These frameworks imply that CBE's future strategic focus must prioritise innovative, socially responsive education aligned with these global and regional imperatives.

2.3.2 Alignment with the National Development Vision 2050

The Tanzania Development Vision 2050 (Dira 2050) outlines a bold aspiration to build a prosperous, just, inclusive, and self-reliant nation. At its core, the Vision seeks to transform Tanzania into an industrialised, knowledge-based, upper-middle-income economy with a projected GDP of USD 1 trillion and per capita income of USD 7,000 by 2050. Education and training are recognised as foundational pillars for achieving this transformation, particularly through the development of an innovative, skilled, and entrepreneurial workforce capable of

driving socio-economic change. In this context, the College of Business Education aligns its strategic focus with the aspirations of Dira 2050 by positioning itself as a catalyst for industrialisation, innovation, and private sector development. The College prioritises demand-driven and competency-based business education that nurtures entrepreneurial capabilities, strengthens digital literacy, and embeds lifelong learning as a cultural value.

Moreover, CBE contributes to national competitiveness by offering programmes that support SME development, business innovation, customer service, tourism, and supply chain management — sectors explicitly recognised in the Vision as transformative. The integration of digital transformation into teaching, research, and service delivery further reflects the College's commitment to fostering a future-ready workforce. In addition, CBE supports inclusive development by promoting gender equality, access for persons with disabilities, and youth empowerment through its academic and outreach initiatives. The College's active participation in regional and international academic partnerships, exchange programmes, and consultancy engagements also resonates with Dira 2050's emphasis on global integration and knowledge diplomacy. In all, CBE's Strategic Plan 2026/27–2030/31 is firmly aligned with the national development trajectory, ensuring the College remains a key institutional driver of Tanzania's long-term vision for sustainable and inclusive transformation.

2.3.3 Alignment with the Tanzania Education and Training Policy (2014 Edition, Revised 2023)

The Tanzania Education and Training Policy (2014 Edition, Revised 2023) underscores the strategic imperative of transforming the education sector to meet the demands of a modern, inclusive, and knowledge-based economy. The Policy calls for the modernisation of curricula at all levels, placing strong emphasis on practical, vocational, entrepreneurial, and digital skills to address evolving labour market needs and support national industrialisation goals. It also advocates outcome-based teaching, competency-based assessment, inclusive education, and the integration of emerging technologies in both instruction and administration.

CBE's Corporate Strategic Plan (2026/27–2030/31) is firmly aligned with these priorities. The College's ongoing reforms in curriculum development embrace Competency-Based Education and Training (CBET), with deliberate efforts to embed entrepreneurship, digital literacy, and applied skills in all programmes. Additionally, CBE's commitment to inclusivity is reflected in policies and interventions that promote access for students with disabilities, equitable gender participation, and support for disadvantaged groups.

Moreover, the College's strong focus on the development of teachers for Business Studies directly responds to the Policy's directive to integrate vocational and business training into the school system, thereby strengthening the foundational pipeline for entrepreneurship and job creation. CBE also supports the Policy's emphasis on enhancing quality assurance and certification systems through its internal QA frameworks and ongoing engagement with national regulatory bodies. By aligning its academic, operational, and strategic priorities with the provisions of the revised Education and Training Policy, the College ensures relevance, responsiveness, and resilience in its contribution to national human capital development.

2.3.4 Alignment with the Ruling Party Election Manifesto 2025–2030

The Ruling Party Election Manifesto 2025–2030 focuses on accelerating inclusive economic transformation through strategic priorities such as job creation, value addition, industrial growth, entrepreneurship development, and digital innovation. Key targets include achieving 7% annual GDP growth, creating 8 million jobs, increasing the agricultural contribution to GDP, and establishing a national fund for entrepreneurs. Hence, the CSP prioritises strengthening entrepreneurship programmes, expanding digital and innovation capacity, offering demand-driven academic programmes, and enhancing youth employability through practical training, industrial linkages, and SME support.

2.3.5 Alignment with CBE Vision 2075

The development of the Sixth CSP draws strategic direction from CBE Vision 2075, which outlines the long-term aspirations of the College. The Vision is anchored on three strategic pillars: Academic Excellence and Innovation; Infrastructure Development and Environmental Sustainability; and Human Capital and Financial Sustainability.

Informed by these pillars, the CSP prioritises the development of market-responsive programmes, the integration of digital technologies in teaching and assessment, and a strengthened research and innovation ecosystem. It also considers investment in modern infrastructure and green campus initiatives that support learning and environmental responsibility. Furthermore, the CSP outlines strategies to build a skilled, inclusive, and motivated workforce, while diversifying income sources to ensure long-term financial stability.

2.4 PESTEL Analysis

The development of the Sixth CSP is informed by a comprehensive situational analysis of CBE's external environment using the PESTEL framework — examining Political, Economic, Social,

Technological, Environmental, and Legal factors. This approach integrates global, regional, and national perspectives to ensure that the CSP remains grounded in external realities while aligned with internal priorities. The PESTEL analysis serves as a critical input in shaping a forward-looking, responsive, and resilient strategic direction for the College.

2.4.1 Political Factors

CBE operates under the Ministry of Industry and Trade (MIT), making it subject to government policies and national development frameworks. Political stability, consistent governance, and sustained investment in higher and technical education continue to provide a supportive environment for institutional growth. National development agendas such as the Tanzania Development Vision 2050 (Dira 2050), and global frameworks like the Sustainable Development Goals (SDGs), anchor political will for advancing education, innovation, and economic development.

2.4.2 Economic Factors

Tanzania's positive economic trajectory, with GDP growth averaging 5–6%, and expansion in sectors like trade, ICT, construction, energy, and agriculture, is driving increased demand for business and entrepreneurial skills, creating a fertile environment for CBE to align its programmes with emerging economic opportunities and the national push toward industrialisation and a private-sector-led economy. However, this potential is tempered by economic challenges, including constrained public funding for higher education and macroeconomic volatility such as inflation, currency fluctuations, and rising import costs — all of which impact CBE's operations and investment capacity. Moreover, global economic shocks may affect student enrolment, graduate employability, and external funding. To mitigate these risks and sustain strategic implementation, CBE must strengthen income diversification, enhance financial governance, and proactively mobilise external resources through partnerships, donor engagement, and commercialisation of its services.

2.4.3 Social Factors

Tanzania's youthful population and growing urbanisation are driving increased demand for higher and technical education, placing heightened expectations on institutions like CBE to deliver inclusive, practical, and socially impactful learning. In line with national policies and global goals, CBE is expected to enhance graduate employability, promote gender equity and digital inclusion, and actively engage with communities through entrepreneurship training and

service learning. Addressing challenges such as socio-economic inequality, limited access for disadvantaged students, and rising expectations for modern learning environments will require CBE to strengthen scholarship programmes, expand partnerships, and invest in student support services. By embracing inclusive planning, responsive curricula, and strategic collaboration with stakeholders, CBE can produce well-rounded graduates and deepen its role in advancing social transformation.

2.4.4 Technological Factors

Rapid technological change is reshaping higher education globally and in Tanzania, raising expectations for institutions like CBE to deliver digitally driven, flexible, and relevant learning. With growing demand for digital fluency, hybrid learning, and emerging technological skills such as AI, data analytics, and financial technology, CBE must invest in ICT infrastructure, integrate technology into curricula, and build staff and student capacity for digital transformation. Strategic partnerships with technology firms and innovation hubs can enrich learning and ensure industry alignment. However, challenges such as unequal access across campuses, limited digital literacy, high costs, and cybersecurity concerns require a comprehensive digital strategy. By prioritising phased infrastructure upgrades, digital skills development, and IT governance — supported by external funding and technology-enabled income generation — CBE can enhance educational quality and graduate competitiveness in a rapidly evolving digital economy.

2.4.5 Environmental Factors

Environmental sustainability and climate resilience are increasingly vital to higher education governance, with Tanzania facing rising climate-related risks such as floods and droughts. Public and policy expectations call on institutions like CBE to lead in climate action, aligning with SDG 13, national policies, and the Paris Agreement. CBE's CSP must integrate sustainability into operations through green campus initiatives such as energy-efficient infrastructure, solar power, water conservation, and waste reduction, and embed environmental themes into academic programmes and research. These efforts enhance institutional reputation, foster a culture of sustainability, and prepare graduates to address ecological challenges. However, barriers such as limited funding, low stakeholder awareness, and campus exposure to climate risks require targeted investment, awareness campaigns, and disaster preparedness. By prioritising environmental education, seeking green financing, and

building climate-resilient systems, CBE can position itself as a forward-thinking, environmentally responsible institution.

2.4.6 Legal Factors

CBE operates within a dynamic legal and regulatory environment that shapes governance, academic standards, and institutional accountability. It must comply with the College of Business Education Act, NACTVET and TCU regulations, and evolving policies such as the Education and Training Policy (2014 Edition, Revised 2023), which emphasise competency-based, market-aligned education. Broader legal obligations covering labour practices, procurement, financial auditing, data protection, and intellectual property also impact operations. As education laws shift, CBE faces challenges in maintaining compliance, requiring ongoing policy reviews, legal advisory support, staff training, and risk-mitigation strategies. Strengthening internal legal capacity and embedding compliance and governance into strategic planning are key to sustaining institutional integrity and adaptability.

2.5 Stakeholder Analysis

The College has 16 stakeholder groups of interest. Each stakeholder has different expectations from the services they receive from the College. Table 6 presents stakeholders, their roles, and their expectations. This analysis is crucial for aligning the College's strategic initiatives with stakeholder needs and interests.

Table 6: Stakeholder Analysis Matrix

S/N	Stakeholder Group	Stakeholder's Role	Stakeholder Expectations from CBE	CBE's Role
1	Students	Primary beneficiaries of education and services offered by CBE.	High-quality teaching and up-to-date curriculum; well-equipped learning facilities; career support and job placement assistance; affordable tuition and scholarships; good service delivery and fair treatment.	Collect feedback through course evaluations and surveys to improve teaching and learning; provide counselling, mentorship, and wellness programmes to support student well-being; offer internships, field training, apprenticeships, and career fairs to enhance

S/N	Stakeholder Group	Stakeholder's Role	Stakeholder Expectations from CBE	CBE's Role
				employability; communicate key updates through digital platforms, portals, and student associations.
2	Parents / Guardians / Sponsors	Funders and supporters of students.	Assurance of students' education quality and safety; value for tuition paid; timely updates on student performance and well-being; smooth learning processes; employability for students; moral and ethical growth.	Provide clear and transparent information on tuition, fees, and financial requirements; communicate institutional policies and procedures affecting fee payment and sponsorship; involve parents, guardians, and sponsors in graduation ceremonies, recognition events, and major institutional milestones; maintain open channels for financial queries and sponsorship agreements.
3	Government	Provides oversight and policy direction.	Efficient use of public funds and accountability; skilled graduates meeting national economic needs; transparency in reporting performance metrics; support of national education and development goals; compliance with policies and regulations.	Submit statutory reports on enrolment, finances, and performance; align programmes and research with national policies and workforce needs; collaborate on priority initiatives (e.g., anti-corruption and HIV/AIDS prevention campaigns).
4	Governing Body	Strategic leadership, oversight, and decision-making.	Institutional performance; accountability; visionary management.	Provide quarterly and annual performance reports to support informed decision-

S/N	Stakeholder Group	Stakeholder's Role	Stakeholder Expectations from CBE	CBE's Role
				making; facilitate policy and strategy approval processes through timely submission of documents; provide induction and continuous training for new and serving GB members on governance.
5	Regulatory Bodies (NACTVET, TCU)	Regulate academic quality and standards.	Adherence to accreditation and education standards; timely communication on compliance matters; continuous improvement of academic quality.	Submit accreditation and compliance reports on time; involve regulators in programme reviews and validation sessions; participate in external quality assurance forums; maintain compliance with professional and sector standards.
6	HESLB and Other Financing Agencies	Provide funding to students.	Responsible use of loan funds by students; timely repayment of loans by graduates; transparency in enrolment and completion data.	Share accurate enrolment and graduation data; run awareness campaigns on loan access and repayment; maintain support desks for loan-related inquiries; facilitate access to financial literacy training for loan beneficiaries.
7	Alumni	Former students, potential mentors, and donors; engage with the College through networks and events.	Opportunities for networking and career growth; ongoing communication and involvement with the College; recognition of alumni achievements and contributions.	Maintain an updated alumni database and communication channels; organise reunions, career talks, and networking events; recognise alumni contributions through awards and publicity; mobilise alumni support

S/N	Stakeholder Group	Stakeholder's Role	Stakeholder Expectations from CBE	CBE's Role
				for mentorship, fundraising, and institutional promotion.
8	Employers and Industry Partners	Providers of employment and practical training.	Graduates with relevant, job-ready skills; engagement in internships and training programmes.	Involve employers in curriculum development and review; invite industry leaders for guest lectures and joint innovation projects; conduct tracer studies to gather employer feedback on graduate performance.
9	Staff (Academic and Administrative)	Deliver academic and administrative services.	Fair compensation, benefits, and promotions; professional growth and training support; safe, inclusive working conditions.	Provide regular professional development through workshops, short courses, and scholarships; involve staff in policy consultations, curriculum reviews, and governance committees; implement transparent appraisal, promotion, and recognition systems linked to performance; support staff welfare through counselling, wellness programmes, and NHIF / health schemes; strengthen cohesion through staff sports, cultural events, and team-building activities; facilitate mentorship and succession planning to prepare future academic and administrative leaders.

S/N	Stakeholder Group	Stakeholder's Role	Stakeholder Expectations from CBE	CBE's Role
10	Research Partners	Collaborators in research and innovation.	Mutual research outcomes and publications; clear agreements on IP and resource sharing; capacity building through collaboration.	Develop and implement joint proposals and collaborative projects; co-host conferences, workshops, and dissemination forums; publish jointly in reputable journals; formalise partnerships with clear agreements on intellectual property and resource sharing.
11	Local and International Communities	Benefit from CBE outreach and services.	Access to educational resources and events; collaboration on solving community challenges.	Conduct outreach projects (e.g., entrepreneurship training, literacy support); offer community access to public lectures and short courses; strengthen international visibility through cultural and academic exchanges; partner with local authorities and NGOs on social challenges; provide opportunities for community members to benefit from College facilities (e.g., library access, sports grounds, short courses).
12	Media	Information dissemination and public relations.	Accurate, transparent information; open access to newsworthy stories; professional and cooperative relations.	Provide press kits and media briefs for coverage of major institutional events; organise press conferences and interviews to communicate milestones

S/N	Stakeholder Group	Stakeholder's Role	Stakeholder Expectations from CBE	CBE's Role
				and policies; share research findings, rankings, and success stories through targeted media partnerships; maintain a responsive PR office to handle inquiries and crisis communication; use social media dashboards to monitor coverage and feedback for institutional reputation.
13	Donors and Development Partners	Provide financial or technical support.	Accountability and transparency in fund utilisation; measurable outcomes and sustainability; alignment of projects with development priorities.	Submit audited financial and project reports regularly; align proposals with donor priorities and SDGs; organise fundraising campaigns and donor roundtables; conduct joint monitoring and review of funded projects.
14	Contractors / Service Providers / Suppliers	Providers of goods and services.	Prompt and fair payment; clear procurement processes; consistent business and open communication.	Maintain open and transparent procurement processes; ensure timely payments for services delivered; hold contract performance review meetings; conduct compliance audits to ensure accountability.
15	Academic Collaborators	Partners in academic programmes and research.	Reciprocal academic benefits (dual degrees, publications); equitable sharing of resources and credit; enhanced research and academic	Develop joint programmes, dual degrees, and exchanges; collaborate on teaching, research, and innovation projects; co-host

S/N	Stakeholder Group	Stakeholder's Role	Stakeholder Expectations from CBE	CBE's Role
			reputation.	academic conferences and seminars; monitor MoUs to ensure agreed deliverables are achieved.
16	Professional Bodies	Standard setters and certifiers.	Compliance with professional and ethical standards; recognition of qualifications; input on licensure and certification requirements.	Involve professional bodies in programme design and review; facilitate accreditation of professional programmes and certifications; collaborate on continuous professional development courses for students and staff.

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

In developing the Sixth Corporate Strategic Plan, the College undertook a structured analysis of its internal and external environment to identify key Strengths to build on, Weaknesses to address, Opportunities to harness, and Challenges to mitigate. The analysis was informed by institutional performance data, stakeholder feedback, and a review of national and sectoral trends. The results of the SWOC analysis are summarised below.

2.6.1 Strengths

- Legal recognition as a public institution established by an Act of Parliament;
- Presence of the CBE Vision 2075 as a long-term strategic framework;
- Full accreditation and registration status;
- Established and credible brand built over six decades;
- Availability of e-learning facilities and blended learning platforms;
- Attractive and demand-driven academic programmes;
- Strategic geographic spread of campuses;
- Availability of land for future expansion;
- Recognition and partnerships at both national and international levels;

- Distinctive academic offerings (e.g., Legal Metrology and Standardisation); and
- Sound governance and experienced leadership.

2.6.2 Weaknesses

- Inadequate modern physical and ICT infrastructure;
- Overdependence on tuition fees as the primary source of income;
- Insufficient alumni, industry, and community engagement;
- Low uptake of short courses and limited consultancy outreach;
- Low enrolment in select academic programmes;
- Weak internationalisation linkages for students and staff;
- Limited innovation and research infrastructure;
- Understaffing in key academic and administrative areas; and
- Inadequate internal capacity for digital teaching and learning.

2.6.3 Opportunities

- Rising national demand for business and entrepreneurship education;
- Government focus on industrialisation and skills development;
- Availability of government loans (e.g., HESLB, TEA) supporting enrolment;
- Opportunities for Public–Private Partnerships (PPPs);
- Expanding youth population and increased enrolment at lower education levels;
- Bilateral exchange programmes and global academic networks;
- Demand for a skilled workforce in logistics, ICT, finance, and other sectors; and
- Potential to open regional or international branches.

2.6.4 Challenges

- Rapid shifts toward flexible, online, and hybrid learning models;
- Growing competition from local and international institutions;
- Uncertain government funding policies and limited fiscal autonomy;
- Increasing regulatory demands and changes in accreditation requirements;
- Resistance to change and slow adoption of digital tools and governance reforms;
- Exposure to global disruptions (e.g., pandemics, climate change);

- Rising expectations from students, employers, and development partners; and
- Ethical risks posed by rapid integration of Artificial Intelligence (AI).

2.7 Summary of Key Opportunities and Challenges

The following critical opportunities and challenges have been distilled from the SWOC analysis above and directly inform the priorities outlined in the Sixth CSP.

2.7.1 Key Opportunities to Harness

- Growing national demand for applied and entrepreneurial education;
- Availability of PPP models for expanding infrastructure and services;
- Emerging digital education technologies to expand reach and efficiency;
- Regional and global partnerships to boost research, mobility, and visibility; and
- National funding reforms and policies aimed at innovation and industrial development.

2.7.2 Key Challenges to Address

- Over-reliance on tuition fees amidst rising operational demands;
- Infrastructure gaps in light of enrolment growth and academic expansion;
- Limited research productivity and weak external funding base;
- Skills and staffing gaps in digital pedagogy and emerging academic fields;
- Pressure to respond to AI integration, climate change, and global disruptions;
- Inefficient service delivery and customer care mechanisms; and
- Weak international brand positioning and visibility.

2.8 Critical Issues

The situation analysis revealed a number of critical issues that will take top priority in the Sixth CSP 2026/27–2030/31. The identified critical issues and their respective mitigation strategies are presented in Table 7.

Table 7: Critical Issues and Mitigation Strategies

S/N	Critical Issue	Mitigation Strategies
1	Dynamism of the labour market and emerging technology	Develop CBET-based curricula that address labour market demands and industrialisation.
2	Limited integration and ethical risks of Artificial Intelligence (AI) and emerging technologies	Develop a College-wide AI integration and governance framework; embed responsible AI use into teaching, research, and administration; strengthen academic integrity policies to address AI misuse; integrate AI and emerging technologies literacy in the curriculum; revise assessment and teaching methods.
3	Inconsistent customer care and service delivery	Institutionalise customer service training for all staff; strengthen feedback, complaint-handling, and response mechanisms; conduct regular customer satisfaction surveys and service quality audits.
4	Overdependence on tuition fees as the primary source of income	Diversify funding sources to support institutional growth and financial sustainability; strengthen the resource mobilisation function.
5	Inadequate infrastructure to support enrolment growth and quality delivery	Mobilise additional capital through internal and external sources; leverage PPPs for infrastructure investment.
6	Low research productivity and weak funding base for innovation	Facilitate partnerships for collaborative research; invest in research infrastructure and staff capacity.
7	Limited capacity for digital teaching, learning, and ICT-enabled services	Scale up digital infrastructure and connectivity; expand training for staff and students in digital platforms; implement comprehensive e-learning and blended-delivery strategies.
8	Vulnerability to climate change and limited institutional focus on environmental sustainability	Mainstream green initiatives across campuses.
9	Understaffing in critical academic and administrative functions	Prioritise recruitment in specialised and high-demand areas; strengthen talent retention through incentives and career progression; promote strategic workforce planning and internal promotions.
10	Need to enhance succession planning for leadership	Strengthen implementation of the succession planning framework; identify and mentor high-potential staff

S/N	Critical Issue	Mitigation Strategies
	continuity	for future leadership roles; institutionalise regular leadership and talent development programmes.
11	Inadequate visibility of CBE at the international level	Strengthen global academic and research partnerships; promote international staff and student exchange programmes; participate actively in regional and global academic forums and rankings.

CHAPTER THREE: THE COLLEGE CORPORATE STRATEGIC PLAN 2026/27–2030/31

3.1 Introduction

Building upon the situational analysis in Chapter Two, this chapter presents the strategic direction for the College over the five-year period 2026/27 to 2030/31. It presents the College's vision, mission, strategic objectives, strategies, and performance targets to guide implementation. The CSP is framed as a medium-term roadmap designed to contribute meaningfully to the realisation of CBE's long-term institutional aspiration as articulated in its Vision 2075. It identifies priority areas of investment and reform, ensuring that the College remains responsive to national priorities, global trends, and stakeholder expectations.

3.2 Vision and Mission of the College

The Vision and Mission statements serve as the strategic compass for the Sixth CSP for the period 2026/27–2030/31. In line with the long-term aspirations articulated in CBE Vision 2075, the College has resolved to retain its 50-year Vision statement. This continuity ensures strategic coherence and reinforces the College's commitment to becoming a globally recognised institution of applied business education, research, and public service. The Mission has been updated to reflect CBE's renewed commitment to academic distinction, business innovation, and societal transformation. This CSP (2026/27–2030/31) is designed to operationalise these statements over the next five years.

3.2.1 Vision Statement

"To be a resourceful world-class College recognised for excellence in applied business education, research, and public services."

3.2.2 Mission Statement

"Delivering industry-aligned business education, applied research, and high-impact consultancy services."

Details of the Vision and Mission statements are provided in Table 8.

Table 8: Description of the Vision and Mission Statements

S/N	Key Term / Phrase	Description
1	Resourceful World-Class College	An adaptive, innovative, and well-equipped College that meets international standards and responds to emerging academic, industry, and societal needs.
2	Applied Business Education	Practical, skills-based training that prepares learners for the dynamic business environment.
3	Public Services	Contributions to society through outreach, consultancy, training, and knowledge transfer initiatives.
4	Industry-Aligned Education	Relevant, competency-based academic programmes aligned with national and global standards.
5	Applied Research	Solution-oriented research that addresses real-world problems and informs policy, practice, and innovation.
6	Impactful Consultancy	Timely, expert advisory services tailored to specific institutional, community, or industry needs.

3.3 Core Values

The implementation of the Sixth CSP (2026/27–2030/31) will be guided by six core values that reflect the institutional ethos, shape organisational culture, and inform decision-making processes at all levels. Table 9 presents the core values and their corresponding descriptions.

Table 9: Core Values of the College of Business Education

S/N	Core Value	Description
1	Academic Freedom	The College upholds the freedom to teach, learn, debate, research, and disseminate findings responsibly, without undue restrictions.
2	Professionalism and Pursuit of Excellence	The College upholds high standards in performance and service delivery through professional conduct.
3	Integrity and Accountability	The College conducts its affairs with honesty, transparency, and ethical conduct.
4	Teamwork and Collegiality	The College promotes a collegial environment through shared governance, collective responsibility, open communication, and mutual respect.

S/N	Core Value	Description
5	Service Orientation and Customer Care	The College is committed to delivering timely, responsive, and respectful services to all stakeholders.
6	Equity and Inclusivity	The College respects diversity and promotes fairness and equal opportunity for all.

3.4 Beneficiaries of the Strategic Plan

The implementation of the Sixth Corporate Strategic Plan (2026/27–2030/31) is expected to benefit a wide range of stakeholders who are directly and indirectly served by the College of Business Education. Identifying and addressing the needs of these beneficiaries ensures that the strategic interventions remain relevant, inclusive, and impactful. The primary beneficiaries of the CSP include:

- **Students:** Both current and prospective students will benefit from improved academic quality, modernised infrastructure, enhanced digital learning platforms, and expanded programme offerings that align with market needs.
- **Academic and Administrative Staff:** Staff will benefit through improved working environments, professional development, institutional governance reforms, and better resource mobilisation to support service delivery.
- **Employers and Industry Partners:** These stakeholders will gain from the College's efforts to produce competent, industry-ready graduates and from enhanced collaboration in research, innovation, consultancy, and curriculum development.
- **Alumni:** As ambassadors of the institution, alumni will benefit from continued engagement, a stronger reputation of the College, and expanded professional networks.
- **Government and Regulatory Bodies:** The College contributes to national development by supporting strategic goals in human capital development, research, innovation, anti-corruption, and public service reforms.
- **Local Communities and the General Public:** Through outreach, short courses, public lectures, and community engagement initiatives, the public will benefit from knowledge sharing, entrepreneurship support, and inclusive access to higher learning opportunities.
- **International Partners and Academic Networks:** These include universities, research institutions, and development partners engaged in exchange programmes, joint research, and collaborative initiatives.

3.5 Development Objective of the Strategic Plan

The overall development objective of the Sixth Corporate Strategic Plan (2026/27–2030/31) is to contribute to national social and economic transformation by strengthening the provision of demand-driven business education, applied research, innovation, and outreach services that develop skilled, ethical, and industry-ready graduates for a competitive and knowledge-based economy.

3.6 Strategic Objectives

To realise the College's vision and mission, the Sixth CSP (2026/27–2030/31) outlines seven strategic objectives that define CBE's key areas of transformation over the next five years. These objectives reflect the College's commitment to delivering relevant, high-impact academic programmes and services that respond to national priorities, global trends, and stakeholder needs. They provide a focused framework for guiding investment, institutional reform, and performance measurement throughout the strategic planning period. The objectives are:

- A: Academic excellence, research, innovation, and consultancy services enhanced.
- B: College's visibility and reputation enhanced through impactful marketing and superior customer experience.
- C: Mobilisation, management, and sustainability of financial resources improved.
- D: Infrastructure modernisation, technological capacity, and environmental sustainability improved.
- E: Institutional governance, human resource management, and student welfare enhanced.
- Y1: HIV/AIDS infections reduced, supportive services enhanced, and control of non-communicable diseases strengthened.
- Y2: Implementation of the National Anti-Corruption Strategy enhanced.

3.6.1 Alignment of the Strategic Objectives with FYDP IV

The strategic objectives of this Plan are aligned with the national priorities set out in FYDP IV (2026–2031), particularly in the areas of human capital development, innovation, infrastructure, financial sustainability, health, and governance. A mapping of CBE objectives to FYDP IV focus areas is presented in Table 10.

Table 10: Alignment of Strategic Objectives with FYDP IV

CBE Objective	Corresponding FYDP IV Focus Area(s)
A	Human capital development; Science, Technology and Innovation (STI)
B	Higher education competitiveness; global linkages
C	Public finance and institutional reform
D	Digital economy; green growth and infrastructure
E	Governance; human resource development
Y1	Health and well-being
Y2	Anti-corruption and accountability reforms

3.6.2 Strategic Objectives and Strategies

Table 11 presents each strategic objective together with the strategies that will be pursued to achieve it over the planning period.

Table 11: Strategic Objectives and Strategies

Strategic Objective	Strategies
Objective A: Academic excellence, research, innovation, and consultancy services enhanced.	A.1: Enhance academic programmes to address labour market needs.
	A.2: Improve quality of teaching and student learning experiences.
	A.3: Strengthen strategic partnerships and internationalisation.
	A.4: Improve graduate employability and career readiness.
	A.5: Strengthen capacities and capabilities in entrepreneurship and innovation.
	A.6: Strengthen academic support services, including admissions, examinations, and certification systems.
	A.7: Improve learning resources and library services.

Strategic Objective	Strategies
	<p>A.8: Enhance the College's capacity for applied research and scholarly work.</p> <p>A.9: Enhance the College's capacity for impactful consultancy services.</p> <p>A.10: Strengthen governance, transparency, and accountability of consultancy services.</p> <p>A.11: Expand continuing and professional education programmes.</p> <p>A.12: Strengthen compliance and quality assurance mechanisms.</p> <p>A.13: Enhance equitable access to academic programmes through Recognition of Prior Learning (RPL).</p>
<p>Objective B: College's visibility and reputation enhanced through impactful marketing and superior customer experience.</p>	<p>B.1: Strengthen College visibility through integrated marketing and branding initiatives.</p> <p>B.2: Improve service delivery and customer experience.</p> <p>B.3: Enhance community engagement and corporate social responsibility initiatives.</p>
<p>Objective C: Mobilisation, management, and sustainability of financial resources improved.</p>	<p>C.1: Strengthen financial resource mobilisation.</p> <p>C.2: Expand institutional revenue streams through income-generating investments.</p> <p>C.3: Strengthen governance frameworks for institutional investments.</p> <p>C.4: Strengthen financial management systems, accountability, and control mechanisms.</p>
<p>Objective D: Infrastructure modernisation, technological capacity, and environmental sustainability improved.</p>	<p>D.1: Improve physical infrastructure and facilities.</p> <p>D.2: Improve and modernise digital infrastructure and IT services.</p> <p>D.3: Integrate Artificial Intelligence and emerging technologies into teaching, research, and administration.</p> <p>D.4: Strengthen College data protection and privacy compliance.</p> <p>D.5: Improve environmental sustainability and climate-resilient institutional practices.</p>

Strategic Objective	Strategies
	<p>D.5: Strengthen ESG practices and reporting in line with IFRS Sustainability Disclosure Standards (S1 & S2).</p> <p>D.6: Strengthen maintenance and asset management systems.</p> <p>D.7: Enhance safety, security, and risk mitigation systems and measures.</p> <p>D.8: Strengthen internal accountability, reporting, risk management, and integrity systems.</p>
<p>Objective E: Institutional governance, human resource management, and student welfare enhanced.</p>	<p>E.1: Strengthen institutional governance structures and decision-making processes.</p> <p>E.2: Enhance legal services, policy enforcement, and regulatory compliance.</p> <p>E.3: Improve workforce planning, capacity building, and staff development.</p> <p>E.4: Promote staff engagement and cohesion through sports, institutional events, and team-building programmes.</p> <p>E.5: Promote long-term human resource sustainability through strategic retention and welfare initiatives.</p> <p>E.6: Enhance student governance and welfare services.</p>
<p>Objective Y1: HIV/AIDS infections reduced, supportive services enhanced, and control of non-communicable diseases strengthened.</p>	<p>Y1.1: Strengthen preventive measures against HIV/AIDS.</p> <p>Y1.2: Enhance institutional support systems for people living with HIV.</p> <p>Y1.3: Promote measures for preventing and controlling non-communicable diseases.</p>
<p>Objective Y2: Implementation of the National Anti-Corruption Strategy enhanced.</p>	<p>Y2.1: Promote ethical conduct and anti-corruption awareness among staff.</p> <p>Y2.2: Strengthen internal accountability, reporting, risk management, and integrity systems.</p>

3.6.3 Logical Framework Matrix

The Logical Framework Matrix presented in Table 12 outlines, for each strategic objective, the underlying strategies, targets, activities, Key Performance Indicators (KPIs), baseline and target values, and the responsible implementing units.

Table 12: CBE CSP 2026/27–2030/31 – Logical Framework Matrix

Strategy	Target	Activity	KPI	Baseline	Target	Responsible
Objective A: Academic excellence, research, innovation, and consultancy services enhanced						
A.1 Enhance academic programmes to address labour market needs	A.1.1 Academic programmes enhanced by June 2031	A.1.1.1 Develop new academic programmes aligned with labour market and national needs	Number of new programmes approved	25	50	DAC
		A.1.1.2 Review and revise existing programmes to ensure relevance and quality	Number of programmes reviewed and approved	15	25	DAC
		A.1.1.3 Increase the number of master's degree programmes to accelerate academic staff promotion	Number of master's degree programmes established	10	25	DAC
		A.1.1.4 Position selected academic programmes as centres of excellence	Number of programmes designated as Centres of Excellence	0	4	DAC
		A.1.1.5 Enhance business teacher education programmes aligned with national vocational	Number of Business Studies teacher graduates	56	1,000	DAC

Strategy	Target	Activity	KPI	Baseline	Target	Responsible
A.2 Improve quality of teaching and student learning experiences	A.2.1 Quality of teaching and student learning experiences improved by June 2031	requirements				
		A.2.1.1 Conduct regular capacity-building programmes for academic staff on CBET and instructional design	Number of CBET training sessions conducted	20	40	DAC
		A.2.1.2 Integrate digital platforms and blended instructional methods into academic programmes	Number of courses delivered via digital platforms	0	15	DAC
		A.2.1.3 Integrate AI and emerging technologies into curriculum and learning processes	Number of instructional materials digitised or developed for online delivery	0	30	DAC
		A.2.1.4 Build capacity on ethical and responsible use of AI and emerging technologies	Number of AI-related programmes introduced	0	5	DAC
			% of academic staff trained on ethical and responsible AI use	10%	100%	DAC
		A.2.1.5 Review SOPs for ethical and responsible use of AI and emerging technologies	Existence of reviewed SOPs	0	1	DAC

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Strategy	Target	Activity	KPI	Baseline	Target	Responsible
		A.2.1.6 Enforce SOPs for ethical and responsible use of AI and emerging technologies	Number of unethical AI use cases reported	10	0	DAC
		A.2.1.7 Develop prototypes or solutions addressing real-world problems using AI	Number of AI-based prototypes developed and tested	0	5	DAC
		A.2.1.8 Expand delivery through flexible online and hybrid modes	Number of programmes offered online or hybrid	3	8	DAC
		A.2.1.9 Build staff capacity in online governance and delivery	Number of students enrolled in online and hybrid programmes	35	1,200	DAC
		A.2.1.10 Conduct academic advising and career counselling	% of staff trained in online learning governance	10%	100%	DAC
		A.2.1.11 Implement teaching performance evaluations	Number of counselling sessions conducted	8	48	DAC
		A.2.1.12 Enhance student performance in professional certification exams	Number of evaluations conducted	40	80	DAC
			% of enrolled students passing certification exams	9%	50%	DAC

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Strategy	Target	Activity	KPI	Baseline	Target	Responsible
A.3 Strengthen strategic partnerships and internationalisation	A.3.1 Strategic partnerships and internationalisation strengthened by June 2031	A.3.1.1 Increase student and staff exchange programmes	Number of partner institutions in exchange programmes	4	15	ICC
			Number of students participating in exchange programmes	0	200	ICC
			Number of CBE staff participating in exchange programmes	10	50	ICC
		A.3.1.2 Establish institutional linkages for collaboration in academics, research, and consultancy	Number of MoUs/partnership agreements signed	5	30	ICC
			Number of active collaborations implemented	5	30	ICC
			Number of joint academic or research events conducted	5	50	ICC
		A.3.1.3 Implement alumni engagement strategies	Number of alumni engagement activities	5	25	ICC
		A.3.1.4 Expand double degree programmes	Number of double degree programmes established	2	10	ICC
			Number of students	50	300	ICC

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Strategy	Target	Activity	KPI	Baseline	Target	Responsible
			attending double degree programmes			
		A.3.1.5 Pursue international accreditation of academic programmes	Number of programmes internationally accredited	0	5	ICC
		A.3.1.6 Establish international branch campuses or learning centres	Number of campuses/learning centres established	0	2	ICC
		A.3.1.7 Promote strategic programmes to attract international students	Number of promotional events for strategic programmes	0	5	HCMU
A.4 Improve graduate employability and career readiness	A.4.1 Graduate employability and career readiness improved by June 2031	A.4.1.1 Establish more apprenticeship training programmes	Number of new apprenticeship programmes	2	15	DAC
			Number of students enrolled in apprenticeship programmes	0	600	DAC
		A.4.1.2 Conduct graduate tracer studies	Number of tracer studies conducted	2	7	DAC
		A.4.1.3 Attach students to workplaces for field practical training	% of students attached for field practical training	80%	100%	DAC
		A.4.1.4 Supervise students	% of students	90%	100%	DAC

Strategy	Target	Activity	KPI	Baseline	Target	Responsible
		during field practical training	supervised			
		A.4.1.5 Incorporate VR simulations to complement field practical training	Number of VR-based simulations used	0	10	DAC
		A.4.1.6 Invite industry practitioners as guest lecturers	Number of guest lectures conducted	30	150	DAC
		A.4.1.7 Introduce certification of selected modules/short courses	Number of certified modules/short courses	0	5	DAC
		A.4.1.8 Organise annual career fairs and employer engagement events	Number of career fairs held	1	21	DAC
A.5 Strengthen capacities and capabilities in entrepreneurship and innovation	A.5.1 Entrepreneurship and innovation capacities strengthened by June 2031	A.5.1.1 Integrate entrepreneurship and innovation content into academic programmes	Number of programmes with embedded entrepreneurship modules	23	31	Apprenticeship
		A.5.1.2 Facilitate mentorship and coaching by successful entrepreneurs	Number of mentorship sessions conducted	1	6	Apprenticeship
		A.5.1.3 Expand incubation programmes/business clinics	Number of incubatees supported	412	850	Apprenticeship

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Strategy	Target	Activity	KPI	Baseline	Target	Responsible
			Number of start-ups launched through incubation	12	100	Apprenticeship
			Amount of funding mobilised for incubatees (TZS)	0	50M	Apprenticeship
			Number of incubated start-ups active after 2 years	12	100	Apprenticeship
			Number of non-student entrepreneurs supported	0	50	Apprenticeship
		A.5.1.4 Facilitate student participation in innovation challenges and pitch competitions	Number of competitions participated in	1	6	Apprenticeship
		A.5.1.5 Establish business clinics in all campuses	Number of business clinics established	0	4	Apprenticeship
	A.5.2 Industry linkages strengthened by June 2031	A.5.2.1 Establish MoUs with major corporate headquarters	Number of MoUs signed	5	25	ICC
		A.5.2.2 Facilitate structured internship and attachment programmes with partners	Number of students placed in internships	50	3,000	Apprenticeship
A.6 Strengthen academic support	A.6.1 Academic support services	A.6.1.1 Enhance pre-admission and admission	Number of applicants admitted	23,111	40,000	DASS

Strategy	Target	Activity	KPI	Baseline	Target	Responsible
services (admissions, examinations, certification)	strengthened by June 2031	support to boost enrolment				
		A.6.1.1.2 Implement strategies to increase international student enrolment	Number of strategies implemented	2	10	DASS
			Number of international students enrolled	30	1,200	DASS
		A.6.1.1.3 Integrate VR into the student registration process	% of students using VR for registration	0	80%	DASS
		A.6.1.1.4 Track and analyse enrolment trends to inform recruitment planning	Number of students enrolled	23,111	40,000	DASS
		A.6.1.1.5 Conduct exit orientation and feedback meetings with finalists	Number of exit meetings conducted	20	40	DASS
		A.6.1.1.6 Conduct orientation for academic staff on exam conduct and result management	Number of orientation sessions conducted	20	60	DASS
		A.6.1.1.7 Improve examination handling and storage with access control	Number of campuses with secure storage	4	5	DASS
			Number of secure	4	5	DASS

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Strategy	Target	Activity	KPI	Baseline	Target	Responsible
A.7 Improve learning resources and library services	A.7.1 Learning resources and library services improved by June 2031	A.7.1.1 Increase acquisition of current textbooks, reference materials, and digital resources	storage rooms built/improved Number of newly acquired print textbooks	800	5,800	DLS
			Number of newly acquired digital resources (e-books, e-journals)	20,000	70,000	DLS
		A.7.1.2 Upgrade library ICT infrastructure	Number of computer workstations installed	10	30	DLS
			Bandwidth capacity available for library users (Mbps)	100	250	DLS
		A.7.1.3 Train students and staff on information literacy and digital library usage	Number of training sessions conducted	15	30	DLS
		A.7.1.4 Expand subscriptions to academic e-journals, databases, and e-books	Number of subscribed databases, e-journals, e-books	10	25	DLS
A.8 Enhance the College's capacity for applied research	A.8.1 Research and scholarly work capacity enhanced	A.8.1.1 Conduct regular training on research methodology, publication,	Number of trainings conducted	16	36	DRCP

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Strategy	Target	Activity	KPI	Baseline	Target	Responsible
and scholarly work	by June 2031	and consultancy skills				
		A.8.1.2 Organise annual research conferences or dissemination workshops	Number of events conducted annually	6	11	DRCP
			Number of papers presented	494	1,000	DRCP
		A.8.1.3 Encourage staff to publish in high-impact journals	Number of staff publications in high-impact journals	494	1,500	DRCP
		A.8.1.4 Promote visibility and quality of the Business and Economics Journal (BEJ)	Number of articles published in BEJ	33	100	DRCP
			Number of BEJ issues published	5	10	DRCP
			Indexing status of BEJ in recognised databases	1 (AJOL)	4	DRCP
		A.8.1.5 Organise capacity-building workshops on AI and emerging technologies	Number of workshops conducted	2	40	DRCP
		A.8.1.6 Carry out applied research projects in AI and emerging technologies	Number of AI research projects implemented	0	5	DRCP
		A.8.1.7 Facilitate collaborative research with national and international	Number of joint research projects	14	25	DRCP

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Strategy	Target	Activity	KPI	Baseline	Target	Responsible
		institutions				
		A.8.1.8 Promote a culture of engagement in fundable research	Number of fundable research proposals submitted	48	120	DRCP
			Number of proposals successfully funded	7	80	DRCP
		A.8.1.9 Facilitate staff participation in research conferences	Number of conferences attended	81	150	DRCP
			Number of papers presented by staff	210	350	DRCP
		A.8.1.10 Facilitate fundable research grant activities	Number of research grants solicited	8	28	DRCP
A.9 Enhance the College's capacity for impactful consultancy services	A.9.1 Consultancy services capacity enhanced by June 2031	A.9.1.1 Promote staff participation in consultancy assignments	Number of staff engaged in consultancy services	23	100	DRCP
		A.9.1.2 Expand consultancy and contract research services across departments	Revenue generated from consultancy services (TZS)	820M	2.5B	DRCP
		A.9.1.3 Provide M&E support services to government and business institutions	Number of M&E support services provided	0	50	DRCP

Strategy	Target	Activity	KPI	Baseline	Target	Responsible
		A.9.1.4 Provide risk management support services	Number of risk management support services provided	0	50	DRCP
		A.9.1.5 Provide ESG support services	Number of ESG support services provided	0	50	DRCP
A.10 Strengthen governance, transparency, and accountability of consultancy services	A.10.1 Consultancy governance strengthened by June 2031	A.10.1.1 Establish an independent Consultancy Bureau	Independent Consultancy Bureau established	0	1	DRCP
A.11 Expand continuing and professional education programmes	A.11.1 Continuing and professional education programmes expanded by June 2031	A.11.1.1 Conduct short courses for community groups and government agencies	Number of short courses conducted	150	500	DRCP
		A.11.1.2 Deliver online short courses	Number of online short courses conducted	20	150	DRCP
		A.11.1.3 Conduct professional review classes	Number of review classes conducted	10	20	DRCP
			Number of students enrolled in professional bodies	200	600	DRCP
			Number of certification programmes for professional bodies	3	6	DRCP
		A.11.1.4 Establish regional	Number of outreach	0	4	DRCP

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Strategy	Target	Activity	KPI	Baseline	Target	Responsible
		outreach centres	centres established			
		A.11.1.5 Design and deliver customised professional training	Number of customised programmes developed	2	25	DRCP
			Number of practitioners trained	480	10,000	DRCP
A.12 Strengthen compliance and quality assurance mechanisms	A.12.1 Compliance and QA mechanisms strengthened by June 2031	A.12.1.1 Maintain accreditation standards across all programmes and campuses	Number of valid accreditations maintained	4	5	QAU
		A.12.1.2 Promote a quality culture through awareness and capacity building	Number of awareness/capacity sessions conducted	8	20	QAU
		A.12.1.3 Facilitate ISO 21001:2018 certification of core activities	ISO 21001:2018 certificates obtained	0	2	QAU
		A.12.1.4 Participate in quality assurance forums and workshops	Number of forums attended	1	6	QAU
		A.12.1.5 Establish system for M&E of online learning performance	Number of monitoring reports produced	12	32	QAU
		A.12.1.6 Conduct periodic internal quality audits	Number of quality audits conducted	12	32	QAU
		A.12.1.7 Coordinate internal vetting of new and	Number of curricula vetted and validated	48	78	QAU

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Strategy	Target	Activity	KPI	Baseline	Target	Responsible
A.13 Enhance equitable access through Recognition of Prior Learning (RPL)	A.13.1 RPL integrated into academic programmes by June 2031	reviewed curricula A.13.1.1 Develop institutional RPL guidelines aligned with national guidelines	RPL guidelines developed and approved	0	1	DASS
		A.13.1.2 Facilitate admission through RPL pathway	Number of students admitted through RPL	0	1,000	DASS
		A.13.1.3 Conduct awareness and outreach on RPL opportunities	Number of awareness programmes conducted	0	100	HCMU

Objective B: College's visibility and reputation enhanced through impactful marketing and superior customer experience

B.1 Strengthen College visibility through integrated marketing and branding	B.1.1 College visibility strengthened by June 2031	B.1.1.1 Leverage digital tools to boost engagement, communication, and visibility	Number of website visitors	2M	70M	HCMU
		B.1.1.2 Produce and distribute updated promotional materials	Number of followers/subscribers	4M	140M	HCMU
		B.1.1.3 Install and maintain branded signage across all campuses	Number of materials distributed	50,000	110,000	HCMU
			Number of branded signage installed	10	16	HCMU

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Strategy	Target	Activity	KPI	Baseline	Target	Responsible
		B.1.1.4 Participate in exhibitions and education fairs	Number of exhibitions participated in	60	110	HCMU
		B.1.1.5 Collaborate with media for feature stories and interviews	Number of media features/interviews	60	110	HCMU
		B.1.1.6 Organise press conferences and media briefings	Number of press conferences held	20	35	HCMU
		B.1.1.7 Conduct school visits, career talks, and regional marketing drives	Number of institutions visited	340	800	HCMU
			Number of prospects reached	60,000	250,000	HCMU
		B.1.1.8 Publish institutional newsletters	Number of newsletters published	10	25	HCMU
B.2 Improve service delivery and customer experience	B.2.1 Service delivery improved by June 2031	B.2.1.1 Conduct regular training for staff on customer care	Number of training sessions conducted	100	150	HCMU
		B.2.1.2 Celebrate Customer Service Week	Number of activities/events held	60	110	HCMU
		B.2.1.3 Carry out annual customer satisfaction surveys	Number of survey reports produced	0	5	HCMU
B.3 Enhance	B.3.1 Community	B.3.1.1 Implement CSR	Number of CSR activities	90	120	DHRMA &

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Strategy	Target	Activity	KPI	Baseline	Target	Responsible
community engagement and CSR initiatives	engagement and CSR enhanced by June 2031	projects aligned with community needs	implemented			HCMU
Objective C: Mobilisation, management, and sustainability of financial resources improved						
C.1 Strengthen financial resource mobilisation	C.1.1 Financial resource mobilisation strengthened by June 2031	C.1.1.1 Conduct capacity building in fundraising and proposal development	Number of capacity-building sessions conducted	5	20	DPD (Resource Mobilisation)
		C.1.1.2 Develop/update resource mobilisation strategy	Availability of resource mobilisation strategy	0	1	DPD (Resource Mobilisation)
		C.1.1.3 Engage in Public-Private Partnerships (PPPs)	Number of PPPs established	1	4	DPD (Resource Mobilisation)
			Number of infrastructures through PPP	0	4	DPD (Resource Mobilisation)
		C.1.1.4 Develop and submit competitive grant proposals	Number of grants/proposals submitted and awarded	1	4	DPD (Resource Mobilisation)
		C.1.1.5 Organise fundraising campaigns and donor engagement events	Number of fundraising events held	0	4	DPD (Resource Mobilisation)
			Amount of funds raised (TZS)	0	1.5B	DPD (Resource Mobilisation)
C.2 Expand	C.2.1 Revenue	C.2.1.1 Identify and assess	Number of investment	2	4	DPD (Resource Mobilisation)

Strategy	Target	Activity	KPI	Baseline	Target	Responsible
institutional revenue streams through income-generating investments	streams expanded by June 2031	viable investment opportunities	opportunities assessed			Mobilisation)
		C.2.1.2 Commercialise institutional infrastructure and real estate	Number of new income-generating projects	0	4	DPD (Resource Mobilisation)
			Revenue from commercial ventures and investments (TZS)	0	10B	DPD (Resource Mobilisation)
		C.2.1.3 Establish and support spin-off companies	Number of spin-off companies established	0	2	DPD (Resource Mobilisation)
		C.2.1.4 Solicit fundable projects to expand revenue base	Number of fundable project proposals submitted	1	30	DPD (Resource Mobilisation)
			Total value of funds obtained (TZS)	0	200B	DPD (Resource Mobilisation)
	C.2.2 Establish sustainable financing mechanisms by June 2031	C.2.2.1 Establish a College Endowment Fund	College Endowment Fund established	0	1	DFA
		C.2.2.2 Develop an Endowment Fund Policy	Approved Endowment Fund Policy	0	1	DFA
C.3 Strengthen governance frameworks for	C.3.1 Investment governance enhanced by June	C.3.1.1 Develop and operationalise an Investment Governance	Approved policy in place	0	1	DR–PFA

Strategy	Target	Activity	KPI	Baseline	Target	Responsible
institutional investments	2031	Policy				
		C.3.1.2 Establish an investment committee	Committee established	0	1	DR-PFA
		C.3.1.3 Provide training on investment governance	Number of trainings conducted	0	5	DR-PFA
		C.3.1.4 Conduct annual reviews of investment performance	Number of annual reviews conducted	0	5	DR-PFA
C.4 Strengthen financial management systems, accountability, and control mechanisms	C.4.1 Financial management systems strengthened by June 2031	C.4.1.1 Strengthen internal controls to reduce financial risks	Number of control-related issues identified	4	10	DFA
		C.4.1.2 Build staff capacity in financial policies and compliance	Number of capacity-building sessions	4	8	DFA
		C.4.1.3 Monitor budget implementation and spending efficiency	% of budget utilised as per plan	85%	100%	DFA
		C.4.1.4 Implement annual procurement plans aligned with budget priorities	% of planned procurements executed	76%	100%	HPMU
		C.4.1.5 Conduct periodic internal audits of financial and procurement systems	Number of internal audits conducted	16	24	CIA

Strategy	Target	Activity	KPI	Baseline	Target	Responsible
Objective D: Infrastructure modernisation, technological capacity, and environmental sustainability improved						
D.1 Improve physical infrastructure and facilities	D.1.1 Physical infrastructure improved by June 2031	D.1.1.1 Rehabilitate and upgrade academic, administrative, and residential buildings	Number of facilities rehabilitated/upgraded	20	60	DPD (Estate)
		D.1.1.2 Construct new infrastructure to support academic and operational functions	Number of new buildings constructed	5	20	DPD (Estate)
		D.1.1.3 Improve accessibility features to support inclusivity	Number of inclusive-access facilities installed	8	40	DPD (Estate)
		D.1.1.4 Upgrade lecture halls, laboratories, and libraries	% of facilities equipped with updated amenities	63%	100%	DPD (Estate)
		D.1.1.5 Establish new campuses according to expansion plan	Number of new campuses established	0	2	Rector
D.2 Improve and modernise digital infrastructure and IT services	D.2.1 Digital infrastructure improved by June 2031	D.2.1.1 Upgrade network infrastructure	Number of upgrades made	6	20	ICT Manager
		D.2.1.2 Upgrade servers and data centre	Number of server/data centre upgrades	12	30	ICT Manager
		D.2.1.3 Enhance cybersecurity	Number of cybersecurity measures implemented	10	35	ICT Manager

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Strategy	Target	Activity	KPI	Baseline	Target	Responsible
		D.2.1.4 Establish and support smart classrooms and e-learning platforms	Number of smart classrooms/platforms supported	2	20	ICT Manager
		D.2.1.5 Improve IT user support services	Number of initiatives implemented	3	10	ICT Manager
		D.2.1.6 Expand digital platforms and systems	Number of digital systems implemented/upgraded	10	40	ICT Manager
D.3 Integrate AI and emerging technologies into teaching, research, and administration	D.3.1 AI integrated by June 2031	D.3.1.1 Adopt AI tools to enhance learning, student support, and operations	Number of AI-enabled platforms deployed	2	20	ICT Manager
		D.3.1.2 Train staff and students on AI and data-driven technologies	Number of AI training sessions conducted	10	100	ICT Manager
D.4 Strengthen College data protection and privacy compliance	D.4.1 Data protection and privacy compliance enhanced by June 2031	D.4.1.1 Develop institutional data protection and privacy policy	Policy in existence	0	1	ICT Manager
		D.4.1.2 Build capacity on data protection through training and awareness	Number of training sessions conducted	0	8	ICT Manager
			% of staff trained on data governance	15%	100%	ICT Manager
		D.4.1.3 Operationalise	% of DSARs resolved	85%	100%	ICT Manager

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Strategy	Target	Activity	KPI	Baseline	Target	Responsible
		systems for data governance (DSARs, DPIAs, breach reporting)	within legal timeframe			
			Number of DPIAs conducted	1	4	ICT Manager
			% of high-risk projects with DPIAs	75%	100%	ICT Manager
			% of breach incidents handled within timeframes	88%	100%	ICT Manager
D.5 Improve environmental sustainability and climate-resilient practices	D.5.1 Environmental sustainability improved by June 2031	D.5.1.1 Implement green campus initiatives (tree planting, waste segregation)	Number of environmental initiatives implemented	3	10	DPD (Estate)
		D.5.1.2 Incorporate climate resilience into infrastructure planning	Number of sustainable infrastructure projects	2	20	DPD (Estate)
		D.5.1.3 Strengthen waste management systems	Number of improved waste management systems	2	6	DPD (Estate)
		D.5.1.4 Reduce utility costs through energy-saving measures	Number of measures implemented	1	6	DPD (Estate)
D.6 Strengthen ESG practices and reporting (IFRS S1	D.6.1 ESG practices enhanced by June 2031	D.6.1.1 Establish the Sustainability Disclosure Committee	Committee established and operational	0	1	DR-PFA

Strategy	Target	Activity	KPI	Baseline	Target	Responsible
& S2)						
		D.6.1.2 Conduct a materiality assessment to identify ESG priorities	Number of materiality assessments conducted	0	5	Risk & ESG Unit
		D.6.1.3 Build capacity on IFRS S1 & S2 implementation	Number of trainings conducted	0	5	Risk & ESG Unit
			% of staff trained	0%	100%	Risk & ESG Unit
		D.6.1.4 Implement ESG practices in campus operations	Number of ESG initiatives implemented	3	20	Risk & ESG Unit
		D.6.1.5 Design and implement a digital system for ESG data	ESG data management system operational	0	8	Risk & ESG Unit
D.7 Strengthen maintenance and asset management systems	D.7.1 Asset management strengthened by June 2031	D.7.1.1 Conduct regular asset audits and develop utilisation plans	Number of asset audits conducted	20	40	HPMU
		D.7.1.2 Develop and implement a preventive maintenance schedule	Number of preventive maintenance activities completed	20	30	DPD (Estate)
			Level of asset management schedule implemented	82%	100%	DPD (Estate)
		D.7.1.3 Build staff capacity in facilities and asset	Number of staff trained	0	511	DPD (Estate)

Strategy	Target	Activity	KPI	Baseline	Target	Responsible
		management				
		D.7.1.4 Establish an automated system for tracking assets	Status of asset tracking system	0	4	HPMU
		D.7.1.5 Produce and publish annual ESG disclosure reports (IFRS S1/S2)	Number of disclosure reports published	0	5	Risk & ESG Unit
D.8 Enhance safety, security, and risk mitigation systems	D.8.1 Safety and security enhanced by June 2031	D.8.1.1 Upgrade security infrastructure (CCTV, lighting, fencing)	Number of security installations completed	500	2,000	ICT Manager & Estate
		D.8.1.2 Conduct fire drills and evacuation simulations periodically	Number of fire drills conducted annually	0	20	DPD (Estate)
		D.8.1.3 Install and maintain fire safety equipment	Number of facilities with functional fire safety systems	199	500	DPD (Estate)
D.9 Strengthen internal accountability, reporting, risk, and integrity systems	D.9.1 Accountability systems strengthened by June 2031	D.9.1.1 Conduct orientation on whistleblower protections and reporting procedures	Number of orientation sessions conducted	0	20	DHRMA
		D.9.1.2 Train managers on ethical leadership and integrity systems	Number of training sessions conducted	0	20	DHRMA
		D.9.1.3 Establish emergency response and	Number of plans developed	0	1	Risk & ESG Unit

Strategy	Target	Activity	KPI	Baseline	Target	Responsible
		disaster preparedness plans				
		D.9.1.4 Train staff and students on safety and emergency response	Number of training sessions conducted	10	34	Risk & ESG Unit
Objective E: Institutional governance, human resource management, and student welfare enhanced						
E.1 Strengthen institutional governance structures and decision-making	E.1.1 Governance strengthened by June 2031	E.1.1.1 Establish functional administrative structures for all campuses	Number of campuses with approved frameworks	4	6	DHRMA
			% of key administrative positions filled	10	20	DHRMA
		E.1.1.2 Digitise governance documentation and decision-tracking systems	Number of digital governance systems implemented	0	1	DHRMA
		E.1.1.3 Conduct governance and leadership training	Number of training sessions conducted	2	4	DHRMA
E.2 Enhance legal services, policy enforcement, and regulatory compliance	E.2.1 Legal services and compliance enhanced by June 2031	E.2.1.1 Provide legal advisory support	Number of legal advisory supports per year	120	360	HLSU
		E.2.1.2 Conduct staff sensitisation on policies	Number of sensitisation sessions	2	8	HLSU

Strategy	Target	Activity	KPI	Baseline	Target	Responsible
		and compliance				
		E.2.1.3 Manage institutional litigation cases	Number of litigation cases managed	7	2	HLSU
E.3 Improve workforce planning, capacity building, and staff development	E.3.1 Workforce planning improved by June 2031	E.3.1.1 Assess emerging skill gaps	Number of skills-gap assessments	2	7	DHRMA
		E.3.1.2 Conduct regular staff training and upskilling	Number of training sessions	200	565	DHRMA
		E.3.1.3 Facilitate participation in industry workshops and certifications	Number of staff attending	200	831	DHRMA
		E.3.1.4 Support academic advancement through long-term training	Number of staff enrolled in long-term training	60	210	DHRMA
E.4 Promote staff engagement and cohesion through sports and team-building	E.4.1 Staff engagement promoted by June 2031	E.4.1.1 Organise staff sports and recreation events	Number of events organised	10	30	DHRMA
		E.4.1.2 Conduct team-building and staff-bonding sessions	Number of sessions conducted	10	28	DHRMA
		E.4.1.3 Support staff participation in national	Number of competitions participated in	5	15	DHRMA

Strategy	Target	Activity	KPI	Baseline	Target	Responsible
E.5 Promote long-term HR sustainability through retention and welfare initiatives	E.5.1 HR sustainability promoted by June 2031	competitions E.5.1.1 Promote diversity, equity, and inclusion	Number of inclusive HR practices implemented	2	8	DHRMA
		E.5.1.2 Strengthen workplace wellness, mentorship, and psychosocial support	% of staff participating in support programmes	12%	80%	DHRMA
		E.5.1.3 Conduct periodic staff satisfaction and motivation surveys	Number of surveys conducted	0	5	DHRMA
		E.5.1.4 Recognise and reward staff for outstanding performance	Number of staff benefiting from awards	75	250	DHRMA
		E.5.1.5 Establish a Staff Welfare Fund	Staff Welfare Fund established	0	1	DHRMA
E.6 Enhance student governance and welfare services	E.6.1 Student welfare enhanced by June 2031	E.6.1.1 Conduct orientation for new students	Number of orientation sessions	20	40	DSS
		E.6.1.2 Facilitate CBESO elections	Number of CBESO leaders elected	250	500	DSS
		E.6.1.3 Conduct orientation for elected CBESO leaders	Number of CBESO leaders oriented	250	500	DSS

Strategy	Target	Activity	KPI	Baseline	Target	Responsible
		E.6.1.4 Provide psychosocial and counselling services	Number of students served	240	1,200	DSS
		E.6.1.5 Facilitate health and wellness campaigns	Number of activities conducted	20	100	DSS
		E.6.1.6 Facilitate access to student loans	Number of loan beneficiaries	8,600	43,000	DSS
		E.6.1.7 Provide guidance on NHIF registration and use	% of students registered with NHIF	67%	100%	DSS
		E.6.1.8 Facilitate student participation in community outreach	Number of outreach activities	16	80	DSS
		E.6.1.9 Promote awareness on gender, inclusion, anti-harassment, anti-corruption, HIV/AIDS	Number of sensitisation sessions	16	80	DSS
		E.6.1.10 Facilitate participation in sports, recreation, innovation, and leadership forums	Number of activities participated in	32	160	DSS

Objective Y1: HIV/AIDS infections reduced, supportive services enhanced, and control of NCDs strengthened

Y1.1 Strengthen preventive measures against HIV/AIDS	Y1.1.1 Preventive measures enhanced by June 2031	Y1.1.1.1 Conduct seminars on behaviour change and HIV/AIDS prevention	Number of seminars conducted	16	56	DHRMA
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Strategy	Target	Activity	KPI	Baseline	Target	Responsible
		Y1.1.1.2 Distribute educational materials on HIV/AIDS prevention	Number of materials distributed	0	1,000	DHRMA
		Y1.1.1.3 Facilitate regular on-campus HIV counselling and testing campaigns	Number of counselling sessions conducted	13	53	DHRMA
			Number of staff counselled	132	400	DHRMA
			Number of staff tested	48	400	DHRMA
Y1.2 Enhance institutional support systems for people living with HIV	Y1.2.1 Support systems enhanced by June 2031	Y1.2.1.1 Encourage staff to disclose HIV serostatus	Number of staff who disclosed status	2	8	DHRMA
		Y1.2.1.2 Provide monthly financial support to staff living with HIV/AIDS	Number of PLWHA receiving support	2	8	DHRMA
		Y1.2.1.3 Provide counselling services to PLWHIV	Number of counselling cases handled	2	8	DHRMA
Y1.3 Promote measures for preventing and controlling NCDs	Y1.3.1 NCD measures promoted by June 2031	Y1.3.1.1 Conduct awareness campaigns for NCDs	Number of awareness sessions	8	50	DHRMA
		Y1.3.1.2 Organise health screening sessions for NCDs	Number of screening sessions	16	36	DHRMA

Strategy	Target	Activity	KPI	Baseline	Target	Responsible
Objective Y2: Implementation of the National Anti-Corruption Strategy enhanced						
Y2.1 Promote ethical conduct and anti-corruption awareness among staff	Y2.1.1 Ethical conduct promoted by June 2031	Y2.1.1.1 Conduct staff sensitisation seminars on ethics and anti-corruption	Number of seminars conducted	13	53	DHRMA
Y2.2 Strengthen internal accountability, reporting, risk, and integrity systems	Y2.2.1 Accountability systems strengthened by June 2031	Y2.2.1.1 Conduct annual reviews of internal control, risk, and integrity	Number of reviews conducted	230	420	DHRMA
		Y2.2.1.2 Organise capacity-building on accountability and integrity standards	% of staff trained	20%	80%	CIA
		Y2.2.1.3 Strengthen internal monitoring and compliance mechanisms	Number of audits and reports completed	4	24	CIA
		Y2.2.1.4 Establish confidential reporting and whistleblowing mechanisms	Number of whistleblowing cases reported and addressed	0	5	DHRMA

CHAPTER FOUR: RESOURCE PLANNING

4.1 Introduction

This chapter explains how resources and finances will support the implementation of the CBE Corporate Strategic Plan (2026/27–2030/31) in line with the National Planning Guidelines. It emphasises the importance of proper planning for human resources, finances, and technology to ensure successful implementation of strategic objectives. The chapter also addresses previous gaps where resource requirements were not clearly defined, and it outlines strategies to ensure resources are available and efficiently utilised to avoid shortages and improve performance.

4.2 Human Resource Planning

The Human Resource Plan highlights the importance of having adequate and skilled staff to successfully implement the CBE Corporate Strategic Plan. As of 30 June 2025, CBE had 501 staff members (please refer to Table 3 in Chapter Two). The College plans to recruit about 320 additional staff (200 academic and 120 administrative) over five years to support expansion, new programmes, and improved service delivery. Recruitment will be done gradually to align with financial capacity and institutional needs, while also addressing succession gaps caused by staff retirement.

The College will strengthen staff capacity through long-term training sponsorships for at least 10 staff annually, alongside short courses, workshops, and on-the-job training to improve skills and knowledge. Succession planning will also be enhanced by identifying and preparing potential staff to take over key leadership and specialist roles in the future. Additionally, CBE will continue to improve performance management through systems such as PEPMIS to monitor staff productivity and accountability. Overall, the Plan ensures that the College maintains a competent, motivated, and well-managed workforce to support the successful implementation of its strategic objectives.

4.3 Financial Planning

4.3.1 Planned Financial Resources

The Financial Plan outlines the funding requirements for implementing the CBE Corporate Strategic Plan (2026/27–2030/31) and the strategies for mobilising and managing financial

resources. Based on Table 13, the College projects a total resource envelope of TZS 462.3 billion over the five-year period. Of this amount, internally generated revenue (own source) is expected to contribute TZS 293.7 billion, dominated by tuition fees amounting to TZS 268.8 billion, while non-tuition own-source revenue contributes TZS 24.9 billion from streams such as consultancy services, research grants, rental income, academic fees, and short courses.

Table 13: Projected Revenue Collections (TZS)

Revenue Source	2026/2027	2027/2028	2028/2029	2029/2030	2030/2031	TOTAL
Tuition Fees	44,034,736,444	48,438,210,088	53,282,031,097	58,610,234,207	64,471,257,628	268,836,469,464
Non-Tuition Fees (Own Source)						
Short courses	136,000,000	149,600,000	164,560,000	181,016,000	199,117,600	830,293,600
Academic fees (non-tuition)	335,950,000	369,545,000	406,499,500	447,149,450	491,864,395	2,051,008,345
Rental fees	1,607,577,488	1,768,335,237	1,945,168,760	2,139,685,637	2,353,654,200	9,814,421,322
Professional consultancy	1,000,000,000	1,100,000,000	1,210,000,000	1,331,000,000	1,464,100,000	6,105,100,000
Research grants	1,000,000,000	1,100,000,000	1,210,000,000	1,331,000,000	1,464,100,000	6,105,100,000
Subtotal – Non-Tuition (Own Source)	4,079,527,488	4,487,480,237	4,936,228,260	5,429,851,087	5,972,836,195	24,905,923,267
Non-Tuition Fees (External Sources)						
PE subvention	16,123,808,400	17,736,189,240	19,509,808,164	21,460,788,980	23,606,867,878	98,437,462,663
Development subvention	2,000,000,000	2,200,000,000	2,420,000,000	2,662,000,000	2,928,200,000	12,210,200,000
Donor funds	8,608,133,770	9,468,947,147	10,415,841,862	11,457,426,048	12,603,168,653	52,553,517,479
Loans / PPP	4,000,000,000	0	0	657,300,000	723,030,000	5,380,330,000
Subtotal – Non-Tuition (External)	30,731,942,170	29,405,136,387	32,345,650,026	36,237,515,028	39,861,266,531	168,581,510,142
Subtotal – All Non-Tuition Fees	34,811,469,658	33,892,616,624	37,281,878,286	41,667,366,115	45,834,102,726	193,487,433,409
GRAND TOTAL	78,846,206,102	82,330,826,712	90,563,909,384	100,277,600,321	110,305,360,354	462,323,902,873

External financing is projected at TZS 168.6 billion, comprising Government subventions of TZS 110.6 billion (TZS 98.4 billion for Personal Emoluments and TZS 12.2 billion for development projects), donor funds amounting to TZS 52.6 billion, and loans/PPP arrangements totaling TZS 5.4 billion.

The overall resource envelope demonstrates steady annual growth from TZS 78.8 billion in 2026/2027 to TZS 110.3 billion in 2030/2031. Non-tuition revenue also shows a gradual upward trend, despite a slight decline in 2027/2028, before increasing consistently in subsequent years. This pattern reflects the College's ongoing efforts to strengthen alternative income streams while maintaining tuition fees as the primary source of revenue. The expected sources of finance are summarised in Table 13.

4.3.2 Planned Diversification of Revenue Sources

The College's financial structure reflects a deliberate strategy to broaden its revenue base over the planning period (2026/2027–2030/2031), while maintaining tuition fees as a stable funding anchor. As shown in Table 14, tuition fees account for an average of 58.1% of the total budget, moving from 55.8% in 2026/2027 to 58.8% in 2027/2028 and 2028/2029, and settling at 58.4% in the final two years. In absolute terms, tuition fee income contributes TZS 268.8 billion to a total budget of TZS 462.3 billion, providing a predictable foundation upon which complementary revenue streams are being developed. Alongside this stable base, the College is actively cultivating a wider portfolio of non-tuition income sources, which, despite a modest dip in 2027/2028, expand steadily to reach TZS 45.8 billion by 2030/2031. Overall, the trend points to a progressively diversified revenue mix, with growing contributions from alternative sources strengthening the College's financial resilience and broadening its funding architecture beyond tuition.

Table 14: Percentage Reduction of Dependence on Tuition Fees (TZS)

Item	2026/2027	2027/2028	2028/2029	2029/2030	2030/2031	TOTAL
Tuition fee income	44,034,736,444	48,438,210,088	53,282,031,097	58,610,234,207	64,471,257,628	268,836,469,464

Item	2026/2027	2027/2028	2028/2029	2029/2030	2030/2031	TOTAL
Non-tuition fee income	34,811,469,658	33,892,616,624	37,281,878,286	41,667,366,115	45,834,102,726	193,487,433,409
Total Budget	78,846,206,102	82,330,826,712	90,563,909,384	100,277,600,321	110,305,360,354	462,323,902,873
Percentage of tuition fee on total budget	55.8	58.8	58.8	58.4	58.4	58.1

4.3.3 Budget for Implementation of the CSP

Out of the total projected collections, the total budget required for implementation of the CSP is estimated at TZS 132.14 billion over five years, with annual funding needs increasing gradually as strategic activities expand. The budget supports key priorities such as improving academic quality, enhancing student services, strengthening research and consultancy, and improving institutional systems.

Table 15: Annual Funding Needs for the CSP 2026/27–2030/31 (TZS billions)

Year	2026/2027	2027/2028	2028/2029	2029/2030	2030/2031	TOTAL
CSP Budget	21.64	23.81	26.19	28.81	31.69	132.14

The Plan emphasises strong financial management through compliance with national budgeting systems, including PlanRep, NeST, and MUSE, to ensure transparency, accountability, and effective use of funds. Overall, the Financial Plan ensures sustainable funding and proper resource utilisation to support successful implementation of the strategic objectives.

4.3.4 Strategies for Revenue Diversification

To enhance financial sustainability, the College will implement a structured revenue diversification strategy aimed at reducing dependence on tuition fees. As reflected in the Strategic Plan's Logical Framework Matrix, the College will expand income-generating activities through consultancy services, executive education programmes, externally funded research,

strategic partnerships, and commercial utilisation of institutional facilities. Additional opportunities will arise from investment initiatives, Public–Private Partnerships, and strengthened alumni engagement. Collectively, these initiatives will broaden the College's revenue base, improve financial resilience, and support long-term institutional development. (See Appendix IV for a detailed list of revenue diversification activities.)

4.4 Technological Resource Planning

Technology plays a vital role in supporting the implementation of CBE's Strategic Plan across teaching, administration, and research activities. The Technological Resource Plan focuses on developing a modern digital infrastructure that enhances innovative teaching, improves management efficiency, and supports data-driven decision-making. This includes investment in software, systems, and equipment that integrate institutional operations and improve service delivery. The Plan also aligns with national priorities on digital transformation in education, particularly initiatives promoting smart classrooms and e-learning, ensuring that CBE contributes to and benefits from the country's move toward a digital economy.

4.4.1 Key Technological Initiatives in the CSP 2026/27–2030/31

The Technological Resource Plan outlines CBE's commitment to strengthening digital infrastructure to support teaching, administration, and research. The College plans to establish smart classrooms equipped with modern digital tools to enhance learning, support virtual instruction, and expand access to education. It will also upgrade ICT infrastructure by investing in servers, network systems, computers, and other equipment to improve connectivity, system reliability, and service efficiency. Additionally, CBE will implement and upgrade enterprise systems such as the Learning Management System (LMS), CBE Online Student Information System (COSIS), and other Management Information Systems to create an integrated digital College that supports data-driven decision-making.

The Plan further emphasises technology governance, cybersecurity, and compliance with national ICT standards to ensure system security and sustainability. Training programmes will be provided to staff and students to encourage effective use of new technologies, while promoting innovation and adaptability in teaching, administration, and research. Overall, technological investments will enhance education quality, improve institutional efficiency, and strengthen service delivery across the College.

CHAPTER FIVE: IMPLEMENTATION, MONITORING, EVALUATION AND RISK MANAGEMENT FRAMEWORK

5.1 Overview

This chapter presents the framework for the implementation, monitoring, evaluation, and risk management of the CBE CSP 2026/27–2030/31. The Monitoring and Evaluation (M&E) and Risk Management framework is designed to promote timely reporting, evidence-based decision-making, and continuous improvement.

5.2 Implementation

5.2.1 Prioritisation

Considering changing circumstances, the targets will be categorised into critical, high priority, and medium priority. Critical targets are those essential for the successful implementation of the respective strategic objectives; the activities planned for these targets will be initiated as soon as possible, within one year of the endorsement of this Strategic Plan. High-priority targets are also essential to the successful implementation of the Plan and should be initiated as soon as possible; in many cases, their implementation is contingent upon prior actions being undertaken. Medium-priority targets, on the other hand, are those deemed to be of value but which are only complementary in ensuring successful implementation of the Plan. The annual plan for implementation of the CSP will be prepared using the template provided in Appendix I.

5.2.2 Cascading of Objectives

The CSP will be implemented through a systematic and participatory cascading process, ensuring its integration with the strategic operational plans of all implementing units (campuses, directorates, units, sections, and departments). This will involve the development of annual plans and budgets by each responsible operational unit, which will directly contribute to the College's strategic objectives. Crucially, individual staff performance plans will be explicitly linked to operational unit plans and the performance management system, fostering collective ownership and accountability for the successful realisation of the CSP's targets. The CSP shall be the basis for preparing annual plans and budgets. All implementing units must align their resource requests, targets, and activities with the strategic priorities of the CSP to ensure coherence and efficiency in implementation.

5.2.3 Coordination Framework

The overall coordination of the CSP's implementation will reside with the Directorate of Planning and Development. To ensure broad-based ownership, accountability, and systematic monitoring, a multi-layered and participatory coordination framework will be employed, involving clearly defined roles for various institutional organs as follows.

5.2.3.1 Directorate of Planning and Development

The DPD will serve as the central coordinating body, responsible for:

- Disseminating the CSP to all stakeholders;
- Guiding the preparation of Annual Action Plans aligned with the CSP;
- Supporting implementing units in setting and tracking performance targets;
- Consolidating periodic implementation reports; and
- Providing technical support on monitoring, evaluation, and performance improvement.

Within the DPD, the M&E Unit shall oversee data collection, indicator tracking, performance analysis, and reporting. It will also ensure that monitoring tools and templates are standardised across campuses.

5.2.3.2 Monitoring and Evaluation Committee

The M&E Committee is a multi-disciplinary team responsible for institutional oversight of plan implementation. Its roles include:

- Reviewing quarterly and annual performance reports;
- Validating reported results against set targets;
- Advising Management on implementation gaps and corrective actions; and
- Supporting internal learning and accountability across the College.

5.2.3.3 Role of Implementing Units

Each Campus Director, Directorate, Department, and Unit Head shall:

- Translate strategic objectives into actionable plans;
- Oversee the execution of activities within their mandate;

- Collect and submit data on agreed performance indicators;
- Address emerging implementation challenges in a timely manner; and
- Participate in CSP review and reporting processes.

5.2.3.4 Role of Management

The Management Team shall provide strategic oversight and leadership by:

- Reviewing implementation progress and approving key decisions;
- Ensuring availability of resources for strategic activities;
- Integrating CSP priorities into institutional policies and directives; and
- Facilitating resource mobilisation and policy support for effective implementation.

5.2.3.5 Internal Audit Unit

The Internal Audit Unit will support CSP implementation by:

- Assessing the adequacy of internal controls linked to strategic activities;
- Auditing resource utilisation and compliance with financial and operational procedures;
- Identifying risks and inefficiencies that could impede implementation; and
- Reporting independently to the Rector and Governing Body on risk and compliance matters.

5.2.3.6 Quality Assurance Unit

The Quality Assurance Unit will oversee quality-assurance-related issues, ensuring adherence to institutional and national quality standards. Its roles include:

- Conducting monitoring and evaluation to ensure that implementation activities meet established academic standards;
- Conducting periodic quality audits across campuses; and
- Advising Management on improvements in teaching, research, and service delivery.

5.2.4 Resource Mobilisation

The effective implementation of this CSP will be fundamentally reliant on a diversified financial base, drawing from government subventions, grants, development partners, and internally generated revenue. The College will implement a comprehensive and proactive College-wide resource mobilisation strategy. This strategy will focus on identifying new income streams,

strengthening engagement with funding agencies, exploring Public–Private Partnerships, and commercialising institutional innovations and services to ensure sustained financial capability and optimal deployment of resources for the successful realisation of all strategic objectives.

5.3 Monitoring and Evaluation

M&E will be a continuous and integral process throughout the CSP period (2026/27–2030/31), coordinated by the M&E Unit situated within the Directorate of Planning and Development. The M&E Unit will lead the design of evaluation tools, data collection and analysis, stakeholder engagement, and the preparation of timely reports. The College's M&E Framework will align with the National Evaluation Manual for Tanzania's public sector, ensuring enhanced institutional performance, transparency, and evidence-based decision-making.

5.3.1 Monitoring

Monitoring is a continuous and systematic process of tracking the implementation of planned activities and measuring progress towards the achievement of strategic objectives. Continuous monitoring, coordinated by the M&E Unit within the Directorate of Planning and Development, will systematically track performance indicators to provide real-time insights into progress and implementation status. This will be achieved through a comprehensive monitoring plan, provided in Appendix II. The matrix defines for each strategic objective and strategy:

- Baseline indicator value and annual target values;
- Data collection method and instrument;
- Frequency of data collection and frequency of reporting; and
- Means of verification (e.g., audited reports, meeting minutes, stakeholder surveys).

Data for KPIs will be sourced from both secondary sources and primary data collection through surveys when necessary. Collection and reporting will occur quarterly, focusing on immediate operational challenges and progress updates. Regular progress review meetings with representatives from implementing units will be institutionalised to track achievements, discuss challenges, promote learning and ownership, and agree on remedial actions. The core objectives of this continuous monitoring include ensuring objectives are met within allocated timeframes, verifying prudent allocation and use of financial resources, providing periodic implementation reports, alerting management to deviations, and maintaining focus on the College's mission.

5.3.2 Planned Reviews

To ensure that the CSP remains responsive and results-driven, the College will undertake regular reviews throughout the implementation period. These reviews will provide opportunities for reflection, performance assessment, and strategic adjustment. Evaluation will critically assess the CSP's effectiveness, efficiency, relevance, sustainability, and overall impact on the realisation of the College's mission. Both formative and summative evaluations will be conducted.

Formative evaluations will be carried out periodically using the established KPIs as indicated in the Logical Framework (Table 12). Formative evaluations shall include annual evaluations and a mid-term evaluation. An annual evaluation shall be carried out after every year, whereas the mid-term evaluation shall be done halfway (after two and a half years) through the Strategic Plan's implementation period, using internal evaluators. A summative evaluation will be conducted at the end of the CSP period, involving both internal and external evaluators, with the internal evaluation preceding the external assessment. Each evaluation phase will be followed by workshops engaging stakeholders to discuss findings and recommendations.

The Directorate of Planning and Development will develop detailed Terms of Reference (ToRs) to guide these evaluations, focusing on the extent of objective accomplishment, alignment with and fulfilment of the College mission, factors contributing to success or challenges, adequacy and efficiency in resource mobilisation and utilisation, lessons learned to improve future planning and implementation, and strategic recommendations for institutional improvement. Table 16 presents the schedule of planned reviews.

Table 16: Schedule of Planned Reviews

Type of Review	Frequency	Responsible Unit	Key Outputs
Quarterly Reviews	Every 3 months	M&E Unit	Quarterly Progress Reports
Annual Reviews	Annually	M&E Unit	Annual Implementation Reports
Mid-Term Review	FY 2028/29	DPD	Mid-Term Evaluation Report
End-of-Plan Evaluation	FY 2030/31	DPD	Final CSP Evaluation Report

5.4 Reporting and Documentation

Implementing units will be responsible for preparing comprehensive implementation reports on both quarterly and annual bases. The M&E Unit shall then compile and prepare comprehensive M&E reports, ensuring that all reporting and documentation adhere to the established College reporting mechanisms. Quarterly reports will primarily focus on monitoring activities, while annual and mid-term M&E reports will provide comprehensive evaluative insights, enabling continuous oversight and strategic responsiveness throughout the Plan's lifecycle. To ensure clear communication channels and accountability for information dissemination, the College will adopt detailed reporting plans for both internal and external stakeholders.

5.4.1 Internal Reporting

Internal reporting will be coordinated by the Directorate of Planning and Development through the M&E Unit. Implementing units will submit quarterly and annual progress reports to the DPD based on standardised templates. These reports will cover the status of activity implementation, indicator performance, challenges encountered, and emerging issues.

The DPD will consolidate and analyse these reports to generate College-wide quarterly and annual implementation reports. These will be submitted to the Rector and the Management Team for review and strategic guidance before submission to the Governing Body for approval. The reports will also inform institutional planning, budgeting, and performance management processes.

5.4.2 External Reporting Plan

The external reporting plan contains reports that are used by external entities. The reports will be prepared on a quarterly and annual basis. The external reporting schedule is a prerequisite requirement in accordance with the statutory organs as directed from time to time. The External Reporting Plan is detailed in Table 17.

Table 17: External Reporting Plan Matrix

Report Type	Primary Recipient(s)	Frequency	Responsible
Quarterly Performance Report	Parent Ministry; Treasury Registrar	Quarterly	DPD (approved by Rector)

Report Type	Primary Recipient(s)	Frequency	Responsible
Annual Performance Report	Parent Ministry; Parliament (via Ministry)	Annually (FY end)	Rector
Financial Statements & Audit Report	Ministry of Finance; CAG; Treasury Registrar	Annually	Directorate of Finance and Accounts
Project Implementation Report	Relevant Donor/Development Partner; Parent Ministry	Quarterly / Annually (as required)	Project Coordinator (DPD oversight)
Final CSP Outcome Report (5-year)	Government (Ministry, PO-PSMGG, Treasury); General Public (published)	End of CSP (2031)	DPD & Rector (with Board approval)

5.5 Risk Management

The implementation of the CSP is subject to a number of risks. This part presents an analysis of potential risks, covering a description of the risks, their effects, and mitigation measures.

5.5.1 Strategic Assumptions

The successful implementation of this CSP is predicated on several key assumptions. Deviations from these assumptions pose potential risks that need proactive management:

- Continued government support and a predictable, stable regulatory framework for higher education in Tanzania;
- Adequate growth in funding, including increasing government subventions as well as the College's capacity to significantly expand internally generated revenues and attract external grants;
- The College's ability to establish and sustain effective collaborative partnerships with public, private, and development stakeholders;
- The ability to attract, retain, and continuously develop highly skilled academic and administrative staff;
- Reliable access to relevant and evolving technology infrastructure and digital learning resources to support both academic and administrative functions;

- Sustained and growing demand for CBE's academic programmes, reflected in stable or increasing student enrolment; and
- The collective commitment and capacity of all CBE staff and management to embrace and drive the transformational changes outlined in the CSP.

5.5.2 Risk Analysis and Mitigation

The M&E Unit, in close collaboration with all implementing units, will maintain a dynamic and continuously updated risk register. This register is crucial for proactively tracking identified risks, their potential effects on CSP implementation, and the status of corresponding mitigation measures. Table 18, which details key risk categories, descriptions of potential effects, and comprehensive mitigation measures, will serve as a foundational guide but will be regularly reviewed and updated to reflect emerging risks and the effectiveness of implemented controls. This approach ensures that the College remains agile and responsive to internal and external challenges throughout the CSP's lifecycle.

Table 18: Risk Analysis and Mitigation

Risk Category	Description of Risk	Potential Effects	Mitigation Measures
Financial Sustainability	Possibility of funding shortfall due to reliance on government subventions and inability to increase internally generated revenue, resulting in budget deficits.	Reduced implementation capacity, delays, and compromised service quality.	Diversify revenue sources, implement cost controls, undertake proactive resource mobilisation, and maintain contingency reserves.
Human Capital & Capacity	Possibility of skills shortage due to a competitive labour market and ineffective retention, resulting in loss of qualified staff and reduced institutional capacity.	Reduced teaching and administrative quality, project delays, and lower research output.	Implement competitive recruitment, continuous professional development, succession planning, and foster a supportive work environment.
Human Capital & Capacity (Health)	Possibility of continued HIV transmission due to inadequate preventive	Reduced staff and student productivity, higher healthcare costs,	Strengthen HIV/AIDS preventive education, increase access to

Risk Category	Description of Risk	Potential Effects	Mitigation Measures
	measures, resulting in reduced productivity and loss of institutional resources.	and negative impact on institutional performance.	voluntary counselling and testing (VCT), provide ongoing support services for affected individuals, and promote a supportive and stigma-free environment.
Academic Quality & Relevance	Possibility of curriculum misalignment due to inadequate industry engagement and irregular programme reviews, resulting in graduates' skills mismatch and diminished employability.	Reduced student enrolment and institutional reputation; weakened stakeholder trust.	Conduct regular curriculum reviews with industry input, strengthen faculty development, and enhance practical industry partnerships.
Infrastructure & Technology	Possibility of operational disruption due to outdated ICT infrastructure and inadequate cybersecurity, resulting in interruptions in learning and data breaches.	Reduced efficiency, negative impact on online learning, and potential loss of sensitive data.	Invest in ICT upgrades, cybersecurity protocols, backup systems, and staff technology training.
Regulatory & Compliance	Possibility of non-compliance due to evolving regulations and insufficient internal controls, resulting in sanctions and reputational damage.	Legal penalties, reputational damage, and loss of stakeholder confidence.	Conduct regular audits, monitor regulatory changes, and provide compliance training for staff.
Reputation & Stakeholder Trust	Possibility of negative public perception due to ineffective communication and stakeholder engagement, resulting in reduced	Loss of enrolment, difficulties in resource mobilisation, and weak community relations.	Implement proactive communication strategies, maintain transparent operations, strengthen alumni networks, and establish

Risk Category	Description of Risk	Potential Effects	Mitigation Measures
	student enrolment and funding opportunities.		effective feedback and grievance mechanisms.
Inadequate Visibility	Possibility of negative public perception due to ineffective stakeholder engagement, resulting in reduced student enrolment.	Reduced student enrolment; limited partnerships and funding opportunities; weakened brand and competitiveness.	Develop and implement comprehensive marketing and communication strategies, enhance digital presence, showcase achievements and success stories, and actively participate in local and international events and networks.
Operational & Process Risks	Possibility of inefficiencies due to outdated administrative processes and weak project management, resulting in delays and increased operational costs.	Failure to meet strategic objectives, decreased staff morale, and audit issues.	Streamline processes through digitisation, apply project management best practices, strengthen internal controls, and standardise operating procedures.

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APPENDIX I

ANNUAL ACTION PLAN FOR IMPLEMENTATION OF THE COLLEGE CORPORATE STRATEGIC PLAN (e.g. 2026/2027)

The Annual Action Plan shall be prepared by each Implementing Unit following the template below, with entries made for each Strategic Objective, Strategy, Target, and Activity.

Planned Activity	Measurable Indicator	Baseline Value	Target Value	Time Frame				Budget	Responsible
				Q1	Q2	Q3	Q4		
Strategic Objective A.1: ...									
Strategy A.1.1: ...									
Target A.1.1.1: ...									
A.1.1.1.1: ...									
A.1.1.1.2: ...									
A.1.1.1.3: ...									

Note: Additional rows are to be added for each Strategy, Target, and Activity across all seven Strategic Objectives (A, B, C, D, E, Y1, Y2).

APPENDIX II

MONITORING PLAN FOR THE CBE CORPORATE STRATEGIC PLAN (2026/27 – 2030/31)

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1	Year 2	Year 3	Year 4	Year 5					
				2026/27	2027/28	2028/29	2029/30	2030/31					
Objective A. Academic excellence, research, innovation, and consultancy services enhanced.													
A.1 Enhance academic programmes to address labour market needs													
A.1.1 Academic programmes enhanced by June, 2031													
A.1.1.1	Develop new academic programmes aligned with labour market and national needs		50	33	37	41	45	50	Approval documents for new programmes; accreditation letters	Curriculum approval records	Quarterly	Quarterly & Annually	DAC
A.1.1.2	Review existing programmes to ensure relevance and quality	15	25	17	19	21	23	25	Programme review reports; approval letters	Departmental records	Quarterly	Quarterly & Annually	DAC
A.1.1.3	Increase number of master's degree programmes to accelerate academic staff promotion	10	25	14	17	20	22	25	Approved programmes	Departmental records	Quarterly	Quarterly & Annually	DAC
A.1.1.4	Position	0	4	2	2	3	4	4	Centre	Department	Quarterly	Quarterly &	DAC

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
selected academic programmes as centres of excellence to enhance the college's competitiveness and academic leadership	Number of programmes designated as Centres of Excellence							implementation reports	mental records		Annually		
A.1.1.5 Enhance business teacher education programmes by aligning with national vocational requirements	A.1.1.5.1: Number of Business Studies teacher graduates	56	1000	150	300	500	800	1000	Graduation lists; enrolment and completion reports	Departmental records	Annually	DAC	
A.2 Improve quality of teaching and student learning experiences													
A.2.1 Quality of teaching and student learning experiences improved by June, 2031													
A.2.1.1 Conduct regular capacity-building programmes for academic staff on competency-based training (CBET) and instructional design	A.2.1.1.1: Number of training sessions on CBET conducted	20	40	24	28	32	36	40	Training reports; attendance lists	Academic Directorate records	Quarterly & Annually	DAC	
A.2.1.2 Integrate digital platforms and blended instructional methods into academic programmes	A.2.1.2.1: Number of courses delivered using approved	0	15	3	6	9	12	15	LMS usage reports; course schedules	E-learning platform records	Quarterly & Annually	DAC	

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
	digital platforms												
	A.2.1.2.2: Number of instructional materials digitized or developed for online delivery	0	30	6	12	18	24	30	Digital content repository records	E-learning content development logs	Semester-wise	Quarterly & Annually	DAC
A.2.1.3 Integrate AI and emerging technologies into curriculum and learning processes	A.2.1.3.1: Number of AI-related programmes introduced	0	5	1	2	3	4	5	Curriculum documents; programme approval records	Departmental records	Quarterly	Quarterly & Annually	DAC
A.2.1.4 Conduct capacity-building programmes on the ethical and responsible use of AI and emerging technologies in academic processes	A.2.1.4.1: % of academic staff trained on the ethical and responsible use of AI and emerging technologies	10%	100%	50%	60%	70%	80%	100%	Training attendance records; certificates of completion	Academic Directorate records	Quarterly	Quarterly & Annually	DAC
A.2.1.5 Review standard operating procedures (SOPs) for ethical and responsible use of AI and emerging	A.2.1.5.1: Existence of the reviewed SOPs for ethical and responsible	0	1	1	1	1	1	1	Approved SOP document	Policy document repository	Quarterly	Quarterly & Annually	DAC

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
technologies	use of AI and emerging technologies												
A.2.1.6 Enforce SOPs for ethical and responsible use of AI and emerging technologies	A.2.1.6.1: Number of unethical use of AI and emerging technologies reported	10	0	5	4	3	0	Incident reports	IT incident logs; Directorate records	Continuous (as incidents occur)	Quarterly & Annually	DAC	
A.2.1.7 Develop prototypes or solutions addressing real-world problems using AI and emerging technologies	A.2.1.7.1: Number of AI-based prototypes or solutions developed and tested	0	5	2	3	4	5	Project reports; prototype demonstration records	Innovation lab records	Quarterly	Quarterly & Annually	DAC	
A.2.1.8 Expand delivery of programmes through flexible learning modes including online and hybrid formats	A.2.1.8.1: Number of programmes offered online or in hybrid mode	3	8	4	5	6	7	Programme catalogues; e-learning timetables	Academic programmes list	Semester-wise	Quarterly & Annually	DAC	
	A.2.1.8.2: Number of students enrolled in online and hybrid	35	200	100	120	130	150	Enrolment records; LMS enrolment data	Admissions and registry data	Annually	Annually	DAC	

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
	programmes												
A.2.1.9 Build staff capacity in online governance and delivery	A.2.1.9.1: % of staff trained in online learning governance and delivery	10%	100%	50%	60%	70%	80%	100%	Training completion records	Academic Directorate reports	Quarterly	Quarterly & Annually	DAC
A.2.1.10 Conduct academic advising and career counselling	A.2.1.10.1: Number of career counselling sessions conducted	8	48	16	24	32	40	48	Counselling session logs	Departmental reports	Quarterly	Quarterly & Annually	DAC
A.2.1.11 Implement teaching performance evaluations	A.2.1.11.1: Number of evaluations conducted	40	80	48	56	64	72	80	Evaluation reports; summary of evaluation results	Departmental reports	Quarterly	Quarterly	DAC
A.2.1.12 Enhance student performance in professional certification exams	A.2.1.12.1: Percentage of enrolled students who pass each certification exam	9%	50%	15%	25%	35%	45%	50%	Exam result reports from certification bodies (e.g. NBAA, PSPTB)	Exam result reports from certification bodies (e.g. NBAA, PSPTB)	Annually	Annually	DAC

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Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1	Year 2	Year 3	Year 4	Year 5					
				2026/27	2027/28	2028/29	2029/30	2030/31					

A:3 Strengthen strategic partnerships and internationalisation

A.3.1 Strategic partnerships and internationalisation strengthened by June, 2031

A.3.1.1 Increase student and staff exchange programmes	A.3.1.1.1: Number of partner institutions involved in exchange programmes	4	15	5	8	11	13	15	Signed MoUs with partner institutions	Link and Collaboration Reports	Quarterly	Quarterly & Annually	ICC
	A.3.1.1.2: Number of students participating in exchange programmes	0	200	40	80	120	160	200	Exchange programme participation records	Link and Collaboration Reports	Quarterly	Quarterly & Annually	ICC
	A.3.1.1.3: Number of CBE staff participating in exchange programmes	10	50	18	26	34	42	50	Exchange programme reports; travel records	Link and Collaboration Reports	Quarterly	Quarterly & Annually	ICC
A.3.1.2 Establish institutional linkages for collaboration in academics, research, and consultancy	A.3.1.2.1: Number of MoUs/ partnership agreements signed	5	30	10	15	20	25	30	Signed partnership agreements	Link and Collaboration Reports	Quarterly	Quarterly & Annually	ICC
	A.3.1.2.2:	5	30	10	15	20	25	30	Collaboration	LC	Quarterly	Quarterly &	ICC

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
	Number of active collaborations implemented								activity reports		Annually		
	A.3.1.2.3: Number of joint academic or research events conducted	5	50	14	23	32	41	50	Event reports; proceedings	Research and academic departments records	Quarterly	Quarterly & Annually	ICC
A.3.1.3 Implement alumni engagement strategies	A.3.1.3.1: Number of alumni engagement activities implemented	5	25	9	13	17	21	25	Alumni event reports; attendance lists	Link and Collaboration Reports	Quarterly	Quarterly & Annually	ICC
A.3.1.4 Expand double degree programmes	A.3.1.4.1: Number of double degree programmes established	2	10	3	4	6	8	10	Double-degree programme agreements	Link and Collaboration Reports	Quarterly	Quarterly & Annually	ICC
	A.3.1.4.2: Number of students attending double degree	50	300	100	150	200	250	300	Enrolment records; partner university records	Link and Collaboration Reports	Quarterly	Quarterly & Annually	ICC

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
	A.3.1.4.1: Number of students attending double degree	50	300	100	150	200	250	300	Enrolment records; partner university records	Link and Collaboration Reports	Quarterly	Quarterly & Annually	ICC
A.3.1.5 Pursue international accreditation of academic programmes	A.3.1.5.1: Number of programmes accredited by international professional/academic bodies	0	5	0	1	3	4	5	Accreditation certificates/letters	Link and Collaboration Reports	Quarterly	Quarterly & Annually	ICC
A.3.1.6 Establish international branch campuses or learning centres	A.3.1.6.1: Number of campuses or learning centres established	0	2	0	0	1	1	2	Campus establishment reports; approval	Link and Collaboration Reports	Quarterly	Quarterly & Annually	ICC
A.3.1.7 Promote College strategic programmes to attract more international students	A.3.1.7.1: Number of promotional events for strategic programmes	0	5	1	2	3	4	5	Event reports; promotional material records	Marketing and Communications records	Quarterly	Quarterly & Annually	HCMU

A.4 Improve graduate employability and career readiness

A.4.1 Graduate employability and career readiness improved by June, 2031

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Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
A.4.1.1 Establish more apprenticeship training programmes	A.4.1.1.1: Number of new apprenticeship programmes established	2	15	5	7	9	12	15	Programme documents; partnership agreements	Academic affairs/industry liaison records	Quarterly	Quarterly & Annually	DAC
	A.4.1.1.2: Number of students enrolled in apprenticeship training programme	0	600	120	240	360	480	600	Enrolment lists; apprenticeship placement records	Academic departments records	Quarterly	Quarterly & Annually	DAC
A.4.1.2 Conduct tracer studies to assess employability trends	A.4.1.2.1: Number of tracer studies conducted	2	7	3	4	5	6	7	Tracer study reports	Academic Directorate records	Mid-Review	Mid-Review and End of CSP	DAC
A.4.1.3 Attach students to workplaces and institutions for field practical training in their respective disciplines	A.4.1.3.1: Percentage of students attached for field practical training	80%	100%	100%	100%	100%	100%	100%	Placement records; attachment letters	Academic departments field attachment records	During each field training period	Annually	DAC
A.4.1.4 Supervise students during field practical training to	A.4.1.4.1: Percentage of students	90%	100%	100%	100%	100%	100%	100%	Supervision reports; field visit logs	Academic department	During each field training	Annually	DAC

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
ensure quality learning experiences.	supervised								ments records	period			
A.4.1.5 Incorporate virtual reality (VR) simulations to complement field practical training	A.4.1.5.1: Number of VR-based simulations used in field training	0	10	2	4	6	8	10	Training records showing VR usage; lab logs	Academic departments report.	Quarterly	Quarterly & Annually	DAC
A.4.1.6 Invite industry practitioners and professionals as guest lecturers	A.4.1.6.1: Number of guest lectures conducted	30	100	44	58	72	86	100	Guest lecture schedules; visitor logs	Departmental event records	Semester-wise	Quarterly & Annually	DAC
A.4.1.7 Introduce certification of selected modules/short courses by international or national professional bodies	A.4.1.7.1: Number of certified modules/short courses introduced	0	5	1	2	3	4	5	Certification agreements; module syllabi	Academic Directorate records	Quarterly	Quarterly & Annually	DAC
A.4.1.8 Organize annual career fairs and employer engagement events	A.4.1.8.1: Number of career fairs/employer engagement events conducted	1	21	5	9	13	17	21	Event reports; participant feedback	Career services office records	Quarterly	Quarterly & Annually	DAC

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1	Year 2	Year 3	Year 4	Year 5					
				2026/27	2027/28	2028/29	2029/30	2030/31					

A.5 Strengthen capacities and capabilities in entrepreneurship and innovation

A.5.1 Capacities and capabilities in entrepreneurship and innovation strengthened by June, 2031

A.5.1.1	Integrate entrepreneurship and innovation content into academic programmes	23	31	24	25	26	27	31	Curriculum documents; module outlines	Academic Directorate records	Quarterly	Quarterly & Annually	Apprenticeship
A.5.1.1.1:	Number of programmes with embedded entrepreneurship modules												
A.5.1.2	Facilitate mentorship and coaching by successful entrepreneurs and innovators	1	6	2	3	4	5	6	Mentorship session logs; attendance lists	Academic Directorate records	Quarterly	Quarterly & Annually	Apprenticeship
A.5.1.2.1:	Number of mentorship sessions conducted												
A.5.1.3	Expand incubation programmes to support students, staff, and external business practitioners	412	850	512	570	640	780	850	Incubation program records; participant lists	Incubator centre records	Quarterly	Quarterly & Annually	Apprenticeship
A.5.1.3.1:	Number of incubates supported												
A.5.1.3.2:	Number of start-ups launched through incubation	12	100	20	32	50	80	100	Start-up registration documents; incubation reports	Incubator centre records	Quarterly	Quarterly & Annually	Apprenticeship
A.5.1.3.3:		0	50M	10M	20M	30M	40M	50M	Financial	Incubator	Quarterly	Quarterly & Annually	Apprenticeship

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
	Amount of funding mobilised to support incubates								records; sponsor/donor agreements	on program financial records	Annually	iceship	
	A.5.1.3.4: Number of incubated start-ups that remain active after 2 years	12	100	30	40	60	70	100	Start-up registration documents; incubation reports	Incubator centre records	Quarterly	Apprenticeship	
	A.5.1.3.5: Number of non-student entrepreneurs supported	0	50	5	15	25	35	50	Start-up registration documents; incubation reports	Incubator centre records	Quarterly	Apprenticeship	
A.5.1.4 Facilitate student participation in national and international innovation challenges and business pitch competitions	A.5.1.4.1: Number of competitions students participated	1	6	2	3	4	5	6	Competition Registration Records	Academic Director records	Quarterly	Apprenticeship	
A.5.1.5 Establish business clinics in all campuses	A.5.1.5.1: Number of business clinics established	0	4	1	2	2	3	4	Business clinic establishment reports	Academic Director records	Quarterly	Apprenticeship	

A.5.2 Strengthen industry linkages with major corporate headquarters

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Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1	Year 2	Year 3	Year 4	Year 5					
				2026/27	2027/28	2028/29	2029/30	2030/31					

A.5.2.1 Industry linkages with major corporate headquarters strengthened by June, 2031

A.5.2.1 Establish MoUs with major corporate headquarters (e.g., banks, financial institutions, and large firms)	A.5.2.1.1: Number of MoUs signed	5	25	9	13	17	21	25	Signed MoUs; partnership agreements	ICC records	Quarterly	Quarterly & Annually	ICC
A.5.3.1 Facilitate structured field attachment, internship, and attachment programmes with partner institutions	A.5.3.1.1: Number of students placed in internships	50	3,000	640	1230	1820	2410	3000	Placement records; internship agreements	Apprenticeship Unit records	Quarterly	Quarterly & Annually	Apprenticeship

A.6 Strengthen academic support services including admissions, examinations, and certification systems

A.6.1 Academic support services including admissions, examinations, and certification systems strengthened by June, 2031

A.6.1.1 Enhance pre-admission and admission support to boost enrolment	A.6.1.1.1: Number of applicants admitted	23,111	40,000	26,000	29,000	33,000	36,000	40,000	Admission reports; application records	Admission database	During admission period	Annually	DASS
A.6.1.2 Implement strategies to increase international student enrolment	A.6.1.2.1: Number of strategies implemented	2	10	3	4	5	8	10	Marketing reports	Marketing reports	During admission period	Annually	DASS
	A.6.1.2.2: Number of	30	1200	230	500	700	950	1200	Student admission	Admission	During admission	Annually	DASS

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Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
	international students enrolled								database	period			
A.6.1.3 Integrate virtual reality (VR) into the student registration process to guide new students through portal navigation and administrative procedures	A.6.1.3.1: % of students using VR for registration	0	80%	40%	50%	70%	75%	80%	VR usage reports; system logs	Registration system data	During registration period	Annually	DASS
A.6.1.4 Track and analyse enrolment trends to inform recruitment planning	A.6.1.4.1: Number of students enrolled	23,111	40,000	25	28,000	32,000	36,000	40,000	Enrolment statistics; trend analysis reports	Admission & enrolment system	Annually	Annually	DASS
A.6.1.5 Conduct exit orientation and feedback meetings with finalists	A.6.1.5.1: Number of exit meetings conducted	20	40	24	28	32	36	40	Exit meeting reports; attendance lists	Records of meetings held	Annually	Annually	DASS
A.6.1.6 Conduct orientation sessions for academic staff on exam conduct and result management	A.6.1.6.1: Number of orientation sessions conducted	20	60	28	36	44	52	60	Orientation reports; attendance lists	Records of sessions	Semester-wise	Semester-wise	DASS
A.6.1.7 Improve examination handling and storage rooms	A.6.1.7.1: Number of campuses	4	5	4	4	4	5	5	Audit reports; facility inspection	Estates/ Exams records	Quarterly	Quarterly and Annually	DASS

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
with access control	with secure storage in place							records					
A.6.1.7.2: Number of secure storage rooms built/improved	4	5	4	4	4	5	5	Construction/maintenance reports	Facility inspection	Annually	Annually	DASS	
A.6.1.8 Reduce delays in certificate and transcript issuance through adherence to timelines	A.6.1.8.1: Number of processing days	60 days	46 days	58 days	54 days	50 days	48 days	Registry reports; issuance logs	Graduation processing records	Annually	Annually	DASS	
A.6.1.9 Strengthen verification and quality control to eliminate certificate and transcript errors.	A.6.1.9.1: Percentage of certificates with reported errors per graduation cycle	7%	0%	5%	3%	2%	0%	Complaints & error logs	Quality assurance reports	Each graduation cycle	Annually	DASS	

A.7 Improve learning resources and library services

A.7.1 Learning resources and library services improved by June, 2031

A.7.1.1 Increase acquisition of current textbooks, reference	A.7.1.1.1: Number of newly	800	5800	2000	3000	4000	5000	5800	Acquisition reports; library	Library acquisition	Quarterly	Quarterly and Annually	DLS
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Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
materials, and digital resources	acquired print textbooks								records	database			
A.7.1.1.2: Number of newly acquired digital resources (e-books and e-journals)	20,000	70,000	30,000	40,000	50,000	60,000	70,000	Subscription agreements; usage logs	Library ICT system	Quarterly	Quarterly and Annually	DLS	
A.7.1.2 Upgrade library ICT infrastructure to support digital learning and research	A.7.1.2.1: Number of computer workstations installed in the library	10	30	14	18	22	26	30	Procurement/ installation reports	Library IT records	Quarterly and Annually	DLS	
	A.7.1.2.2: Bandwidth capacity available for library users (Mbps)	100M bps	250Mbps	130Mbps	150Mbps	170Mbps	200Mbps	250Mbps	ISP contracts; monitoring reports	ICT usage logs	Quarterly and Annually	DLS	
A.7.1.3 Train students and staff on information literacy and digital library usage	A.7.1.3.1: Number of information literacy and digital library training sessions conducted	15	30	18	21	24	27	30	Training reports; attendance registers	Library training records	Quarterly and Annually	DLS	

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
A.7.1.4 Expand subscriptions to academic e-journals, databases, and e-books	A.7.1.4.1: Number of subscribed academic databases, e-journals, and e-book collections	10	25	13	16	19	22	25	Subscription agreements; usage statistics	Library ICT system	Quarterly	Quarterly and Annually	DLS

A.8 Enhance the College's capacity for applied research and scholarly work.

A.8.1 The College's capacity for applied research and scholarly work enhanced by June, 2031

A.8.1.1 Conduct regular training on research methodology, and publication, and consultancy skills	A.8.1.1.1: Number of trainings conducted	16	36	20	24	28	32	36	Training reports; attendance lists	DRCP records	Quarterly	Quarterly and Annually	DRCP
A.8.1.2 Organize annual research conferences or dissemination workshops	A.8.1.2.1: Number of events conducted annually	6	11	7	8	9	10	11	Conference reports	DRCP records	Quarterly	Quarterly and Annually	DRCP
	A.8.1.2.2: Number of papers presented	494	1000	600	700	800	900	1000	Proceedings; presentation schedules	DRCP records	Quarterly	Quarterly and Annually	DRCP
A.8.1.3 Encourage staff to publish in high-impact journals	A.8.1.3.1: Number of staff	494	1500	590	690	1090	1300	1500	Publication lists; journal databases	DRCP records	Quarterly	Quarterly and Annually	DRCP

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Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
	publications in high-impact journals												
A.8.1.4 Promote the visibility, quality, and academic contribution of the Business and Economics Journal (BEJ)	A.8.1.4.1: Number of articles published in BEJ	33	100	48	58	68	78	100	BEJ records	DRCP records	Quarterly and Annually	DRCP	
	A.8.1.4.2: Number of BEJ issues published	5	10	6	7	8	9	10	BEJ issues	DRCP records	Quarterly and Annually	DRCP	
	A.8.1.4.3: Indexing status of BEJ in recognized databases (e.g., AJOL, Scopus)	1 database (AJOL)	4 databases	2	3	4	4	4	Indexing agreements	DRCP records	Quarterly and Annually	DRCP	
A.8.1.5 Organize capacity-building workshops on AI and emerging technologies	A.8.1.5.1: Number of training workshops on AI and emerging technologies conducted	2	40	12	18	28	36	40	Training reports; attendance registers	DRCP records	Quarterly and Annually	DRCP	

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
A.8.1.6 Carry out applied research and innovation projects in AI and emerging technologies	A.8.1.6.1: Number of AI and emerging technologies projects implemented	0	5	1	2	3	4	5	Research project reports	DRCP records	Quarterly	Quarterly and Annually	DRCP
A.8.1.7 Facilitate collaborative research with national and international institutions	A.8.1.7.1: Number of joint research projects	14	25	18	20	21	23	25	MoUs; research reports	DRCP records	Quarterly	Quarterly and Annually	DRCP
A.8.1.8 Promote culture of engagement in applying fundable research	A.8.1.8.1: Number of fundable research proposals submitted	48	120	60	70	80	100	120	Proposal submissions; records	DRCP records	Quarterly	Quarterly and Annually	DRCP
	A.8.1.8.2: Number of proposals successfully funded	7	80	30	40	64	72	80	Donor agreements; funding records	DRCP records	Quarterly	Quarterly and Annually	DRCP
A.8.1.9 Facilitate staff participation in national and international research conferences	A.8.1.9.1: Number of conferences attended	81	150	90	102	120	130	150	Attendance reports	DRCP records	Quarterly	Quarterly and Annually	DRCP
	A.8.1.9.2: Number of	210	350	250	300	320	330	350	Proceedings; presentation	DRCP records	Quarterly	Quarterly and	DRCP

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
	papers presented by staff							schedules			Annually		
A.8.1.10 To facilitate fundable research grant activities	A.8.1.10.1: Number of research grants solicited	8	18	20	22	24	26	Fundable research grants solicited	DPRSC records	Quarterly	Quarterly	DRCP	
A.8.1.11 Establish a dedicated research resource mobilisation and grant acquisition unit	A.8.1.11.1: The research resource mobilisation and grant acquisition unit established	0	1	0	0	1	1	Unit establishment documents; terms of reference	DR-ARC office records	Annually	Annually	DR-ARC	
A.8.1.12 Establish centres of excellence in strategic academic and research areas	A.8.1.12.1: Number of centres of excellence in strategic academic research areas established	0	2	0	1	1	2	Centre establishment reports; approval documents	DR-ARC office records	Annually	Annually	DR-ARC	
A.9 Enhance the College's capacity for impactful consultancy services.													
A.9.1 The College's capacity for impactful consultancy services enhanced by June, 2031.													
A.9.1.1 Promote	A.9.1.1.1:	23	100	56	67	78	90	100	Consultancy	DRCP	Quarterly	DRCP	

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
staff participation in consultancy assignments	Number of staff engaged in consultancy services							reports; staff engagement records	records		and Annually		
A.9.1.2 Expand consultancy and contract research services across departments	A.9.1.2.1: Revenue generated from consultancy services	820m	2.5b	1.5b	1.6b	1.9b	2.1b	2.5b	Financial reports; consultancy contracts	DRCP records	Quarterly and Annually	DRCP	
A.9.1.3 Provide targeted monitoring and evaluation support services to government agencies and business institutions	A.9.1.3.1: Number of support services provided to government agencies or business institutions	0	50	10	20	30	40	50	Signed service agreements; project reports	Client list; service delivery records	Quarterly and Annually	DRCP	
	A.9.1.3.2: Number of government agencies and business institutions receiving M&E assistance	0	50	10	20	30	40	50	Client list; service delivery records	Client list; service delivery records	Quarterly and Annually	DRCP	
A.9.1.4 Provide	A.9.1.4.1:	0	50	10	20	30	40	50	Signed	Client	Quarterly	DRCP	

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
targeted risk management support service to government agencies and business institutions	Number of risk management support services provided to government agencies or business institutions							service agreements; project reports	list; service delivery records		and Annually		
	A.9.1.4.2: Number of government agencies and business institutions receiving risk management assistance	0	50	10	20	30	40	50	Client list; service delivery records	Client list; service delivery records	Quarterly and Annually	DRCP	
A.9.1.5 Provide targeted Environmental, Social and Governance (ESG) support service to government agencies and business institutions	A.9.1.5.1: Number of ESG support services provided to government agencies or business institutions	0	50	10	20	30	40	50	Signed service agreements; project reports	Client list; service delivery records	Quarterly and Annually	DRCP	
	A.9.1.5.2: Number of government	0	50	10	20	30	40	50	Client list; service delivery	Client list; service	Quarterly and Annually	DRCP	

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1	Year 2	Year 3	Year 4	Year 5					
				2026/27	2027/28	2028/29	2029/30	2030/31					
	agencies and business institutions receiving risk management assistance								records	delivery records			
A.10 Strengthen governance, transparency, and accountability of consultancy services													
A.10.1 Governance, transparency, and accountability of consultancy services strengthened by June, 2031													
A.10.1.1 Establish an independent Consultancy Bureau to coordinate and oversee all consultancy services across the College	A.10.1.1.1 Independent Consultancy Bureau established	0	1	1	1	1	1	1	Establishment documents; organogram	DRCP reports	Once	Quarterly and Annually	DRCP
A.11 Expand continuing and professional education programmes													
A.11.1 Continuing and professional education programmes expanded by June, 2031													
A.11.1.1 Conduct short courses for community groups, and government agencies	A.11.1.1.1: Number of short courses for community groups, and government agencies conducted	150	500	220	290	360	430	500	Training reports; attendance lists	DRCP reports	Quarterly	Quarterly and Annually	DRCP
A.11.1.2 Deliver	A.11.1.2.1:	20	150	46	72	98	114	150	E-learning	DRCP	Quarterly	Quarterly	DRCP

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
online short courses	Number of online short courses conducted								reports; LMS logs	reports	and Annually		
A.11.1.3 Conduct professional review classes	A.11.1.3.1: Conduct professional review classes	10	20	12	14	16	18	20	Class timetables; reports	DRCP reports	Quarterly and Annually	DRCP	
	A.11.1.3.2: Number of students enrolled in professional bodies	200	600	280	340	420	500	600	Enrolment reports	DRCP reports	Quarterly and Annually	DRCP	
	A.11.1.3.3: Number of certification programs for professional bodies	3	6	3	4	4	5	6	Program Operational reports	DRCP reports	Quarterly and Annually	DRCP	
A.11.1.4 Establish regional outreach centres to deliver short courses closer to communities and industries	A.11.1.4.1: Number of outreach centres established	0	4	1	2	3	4	4	Launch reports; MoUs	DRCP reports	Quarterly and Annually	DRCP	
A.11.1.5 Design and deliver customised	A.11.1.5.1: Number of	2	25	5	10	15	20	25	Training proposals;	DRCP reports	Quarterly and	DRCP	

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
professional training programmes for local and international business practitioners	customised professional training programmes developed							reports			Annually		
	A.11.1.5.2: Number of practitioners trained	480	10,000	1000	4000	6000	8000	Attendance registers; completion certificates	DRCP reports	Quarterly	Quarterly and Annually	DRCP	
A.12 Strengthen compliance and quality assurance mechanisms													
A.12.1 Compliance and quality assurance mechanisms strengthened by 2031													
A.12.1.1 Maintain accreditation standards across all programmes and campuses	A.12.1.1.1: Number of valid accreditations maintained	4	5	4	4	4	5	Accreditation certificates	QA unit reports	Quarterly	Quarterly and Annually	QAU	
A.12.1.2 Promote a quality culture through awareness creation and capacity building on quality standards and compliance	A.12.1.2.1: Number of awareness and capacity-building sessions conducted	8	20	12	14	16	18	Workshop reports; attendance lists	QA unit reports	Quarterly	Quarterly and Annually	QAU	
A.12.1.3 Facilitate the ISO 21001:2018 certification of at least two (2) core activities of CBE	A.12.1.3.1: ISO 21001:2018 Certificate(s)	0	2	0	1	2	2	Certification reports; audit reports	QA unit reports	Quarterly	Quarterly and Annually	QAU	

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
A.12.1.4 Participate in quality assurance forums and workshops	A.12.1.4.1: Number of forums attended	1	6	2	3	4	5	6	Forum reports	QA unit reports	Quarterly	Quarterly and Annually	QAU
A.12.1.5 Establish a system for continuous monitoring and evaluation of online learning performance	A.12.1.5.1: Number of monitoring reports produced	12	32	6	20	24	28	32	Monitoring reports; LMS analytics	QA unit reports	Quarterly	Quarterly and Annually	QAU
A.12.1.6 Conduct periodic internal quality audits and evaluations to ensure adherence to academic standards	A.12.1.6.1: Number of quality audits conducted	12	32	16	20	24	28	32	Internal audit reports	QA unit reports	Quarterly	Quarterly and Annually	QAU
A.12.1.7 Coordinate internal vetting and validation of new and reviewed curricula before submission to regulatory authorities	A.12.1.7.1: Number of curricula vetted and validated	48	78	52	56	66	70	78	Vetting reports; validation minutes	QA unit reports	Quarterly	Quarterly and Annually	QAU
A.13 Enhance equitable access to academic programmes through Recognition of Prior Learning (RPL) in line with national regulatory frameworks													
A.13.1 RPL integrated into academic programmes by June, 2031													
A.13.1.1 Develop institutional RPL guidelines aligned with national	A.13.1.1.1: RPL guidelines developed	0	1	0	0	1	1	1	Approved guidelines document	DASS records	Annually	Annually	DASS

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
guidelines	and approved												
A.13.1.2 Facilitate admission through the RPL pathway	A.13.1.2.1: Number of students admitted through RPL	0	1000	200	400	600	800	1000	Admission records; RPL admission reports	Admissions database	Quarterly	Quarterly & Annually	DASS
A.13.1.3 Conduct awareness and outreach on RPL opportunities	A.13.1.3.1: Number of awareness programmes conducted	0	100	20	40	60	80	100	Awareness event reports	HCMU records	Quarterly	Quarterly & Annually	HCMU
Objective B: College's visibility and reputation enhanced through impactful marketing and superior customer experience.													
B.1 Strengthen college visibility through integrated marketing and branding initiatives													
B.1.1 College visibility through integrated marketing and branding initiatives strengthened by June, 2031													
B.1.1.1 Leverage diverse digital tools to boost engagement, communication, and visibility	B.1.1.1.1: Number of website visitors	2,000,000	70,000,000	3,000,000	4,000,000	5,000,000	6,000,000	7,000,000	Web analytics reports	Website analytics system	Quarterly	Quarterly and Annually	HCMU
	B.1.1.1.2: Number of followers or subscribers	4,000,000	140,000,000	6,000,000	8,000,000	10,000,000	12,000,000	14,000,000	Social media dashboards	Marketing reports	Quarterly	Quarterly and Annually	HCMU
B.1.1.2 Produce and distribute	B.1.1.2.1: Number of	50,000	110,000	60,000	70,000	80,000	90,000	110,000	Distribution records	Marketing	Quarterly	Quarterly and	HCMU

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
updated promotional materials	materials distributed								office		Annually		
B.1.1.3 Install and maintain branded signage and information boards across all campuses	B.1.1.3.1: Number of branded signage installed and maintained	10	16	11	12	13	14	16	Procurement/maintenance records	Estates & Marketing	Quarterly and Annually	HCMU	
B.1.1.4 Participate in exhibitions and education fairs	B.1.1.4.1: Number of exhibitions participated in	60	110	70	80	90	100	110	Participation reports	Marketing reports	Quarterly and Annually	HCMU	
B.1.1.5 Collaborate with media for feature stories, interviews, and educational programmes	B.1.1.5.1: Number of media features or interviews conducted	60	110	70	80	90	100	110	Media coverage reports	PR office	Quarterly and Annually	HCMU	
B.1.1.6 Organize press conferences and media briefings on key institutional developments	B.1.1.6.1: Number of press conferences held	20	35	23	26	29	32	35	Media reports	PR office	Quarterly and Annually	HCMU	
B.1.1.7 Conduct school visits, career talks, and regional marketing drives	B.1.1.7.1: Number of institutions visited	340	800	400	450	590	670	800	Visit reports	Marketing records	Quarterly and Annually	HCMU	

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Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
	B.1.1.7.2: Number of prospects reached	60,000	250,000	100,000	200,000	210,000	220,000	250,000	Prospect lists; reports	Marketing records	Quarterly and Annually	HCMU	
B.1.1.8 Publish institutional newsletters	B.1.1.8.1: Number of newsletters published	10	25	13	16	19	22	25	Published newsletters	Marketing office	Quarterly and Annually	HCMU	

B.2 Improve service delivery and customer experience

B.2.1 Service delivery and customer experience improved by June, 2031

B.2.1.1 Conduct regular training for staff on customer care and service excellence	B.2.1.1.1: Number of training sessions conducted	100	150	110	120	130	140	150	Training reports	HCMU Report	Quarterly and Annually	HCMU
B.2.1.2 Celebrate Customer Service Week to promote a service culture	B.2.1.2.1: Number of activities/events held during the week	60	110	70	80	90	100	110	Event reports	HCMU Report	Quarterly and Annually	HCMU
B.2.1.3 Carry out annual customer satisfaction surveys	B.2.1.3.1: Customer satisfaction survey report produced	0	5	1	2	3	4	5	Survey reports	HCMU Report	Quarterly and Annually	HCMU

B.3 Enhance community engagement and corporate social responsibility initiatives

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1	Year 2	Year 3	Year 4	Year 5					
				2026/27	2027/28	2028/29	2029/30	2030/31					

B.3.1 Community engagement, CSR, service delivery to to customer enhanced by June 2031

B.3.1.1	Implement CSR projects aligned with community needs	90	120	96	102	108	112	120	CSR reports	CSR/Outreach records	Quarterly	Quarterly and Annually	DHRMA & HCMU
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Objective C. Mobilization, management, and sustainability of financial resources improved.

C.1 Strengthen financial resource mobilisation

C.1.1 Financial resource mobilisation Strengthened by June, 2031

C.1.1.1	Conduct capacity building in fundraising, proposal development, and innovative financing to empower staff and operational units	5	20	9	12	16	18	20	Training reports	DPD records	Quarterly	Quarterly and Annually	DPD (Resource mobilization unit)
C.1.1.2	Develop/update resource mobilization strategy	0	1	1	1	1	1	1	Approved strategy	DPD reports	Quarterly	Quarterly and Annually	DPD (Resource mobilization unit)
C.1.1.3	Engage in Public-Private Partnerships (PPPs)	1	4	2	2	3	4	4	Signed PPP agreements	DPD reports	Quarterly	Quarterly and Annually	DPD (Resource mobilization unit)

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
												tion unit)	
	C.1.1.3.1: Number of infrastructure projects through PPP	0	4	1	2	3	4	Infrastructure reports	PPP/DPD reports	Quarterly	Quarterly and Annually	DPD (Resource mobilization unit)	
C.1.1.4 Develop and submit competitive grant proposals and funding applications	C.1.1.4.1: Number of grants or proposals submitted and awarded	1	4	2	3	3	4	Grant agreements; proposals	DPD reports	Quarterly	Quarterly and Annually	DPD (Resource mobilization unit)	
C.1.1.5 Organize fundraising campaigns and donor engagement events	C.1.1.5.1: Number of fundraising events held	0	4	1	2	2	3	Fundraising reports	DPD reports	Quarterly	Quarterly and Annually	DPD (Resource mobilization unit)	
	C.1.1.5.2: Amount of funds raised	0	1.5b	300m	600m	900m	1.2b	Financial reports	DPD accounts	Quarterly	Quarterly and Annually	DPD (Resource mobilization unit)	

C.2 Expand institutional revenue streams through income-generating investments

C.2.1 Institutional revenue streams through income-generating investments expanded by June, 2031

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Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
C.2.1.1 Identify and assess viable investment opportunities aligned with the College's mandate	C.2.1.1.1: Number of investment opportunities identified and assessed	2	4	2	3	4	4	Investment feasibility reports	DPD records	Quarterly	Quarterly and Annually	DPD (Resource mobilization unit)	
C.2.1.2 Commercialize and invest in institutional infrastructure, and real estate to enhance financial sustainability	C.2.1.2.1: Number of new income-generating projects initiated/implemented	0	4	1	2	3	4	Project reports	DPD reports	Quarterly	Quarterly and Annually	DPD (Resource mobilization unit)	
	C.2.1.2.2: Amount of revenue generated from commercial ventures and strategic investments	0	10b	2b	4b	7b	10b	Financial statements	DPD/Finance	Quarterly	Quarterly and Annually	DPD (Resource mobilization unit)	
C.2.1.3 Establish and support spin-off companies	C.2.1.3.1: Number of spin-off companies established	0	2	1	1	2	2	Company registration records	DPD reports	Quarterly	Quarterly and Annually	DPD (Resource mobilization unit)	
C.2.1.4 Solicit fundable projects to	C.2.1.4.1: Number	1	30	12	18	24	30	Quarterly reports	Quarterly	Quarterly	Quarterly	DPD (Resource mobilization unit)	

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
expand revenue base	fundable project proposals submitted		200b	40b	80b	120b	160b	200b	Quarterly reports	Quarterly	Quarterly	DPD (Resource mobilization unit)	
	C.2.1.4.2: Total value of funds obtained from successful project proposals	0	200b	40b	80b	120b	160b	200b	Quarterly reports	Quarterly	Quarterly	DPD (Resource mobilization unit)	
C.2.2 Establish sustainable institutional financing mechanisms by June, 2031													
C.2.1.5 Establish a College endowment fund	C.2.1.5.1: College endowment fund established	0	1	0	0	1	1	1	Endowment fund establishment documents	DFA records	Annually	DFA	
C.2.1.6 Develop an Endowment Fund Policy to guide its operationalisation	C.2.1.5.2: Approved Endowment Fund Policy in place	0	1	0	0	1	1	1	Approved policy document	DFA records	Annually	DFA	
C.3 Strengthen governance frameworks for institutional investments													
C.3.1 Governance of institutional investments enhanced by June 2031													
C.3.1.1 Develop and operationalise an	C.3.1.1.1: Approved	0	1	1	1	1	1	1	Policy document	DFA records	Once	PFA	

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
Investment Governance Policy	policy in place												
C.3.1.2 Establish an investment committee	C.3.1.2.1: Committee established	0	1	1	1	1	1	1	Committee reports	DFA	Once	Annually	DR-PFA
C.3.1.3 Provide training on investment governance for management	C.3.1.3.1: Number of training conducted	0	5	1	2	3	4	5	Training reports	DFA/HR	Quarterly	Quarterly and Annually	DR-PFA
C.3.1.4 Conduct annual reviews of investment performance and compliance	C.3.1.4.1: Number of annual reviews conducted	0	5	1	2	3	4	5	Annual review reports	HPMU	Quarterly	Quarterly and Annually	DR-PFA
C.4 Strengthen financial management systems, accountability, and control mechanisms													
C.4.1 Financial management systems, accountability, and control mechanisms strengthened by June, 2031													
C.4.1.1 Strengthen internal controls to reduce financial risks and irregularities	C.4.1.1.1: Number of control-related issues identified	4	10	5	6	7	9	10	Audit reports	DPD audits	Quarterly	Quarterly and Annually	DFA
C.4.1.2 Build capacity of staff in financial policies, procedures, and compliance	C.4.1.2.1: Number of capacity building sessions on	4	8	5	6	7	8	8	Training reports	DPD/HR	Quarterly	Quarterly and Annually	DFA

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
	financial management conducted												
C.4.1.3 Monitor budget implementation and spending efficiency	C.4.1.3.1: Percentage of budget utilized as per approved plan	85%	100%	88%	90%	95%	98%	100%	Budget reports	Finance records	Quarterly	Quarterly and Annually	DFA
C.4.1.4 Implement annual procurement plans aligned with budget priorities	C.4.1.4.1: Percentage of planned procurements executed	76%	100%	80%	85%	90%	95%	100%	Procurement reports	Procurement unit	Quarterly	Quarterly and Annually	HPMU
C.4.1.5 Conduct periodic internal audits and compliance assessments of financial and procurement management systems and procedures	C.4.1.5.1: Number of audits conducted	20	40	24	28	32	36	40	Internal audit reports	Audit office	Quarterly	Quarterly and Annually	CIA
Objective D. Infrastructure modernization, technological capacity, and environmental sustainability improved													
D.1 Improve physical infrastructure and facilities													
D.1.1 Physical infrastructure and facilities improved by June, 2031													
D.1.1.1	D.1.1.1.1:	20	60	28	36	44	52	60	Completion	DPD	Quarterly	Quarterly	DPD

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
Rehabilitate and upgrade academic, administrative, and residential buildings	Number of facilities rehabilitated or upgraded								certificates	reports		and Annually	(Estate)
D.1.1.2 Construct new infrastructure to support academic and operational functions	D.1.1.2.1: Number of new buildings constructed	5	20	7	9	12	16	20	Completion reports	DPD	Quarterly	Quarterly and Annually	DPD (Estate)
D.1.1.3 Improve accessibility features to support inclusivity	D.1.1.3.1: Number of inclusive-access facilities installed (e.g., ramps, signage)	8	40	12	16	20	32	40	Inspection reports	DPD	Quarterly	Quarterly and Annually	DPD (Estate)
D.1.1.4 Upgrade lecture halls, laboratories, and libraries with modern amenities	D.1.1.4.1: Number of facilities equipped with updated amenities	63%	100%	65%	70%	80%	90%	100%	Audit reports	DPD	Quarterly	Quarterly and Annually	DPD (Estate)
D.1.1.5 Establish new campuses in zones according to expansion plan	D.1.1.5.1: Number of new campuses established	0	2	0	1	1	1	2	Construction reports	DPD	Quarterly	Quarterly and Annually	RECTOR

D.2 Improve and modernize digital infrastructure and IT services

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Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1	Year 2	Year 3	Year 4	Year 5					
				2026/27	2027/28	2028/29	2029/30	2030/31					

D.2.1 Digital infrastructure and IT services improved by June, 2031

D.2.1.1 Upgrade Network Infrastructure	D.2.1.1.1: Number of upgrades made	6	20	8	12	14	16	20	IT upgrade reports	ICT Unit report	Quarterly	Quarterly and Annually	ICT Manager
D.2.1.2 Upgrade Servers and Data Centre.	D.2.1.2.1: Number of Server and Data centre upgrades made.	12	30	15	18	24	28	30	IT reports	ICT Unit report	Quarterly	Quarterly and Annually	ICT Manager
D.2.1.3 Enhance cybersecurity	D.2.1.3.1: Number of cybersecurity measures implemented	10	35	13	18	23	28	30	Security reports	ICT Unit report	Quarterly	Quarterly and Annually	ICT Manager
D.2.1.4 Establish and support smart classrooms and e-learning platforms	D.2.1.4.1: Number of smart classrooms and e-learning platforms established and supported.	2	16	4	8	12	14	16	Reports	ICT Unit report	Quarterly	Quarterly and Annually	ICT Manager
D.2.1.5 Improve IT user support services.	D.2.1.5.1: Number of initiatives	3	10	4	6	8	9	10	Support logs	ICT Unit report	Quarterly	Quarterly and Annually	ICT Manager

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
	taken to improve IT user support services												
D.2.1.6 Expansion of Digital Platforms and Systems	D.2.1.6.1: Number of digital systems implemented/upgraded	10	40	15	20	25	30	40	System reports	ICT Unit report	Quarterly and Annually	ICT Manager	
D.3 Integrate artificial intelligence and emerging technologies into teaching, research, and administration													
D.3.1 Artificial intelligence and emerging technologies into teaching, research, and administration integrated by June, 2031													
D.3.1.1 Adopt AI tools to enhance learning, student support, and operational efficiency	D.3.1.1.1: Number of AI-enabled platforms deployed	2	20	4	8	12	16	20	System reports	ICT Unit report	Quarterly and Annually	ICT Manager	
D.3.1.2 Train staff and students on the use of AI and data-driven technologies	D.3.1.2.1: Number of AI training sessions conducted	10	100	20	40	60	80	100	Training reports	ICT Unit report	Quarterly and Annually	ICT Manager	
D.4 Strengthen College data protection and privacy compliance													
6.4.1 College data protection and privacy compliance enhanced by June, 2031													
D.4.1.1 Develop institutional data	D.4.1.1.1: Existence of	0	1	1	1	1	1	1	Policy document	ICT Manager	Once Annually	ICT Manager	

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
protection and privacy policy	data protection and privacy policy.								r			r	
D.4.1.2 Build institutional capacity on data protection through staff/student training and awareness	D.4.1.2.1: Number of training sessions conducted for staff and students.	0	8	2	4	6	7	8	Training reports	ICT Unit report	Quarterly	Quarterly and Annually	ICT Manager
	D.4.1.2.2: % of staff trained on data governance protocol	15%	100%	30%	60%	70%	90%	100%	Training reports	ICT Unit report	Quarterly	Quarterly and Annually	ICT Manager
D.4.1.3 Operationalize systems for data governance including DSARs, DPIAs, breach reporting, and classification	D.4.1.3.1: % of DSARs resolved within legal timeframe	85%	100%	40%	60%	80%	90%	100%	System reports	ICT Unit report	Quarterly	Quarterly and Annually	ICT Manager
	D.4.1.3.2: Number of DPIAs conducted	1	4	2	2	3	3	4	Reports	ICT Unit report	Quarterly	Quarterly and Annually	ICT Manager
	D.4.1.3.3: %	75%	100%	80%	85%	90%	95%	100%	Reports	ICT Unit	Quarterly	Quarterly	ICT

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
	of high-risk projects with DPIAs conducted								report		and Annually	Manager	
	D.4.1.3.4: % of breach incidents handled within protocol-defined timeframes	88%	100%	80%	85%	90%	95%	100%	Incident reports	ICT Unit report	Quarterly and Annually	ICT Manager	

D.5 Improve environmental sustainability and climate-resilient institutional practices

D.5.1 Environmental sustainability and climate-resilient institutional practices improved by June, 2031

D.5.1.1 Implement green campus initiatives (e.g., tree planting, waste segregation)	D.5.1.1.1: Number of environmental initiatives implemented	3	10	4	6	7	8	10	Reports	DPD report	Quarterly and Annually	DPD (Estate)
D.5.1.2 Incorporate climate resilience and sustainability into infrastructure planning	D.5.1.2.1: Number of infrastructure projects designed with sustainability components	2	20	6	10	16	18	20	Reports	DPD report	Quarterly and Annually	DPD (Estate)
D.5.1.3 Strengthen waste management	D.5.1.3.1: Number of	2	6	2	3	4	5	6	Reports	DPD report	Quarterly and Annually	DPD (Estate)

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Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
systems	improved waste management systems										Annually		
D.5.1.4 Reduce utility costs through energy-saving and efficiency measures	D.5.1.4.1: Number of measures taken to reduce utility costs	1	6	2	3	4	5	6	Reports	DPD report	Quarterly and Annually	DPD (Estate)	
D.6 Strengthen ESG practices and reporting in line with IFRS Sustainability Disclosure Standards (S1 & S2)													
D.6.1 ESG practices and reporting enhanced in line with IFRS Sustainability Disclosure Standards (S1 & S2) by June 2031													
D.6.1.1 Establish the Sustainability Disclosure Committee	D.6.1.1.1: Sustainability Disclosure Committee established and operational	0	1	1	1	1	1	1	Committee reports	DPD report	Annually	DR-PFA	
D.6.1.2 Conduct a materiality assessment to identify key ESG priorities	D.6.1.2.1: Number of materiality assessments conducted	0	5	1	2	3	4	5	Reports	DPD report	Quarterly and Annually	Risk & ESG Unit	
D.6.1.3 Build capacity of staff and management on IFRS S1 & S2	D.6.1.3.1: Number of training conducted	0	5	1	2	3	4	5	Reports	DPD report	Quarterly and Annually	Risk & ESG Unit	

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
implementation													
	D.6.1.3.2: Percentage of staff trained	0%	100%	60%	70%	80%	90%	100%	Training reports	DPD report	Quarterly	Quarterly and Annually	Risk & ESG Unit
D.6.1.4 Implement ESG practices in campus operations (energy efficiency, waste management, gender equity, governance reforms)	D.6.1.4.1: Number of ESG initiatives implemented	3	20	4	8	14	16	20	Reports	DPD report	Quarterly	Quarterly and Annually	Risk & ESG Unit
D.6.1.5 Design and implement a digital system for ESG data collection and reporting	D.6.1.5.1: ESG data management system operational	0	8	2	4	6	7	8	System reports	DPD report	Quarterly	Quarterly and Annually	Risk & ESG Unit
D.7 Strengthen ESG practices and reporting in line with IFRS Sustainability Disclosure Standards (S1 & S2)													
D.7.1 ESG practices and reporting enhanced in line with IFRS Sustainability Disclosure Standards (S1 & S2) by June 2031													
D.7.1.1 Conduct regular asset audits and develop asset utilization plans	D.7.1.1.1: Number of asset audits conducted	20	40	24	28	32	36	40	Audit reports	DPD report	Quarterly	Quarterly and Annually	HPMU
D.7.1.2 Develop and implement a preventive maintenance schedule for	D.7.1.2.1: Number of preventive maintenance activities	20	30	32	34	36	38	40	Reports	DPD report	Quarterly	Quarterly and Annually	DPD (Estate)

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Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
institutional assets	completed												
	D.7.1.2.2: Level of asset management schedule implemented	82%	100%	85%	88%	90%	95%	100%	Reports	DPD report	Quarterly and Annually	DPD (Estate)	
D.7.1.3 Build staff capacity in facilities and asset management practices	D.7.1.3.1: Number of staff trained in asset management	0	511	100	200	300	400	500	Reports	DPD report	Quarterly and Annually	DPD (Estate)	
D.7.1.4 Establish an automated system for tracking and managing institutional assets	D.7.1.4.1: Status of asset tracking system operationalization	0	4	1	2	3	3	4	System reports	DPD report	Quarterly and Annually	HPMU	
D.7.1.5 Produce and publish annual ESG disclosure reports aligned with IFRS S1 & S2	D.7.1.5.1: Number of disclosure reports published in compliance with IFRS S1/S2	0	5	1	2	3	4	5	Published reports	DPD report	Quarterly and Annually	Risk & ESG Unit	

D.8 Enhance safety, security, and risk mitigation systems and measures

D.8.1 Safety, security, and risk mitigation systems and measures enhanced by June, 2031

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Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
D.8.1.1 Upgrade security infrastructure (e.g., CCTV, lighting, perimeter fencing)	D.8.1.1.1: Number of security installations completed	500	2000	600	800	1000	1500	2000	Inspection reports	DPD report	Quarterly and Annually	ICTM & ESTATE	
D.8.1.2 Conduct fire drills and evacuation simulations periodically	D.8.1.2.1: Number of fire drills conducted annually	0	20	4	8	12	16	20	Drill reports	DPD report	Annually	DPD (Estate)	
D.8.1.3 Install and maintain fire safety equipment in key facilities	D.8.1.3.1: Number of facilities equipped with functional fire safety systems	199	500	250	350	400	450	500	Inspection reports	DPD report	Quarterly and Annually	DPD (Estate)	
D.9. Strengthen internal accountability, reporting, risk management, and integrity systems													
D.9.1 Internal accountability, reporting, risk management, and integrity systems strengthened by June, 2031													
D.9.1.1 Conduct regular orientation sessions on whistle-blower protections and reporting procedures	D.9.1.1.1: Number of orientation sessions conducted	0	20	4	8	12	16	20	Orientation session reports	Training records (Integrity office)	Quarterly	DHRMA	
D.9.1.2 Train senior and middle-	D.9.1.2.1: Number of	0	20	4	8	12	16	20	Training reports;	HR training	Quarterly	DHRMA	

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
level managers on ethical leadership and integrity systems	training sessions conducted							attendance lists	records				
D.9.1.3 Establish institutional emergency response and disaster preparedness plans	D.9.1.3.1: Number of emergency preparedness plans developed	0	1	1	1	1	1	Reports	DPD report	Quarterly	Quarterly and Annually	RISK & ESG Unit	
D.9.1.4 Train staff and students on safety, security, and emergency response protocols	D.9.1.4.1: Number of training sessions conducted	10	34	18	22	26	30	Reports	DPD report	Quarterly	Quarterly and Annually	RISK & ESG Unit	
Objective E: Institutional governance, human resource management, and student welfare enhanced.													
E.1 Strengthen institutional governance structures and decision-making processes													
E.1.1 Institutional governance structures and decision-making processes strengthened by June, 2031													
E.1.1.1 Establish functional administrative structures for all campuses	E.1.1.1.1: Number of campuses with approved administrative frameworks	4	6	5	5	5	6	GB approvals	DHRMA records	Once	Once	DHRMA	
	E.1.1.1.2: % of key administrative	10	20	10	20	20	20	HR reports	DHRMA report	Quarterly	Quarterly and Annually	DHRMA	

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
	positions filled per campus												
E.1.1.2 Digitize governance documentation and decision-tracking systems	E.1.1.2.1: Number of digital systems implemented for governance processes	0	1	1	1	1	1	1	System reports	DHRMA report	Quarterly and Annually	DHRMA	
E.1.1.3 Conduct governance and leadership training for the governing body and management members	E.1.1.3.1: Number of governance training sessions conducted	2	4	2	3	3	4	4	Training reports	DHRMA report	Quarterly and Annually	DHRMA	
E.2 Enhance legal services, policy enforcement, and regulatory compliance													
E.2.1 Legal services, policy enforcement, and regulatory compliance													
E.2.1.1 Provide legal advisory support to management, staff, and governance organs	E.2.1.1.1: Number of legal advisory support provided per year	120	360	160	200	250	300	360	Legal unit reports	HLSU records	Quarterly and Annually	HLSU	
E.2.1.2 Conduct staff sensitization on	E.2.1.2.1: Number of	2	8	3	5	6	7	8	Session reports	HLSU	Quarterly and	HLSU	

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
institutional policies, laws, and compliance requirements	sensitization sessions conducted										Annually		
E.2.1.3 Manage institutional litigation cases and represent the College in legal proceedings	E.2.1.3.1: Number of litigation cases managed	7	2	5	4	3	2	Court/legal reports	HLSU	Quarterly	Quarterly and Annually	HLSU	
E.3 Improve workforce planning, capacity building, and staff development													
E.3.1 Workforce planning, capacity building, and staff development improved by June, 2031													
E.3.1.1 Assess emerging skill gaps	E.3.1.1.1: Number of skills gap assessments conducted	2	7	4	5	6	7	Reports	DHRMA report	Quarterly	Quarterly and Annually	DHRMA	
E.3.1.2 Conduct regular staff training and upskilling programmes aligned with institutional needs	E.3.1.2.1: Number of staff training and upskilling sessions conducted	200	565	355	415	485	565	Training reports	DHRMA report	Quarterly	Quarterly and Annually	DHRMA	
E.3.1.3 Facilitate participation in industry-relevant workshops, seminars, and certifications	E.3.1.3.1: Number of staff attending in industry-relevant programmes	200	831	400	550	650	831	Participation records	DHRMA report	Quarterly	Quarterly and Annually	DHRMA	

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
E.3.1.4 Support academic advancement and technical specialization through long-term training	E.3.1.4.1: Number of staff enrolled in long-term training programmes	60	210	90	120	150	180	210	HR reports	DHRMA report	Quarterly	Quarterly and Annually	DHRMA

E.4 Promote staff engagement, and cohesion through sports, institutional events, and team-building programmes

E.4.1 Staff engagement, and cohesion through sports, cultural events, and team-building programmes promoted by June, 2031

E.4.1.1 Organize staff sports and recreation events	E.4.1.1.1: Number of sports and recreation events organized	10	30	12	16	20	25	30	Event reports	DHRMA report	Quarterly	Quarterly and Annually	DHRMA
E.4.1.2 Conduct team-building and staff bonding sessions	E.4.1.2.1: Number of team-building sessions conducted	10	28	14	18	22	26	28	Reports	DHRMA report	Quarterly	Quarterly and Annually	DHRMA
E.4.1.3 Support staff participation in national or sector-wide recreational competitions	E.4.1.3.1: Number of recreational competitions participated in	5	15	7	9	11	13	15	Participation records	DHRMA report	Quarterly	Quarterly and Annually	DHRMA

E.5 Promote long-term human resource sustainability through retention strategies.

E.5.1 Long-term human resource sustainability through retention strategies promoted by June, 2031

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Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
E.5.1.1 Promote diversity, equity, and inclusion through targeted HR initiatives	E.5.1.1.1: Number of inclusive HR practices/programmes implemented	2	8	3	5	7	8	8	HR reports	DHRMA report	Quarterly and Annually	DHRMA	
E.5.1.2 Strengthen workplace wellness, mentorship, and psychosocial support programmes	E.5.1.2.1: % of staff participating in support programmes	12%	80%	20%	30%	60%	70%	80%	Programme reports	DHRMA report	Quarterly and Annually	DHRMA	
E.5.1.3 Conduct periodic staff satisfaction and motivation surveys	E.5.1.3.1: Number of surveys conducted	0	5	1	2	3	4	5	Survey reports	DHRMA report	Quarterly and Annually	DHRMA	
E.5.1.4 Recognize and reward staff for outstanding performance and long service	E.5.1.4.1: Number of staff benefiting from awards	75	250	100	125	170	200	250	Award reports	DHRMA report	Quarterly and Annually	DHRMA	
E.5.1.5 Establish a Staff Welfare Fund aimed at strengthening staff welfare and enabling staff to benefit from structured support	E.5.1.5.1: Staff Welfare Fund established	0	1	0	0	1	1	1	Fund establishment documents; fund charter	DHRMA records	Annually	DHRMA	

E.6 Enhance students governance and welfare services

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Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
E.6.1 Student welfare enhanced by June, 2031													
E.6.1.1 Conduct orientation for new students	E.6.1.1.1: Number of orientation sessions conducted	20	40	24	28	32	36	40	Reports	DSS report	Quarterly	Quarterly and Annually	DSS
E.6.1.2 Facilitate the election of CBESO Elections	E.6.1.2.1: Number of CBESO leaders elected	250	500	300	350	400	450	500	Election reports	DSS report	Quarterly	Quarterly and Annually	DSS
E.6.1.3 Conduct orientation for elected CBESO leaders.	E.6.1.3.1: Number of CBESO leaders oriented	250	500	300	350	400	450	500	Orientation reports	DSS report	Quarterly	Quarterly and Annually	DSS
E.6.1.4 Provide psychosocial and counselling services	E.6.1.4.1: Number of students served	240	1200	350	600	700	900	1200	Counselling reports	DSS report	Quarterly	Quarterly and Annually	DSS
E.6.1.5 Facilitate health and wellness campaigns	E.6.1.5.1: Number of health and wellness activities conducted	20	100	40	60	80	90	100	Campaign reports	DSS report	Quarterly	Quarterly and Annually	DSS
E.6.1.6 Facilitate access to student	E.6.1.6.1: Number of	8600	43000	10,000	22,000	30,000	40,000	43,000	Loan reports	DSS report	Quarterly	Quarterly and	DSS

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
loans	loan beneficiaries										Annually		
E.6.1.7 Provide guidance and support on NHIF registration and utilization of health insurance services	E.6.1.7.1: % of students registered with NHIF	67%	100%	80%	90%	95%	98%	100%	NHIF reports	DSS report	Quarterly and Annually	DSS	
E.6.1.8 Facilitate student participation in community outreach and volunteer programmes	E.6.1.8.1: Number of outreach/volunteer activities conducted	16	80	25	45	65	75	80	Outreach reports	DSS report	Quarterly and Annually	DSS	
E.6.1.9 Promote awareness on gender, inclusion, anti-harassment policies, anti-corruption, HIV/AIDS	E.6.1.9.1: Number of sensitisation sessions held	16	80	24	34	54	74	80	Session reports	DSS report	Quarterly and Annually	DSS	
E.6.1.10 Facilitate student participation in sports and recreation activities, national innovation, or leadership forum.	E.6.1.10.1: Number of sports and recreation activities participated in.	32	160	60	80	120	140	160	Participation reports	DSS report	Quarterly and Annually	DSS	

Objective Y1. HIV/AIDS Infections Reduced, Supportive Services Enhanced, and Control of Non-Communicable Diseases Strengthened.

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Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
YI.1 Strengthen preventive measures against HIV/AIDS													
YI.1.1 Preventive measures against HIV/AIDS enhanced by June, 2031													
Y1.1.1 Conduct seminars on behaviour change and prevention of HIV/AIDS	Y1.1.1.1: Number of seminars conducted	16	56	24	32	40	48	56	Verified seminar reports; attendance registers	Records of conducted seminars	Quarterly	Quarterly & Annually	DHRMA
Y1.1.1.2 Distribute educational materials on HIV/AIDS prevention	Y1.1.1.2.1: Number of educational materials distributed	0	1000	200	400	600	800	1000	Verified Distribution reports	Distribution logs/lists	Quarterly	Quarterly & Annually	DHRMA
Y1.1.3 Facilitate regular on-campus HIV counselling and testing campaigns	Y1.1.3.1: Number of on-campus counselling sessions conducted	13	53	21	29	37	45	53	Verified campaign reports	Records of conducted campaigns	Quarterly	Quarterly & Annually	DHRMA
	Y1.1.3.2: Number of staff counselled	132	400	187	240	293	346	400	Counselling logs; attendance sheets	Records of conducted counselling	Quarterly	Quarterly & Annually	DHRMA
	Y1.1.3.3: Number of staff tested	48	400	114	184	254	324	400	HIV testing records	Health unit testing	Quarterly	Quarterly & Annually	DHRMA

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1	Year 2	Year 3	Year 4	Year 5					
				2026/27	2027/28	2028/29	2029/30	2030/31		records			
Y1.2 Strengthen institutional support systems for people living with HIV													
Y1.2.1 Institutional support systems for people living with HIV enhanced by June, 2031													
Y1.2.1.1 Encourage staff to disclose their HIV serostatus.	Y1.2.1.1.1: Number of people disclosed their HIV status	2	8	3	4	5	6	8	HR records of disclosed status (confidential)	HR and clinic reports	Quarterly	Quarterly & Annually	DHRMA
Y1.2.1.2 Provide monthly financial support to staff living with HIV/AIDS	Y1.2.1.2.1; Number of PLWHA receiving financial support	2	8	3	4	5	6	8	Payroll records; support distribution lists	HR and Finance records	Monthly (track support provided)	Quarterly & Annually	DHRMA
Y1.2.1.3 Provide Counselling services to PLWHIV	Y1.2.1.3.1: Number of counselling cases handled	2	8	3	4	5	6	8	Counselling session records	Counselor's reports	Quarterly	Quarterly & Annually	DHRMA
Y1.3 Promote measures for preventing and controlling non-communicable diseases													
Y1.3.1 Measures for preventing and controlling non-communicable diseases promoted by June, 2031													
Y1.3.1.1 Conduct awareness campaigns for non-communicable	Y1.3.1.1.1: Number of awareness sessions	8	50	16	24	32	40	50	Campaign reports; attendance records	HR Director reports	Quarterly	Quarterly & Annually	DHRMA

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1	Year 2	Year 3	Year 4	Year 5					
				2026/27	2027/28	2028/29	2029/30	2030/31					
diseases	conducted												
Y1.3.1.2 Organise health screening sessions for non-communicable diseases	Y1.3.1.2.1: Number of screening sessions organised	16	36	20	24	28	32	36	Screening reports; participant logs	Health unit records	Quarterly	Quarterly & Annually	DHRMA
Objective Y2. Implementation of the National Anti-Corruption Strategy enhanced.													
Y2.1 Promote ethical conduct and anti-corruption awareness among staff.													
Y2.1.1 Ethical conduct and anti-corruption awareness among staff promoted by June, 2031													
Y2.1.1.1 Conduct staff sensitization seminars on ethics and anti-corruption	Y2.1.1.1.1: Number of seminars conducted	13	53	21	29	37	45	53	Seminar reports; attendance lists	HR training records	Quarterly	Quarterly & Annually	DHRMA
	Y2.1.1.2.1: Number of participants	230	420	268	306	344	382	420	Attendance registers; seminar evaluation forms	Seminar participant records	Quarterly	Quarterly & Annually	DHRMA
Y2.2 Strengthen internal accountability, reporting, risk management, and integrity systems													
Y2.2.1 Internal accountability, reporting, risk management, and integrity systems strengthened by June, 2031													
Y2.2.1.1 Conduct annual reviews of the College's internal control, risk management, and	Y2.2.1.1.1: Number of internal control and risk	1	5	2	3	3	4	5	Review reports; management letters	Internal Audit records	Annually	Annually	CIA

Activities	KPIs	Base line	Target Value	Cumulative Target					Means of Verification	Data Source	Freq. Collection	Freq. Reporting	Responsible
				Year 1 2026/ 27	Year 2 2027/ 28	Year 3 2028/ 29	Year 4 2029/ 30	Year 5 2030/ 31					
integrity	framework reviews conducted												
Y2.2.1.2 Organise targeted capacity-building sessions for staff on accountability, risk management, compliance, and integrity standards	Y2.2.1.2.1: Percentage of staff trained on accountability, risk management, and integrity standards	20%	80%	32%	44%	56%	68%	80%	Training reports; attendance registers	Internal Audit records	Quarterly	Quarterly & Annually	CIA
Y2.2.1.3 Strengthen internal monitoring and compliance mechanisms, including periodic internal audits and management reports	Y2.2.1.3.1: Number of internal audits and compliance reports completed	4	24	8	12	16	20	24	Audit and compliance reports	Internal Audit records	Quarterly	Quarterly & Annually	CIA
Y2.2.1.4 Establish and operationalise confidential reporting and whistleblowing mechanisms in line with the Ethics Secretariat and anti-corruption policies	Y2.2.1.4.1: Number of whistleblowing cases reported and addressed annually	0	5	1	2	3	4	5	Whistleblowing case records; Ethics Secretariat reports	Internal Audit records	Quarterly	Quarterly & Annually	CIA

APPENDIX III

RESULTS FRAMEWORK MATRIX

This matrix provides a summary-level view of how each Strategic Objective links to outcomes, outputs, performance indicators, and responsible units. Detailed annual and cumulative targets are provided in Appendix II.

S/N	Strategic Objective	Outcomes (Medium-Term Results)	Key Outputs / Targets	Performance Indicators	Means of Verification	Responsible Unit(s)	Timeframe
A	Academic excellence, research, innovation, and consultancy services enhanced	Improved quality and relevance of academic, research and innovation programmes	Accredited and reviewed programmes implemented	% of programmes reviewed and accredited	NACTVET reports; Academic Board minutes	Academic Departments; QA Unit	2026/27–2030/31
B	College's visibility and reputation enhanced through impactful marketing and superior customer experience						
C	Mobilisation, management, and sustainability of financial resources improved						
D	Infrastructure modernisation, technological capacity, and environmental sustainability						

S/N	Strategic Objective	Outcomes (Medium-Term Results)	Key Outputs / Targets	Performance Indicators	Means of Verification	Responsible Unit(s)	Timeframe
	improved						
E	Institutional governance, human resource management, and student welfare enhanced						
Y1	HIV/AIDS infections reduced, supportive services enhanced, and control of non-communicable diseases strengthened						
Y2	Implementation of the National Anti-Corruption Strategy enhanced						

Note: Rows for Objectives B through Y2 are to be completed with specific outcomes, outputs, indicators, means of verification, responsible units, and timeframes as part of the Plan's operationalisation by the Directorate of Planning and Development.

APPENDIX IV

REVENUE DIVERSIFICATION ACTIVITIES

To reduce dependence on tuition fees and strengthen financial sustainability, the College will implement the revenue diversification activities set out below over the planning period.

S/N	Activity	Description	Responsible
1	Develop new academic programmes aligned with labour market and national needs	New specialised programmes (executive, professional, postgraduate) can attract industry-sponsored students and premium tuition streams.	DAC
2	Increase the number of master's degree programmes	Master's and professional programmes often attract self-sponsored professionals and corporate-sponsored students.	DAC
3	Position selected programmes as Centres of Excellence	Centres can attract research grants, consultancy contracts, and industry funding.	DAC
4	Expand delivery through online and hybrid learning modes	Online programmes allow the College to reach regional and international students, increasing fee income and scale.	DAC / ICT Unit
5	Increase student and staff exchange programmes	Exchange programmes can bring international programme fees and mobility grants.	ICC
6	Establish institutional linkages for collaboration in academics, research, and consultancy	Partnerships often lead to joint research funding, consultancy projects, and donor-funded initiatives.	ICC
7	Implement alumni engagement strategies	Alumni networks support donations, endowment funds, fundraising campaigns, and mentorship programmes.	ICC
8	Expand double degree	Double degrees attract international	ICC

S/N	Activity	Description	Responsible
	programmes	student enrolment and collaborative programme funding.	
9	Establish international branch campuses or learning centres	Branch campuses generate regional tuition income, executive training revenue, and consultancy opportunities.	ICC
10	Establish more apprenticeship training programmes	Industry-linked programmes can generate training contracts and employer-sponsored training fees.	DAC
11	Conduct graduate tracer studies	Provides labour market insights that help develop industry-driven training and consultancy services.	DAC
12	Strengthen capacity for consultancy services	Consultancy assignments from government and the private sector generate consultancy fees and institutional service income.	DRCP
13	Strengthen governance and transparency of consultancy services	Improves efficiency and allows the College to increase the number and value of consultancy contracts.	DRCP
14	Conduct capacity building in fundraising and proposal development	Enables staff to secure research grants, donor funding, and externally funded projects.	DPD
15	Develop and operationalise a Resource Mobilisation Strategy	Identifies diversified funding sources such as grants, philanthropy, PPP investments, and commercial activities.	DPD
16	Organise fundraising and donor engagement activities	Generates donor funding, endowments, sponsorships, and alumni contributions.	DPD
17	Develop and submit competitive grant proposals	Attracts research funding and international development grants.	DPD / DRCP
18	Engage in Public–Private Partnerships (PPPs)	PPPs can finance commercial buildings, hostels, conference centres, and	DPD

S/N	Activity	Description	Responsible
		innovation hubs that generate rental and service revenue.	
19	Identify viable investment opportunities	Enables the College to invest in income-generating ventures such as commercial property or business units.	DPD
20	Commercialise institutional infrastructure and real estate	Facilities can be rented for conferences, training, business incubation, and events.	DPD
21	Strengthen community engagement and outreach programmes	Outreach activities may lead to paid training, SME advisory services, and community consultancy projects.	HCMU / DAC

APPENDIX V

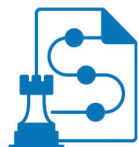
CSP REVIEW – NPG COMPLIANCE MATRIX

S/N	Key NPG requirement	Misalignment noted (Review Report)	Issue resolved in reviewed CSP
1	Clearly state the institution’s legal mandate and statutory foundation (alongside functions) in the Introduction.	Mandate was not explicitly stated in the CSP introduction; NPG calls for a clear statement of the organization’s mandate alongside its function.	Introduction (Background) now states CBE’s establishment under Parliament Act No. 31 of 1965 (as amended) and provides the legal framework for training, research and consultancy.
2	Provide a clear rationale for the CSP and avoid redundant sections; document should include a clear methodology/process for developing the plan.	Redundant “Purpose of the CSP” section overlapped with the “Rationale” and is not a distinct NPG requirement.	Rationale is retained and strengthened; the former “Purpose” section is replaced with a methodology section (participatory, evidence-based approach in line with NPG).
3	Describe the CSP preparation process, including stakeholder consultations and the analytical methods used.	CSP preparation process needed strengthening to reflect stakeholder consultations and participatory planning approaches.	Methodology section includes stakeholder consultations (internal & external) and situational/context analysis methods (internal review, PESTEL, stakeholder analysis, SWOC, etc.).
4	Include a dedicated Resource Planning component (human, financial, technological/infrastructure) to support implementation.	A Resource & Financial Planning chapter was missing (Chapter Four), leading to unclear resource requirements.	A new Chapter Four: Resource and Financial Planning is included, covering human resources, finances, and technology (with key initiatives).
5	Human Resource Planning: outline staffing capacity, recruitment/training needs, succession, and performance management considerations for CSP delivery.	Missing Human Resource Plan: CSP did not outline human resource capacity and needs for implementation.	HR Plan now included (current staffing, projected recruitment, training sponsorships, succession planning, PEPMIS/performance management).

S/N	Key NPG requirement	Misalignment noted (Review Report)	Issue resolved in reviewed CSP
6	Financial Planning: provide financial projections/costing for CSP implementation including funding sources, expenditure estimates, and budget summary.	Missing Financial Projection/Costing: CSP lacked a presentation of financial resources required to implement the plan.	Financial Plan includes overall budget estimate (TZS 134.44B), annual funding needs, and funding sources (GoT, internal revenue, donors, PPPs/loans).
7	Technological and infrastructure needs: identify ICT/systems and infrastructure resources required to enable plan implementation.	Technological and infrastructure needs were not addressed; NPG suggests considering technological resources (systems, ICT infrastructure, innovative tools).	Technological Resource Plan included with key initiatives (smart classrooms, ICT upgrades, enterprise systems like LMS/COSIS, cybersecurity, staff/student training).
8	Demonstrate explicit alignment of strategic objectives with national development frameworks (e.g., FYDP I, Tanzania Development Vision 2050) and relevant sector/political commitments.	Linkage to national development plans was not evident; strategic objectives not explicitly linked to frameworks such as FYDP I.	Alignment sections added (Vision 2050, sector policy, Ruling Party Manifesto) and strategic objectives mapped against FYDP I priorities (Table 11).
9	Identify the primary beneficiaries of the institution's services and interventions.	Beneficiary identification absent: CSP did not explicitly state the ultimate beneficiaries of CBE programmes and initiatives.	Dedicated section lists beneficiaries (e.g., students, government institutions, employers/private sector, general public, staff, partners).
10	Articulate an overarching development objective/goal for the five-year period (high-level outcome aligned with national goals).	Development objective not articulated: CSP lacked a clear statement of overarching development objective/goal.	Development objective is explicitly stated and positioned ahead of strategic objectives.
11	Ensure situational analysis (including SWOC) logically informs the identification of critical issues/priorities.	Weak linkage between SWOC findings and identified Critical Issues (improvement required).	Section explicitly states that key opportunities and challenges are distilled from SWOC and directly inform CSP priorities; critical issues table follows.
12	Provide a results framework/logical framework with KPIs, baselines and targets, responsible units, and means of verification.	Results-framework deviations identified; indicators refined, baselines/targets adjusted and strengthened for measurability.	Logical Framework Matrix includes strategies/targets/activities with KPIs, baselines and target values across objectives; monitoring matrix guidance specifies annual targets and means of verification.

S/N	Key NPG requirement	Misalignment noted (Review Report)	Issue resolved in reviewed CSP
13	Include implementation planning tools and timelines (annual action plans, sequencing, and review schedule).	Implementation timelines required rationalization for feasibility and sequencing.	Appendix I provides Annual Action Plan template with timeframe (Q1–Q4) and Appendix II provides Monitoring Plan with annual targets; planned reviews schedule provided.
14	Define Monitoring & Evaluation and reporting arrangements (internal/external reporting, frequency, responsibilities).	Monitoring and evaluation systems required reinforcement to support accountability.	Chapter Five establishes M&E framework, planned reviews schedule, internal and external reporting plans (Tables 13–14).
15	Include risk management (assumptions, risk analysis, and mitigation measures) as part of implementation feasibility.	Strengthening of implementation feasibility and accountability architecture included risk management elements.	Risk management section includes strategic assumptions and risk analysis/mitigation approach (risk mitigation measures).

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FIVE YEAR
CORPORATE STRATEGIC PLAN
2026/27 -2030/31

“CBE for Business Success”