

Appendix 11 Financial Guidelines [English]

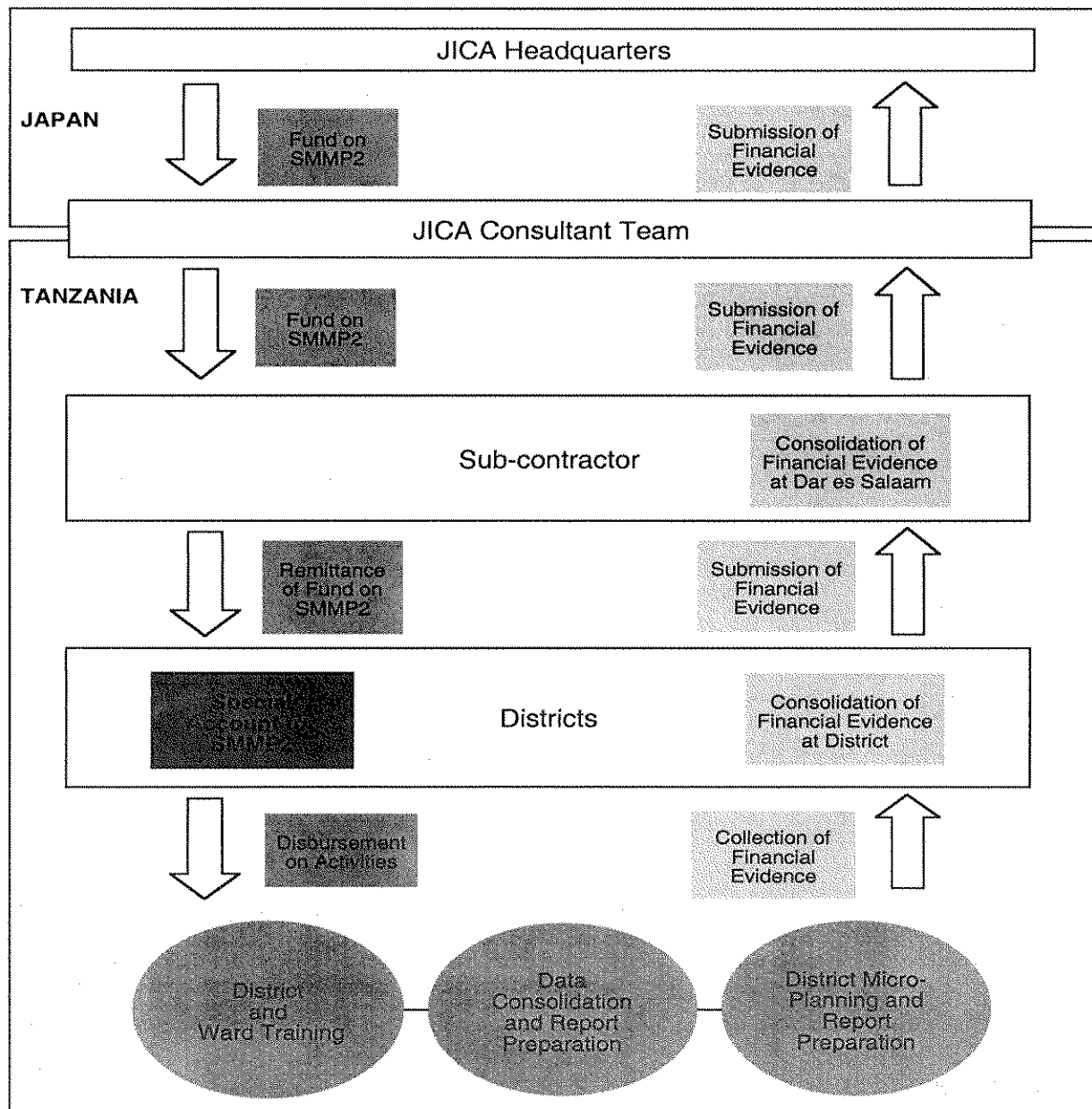
SCHOOL MAPPING AND MICRO-PLANNING (PHASE 2)

FINANCIAL GUIDELINES FOR TERM2

For District¹ Officer and Sub-contractor

I. Flow of the Fund for School Mapping and Micro-Planning Phase 2 (SM/MP2)

The fund for School Mapping and Micro-Planning (Phase 2) comes from JICA Headquarters and reaches to the special account for SM/MP2 through JICA Consultant Team and sub-contractor. While the fund is used for the purpose of the SM/MP2 activities, financial evidence should be prepared for those funded activities. Financial evidence is essential since the fund originally comes from Japanese taxpayers and thus those utilizing the fund should be accountable for disbursement.



¹ The main report interchangeably uses the term, "council" and "LGA," as a meaning of municipal, town, and district councils. In this guideline the term "District" is not changed because of retaining its original form.

II. Schedule of Financial Operation

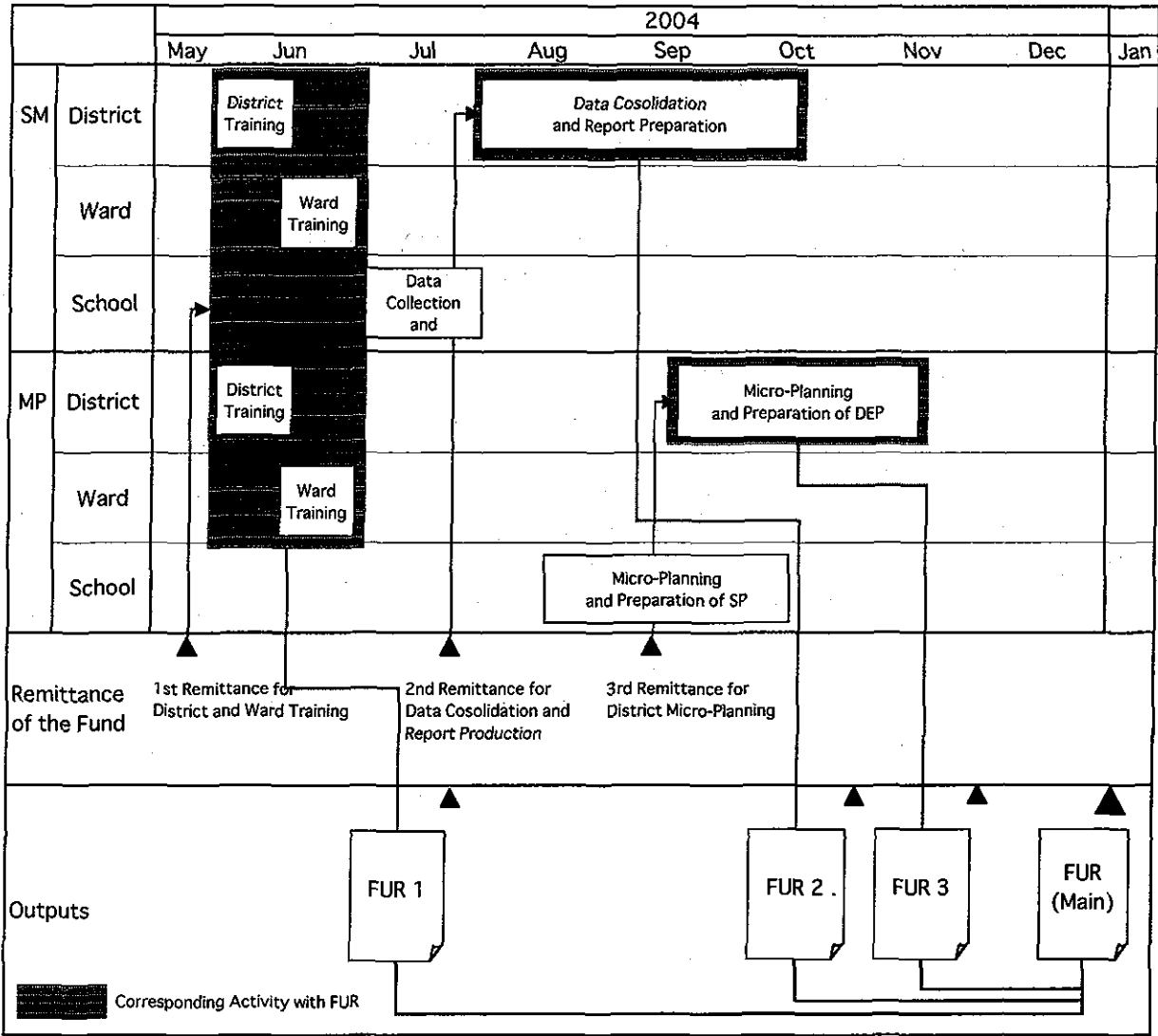
Financial Activities		Timing	Responsible
1	Opening of a Special Account on SM/MP2 (in Tsh)	As soon as possible	Each District
2	Training for School Mapping and Micro-Planning at District and Ward	The first remittance of the fund	Sub-contractor
3		Payment on District Training and collection of financial evidence	June DEO, DT, District Officers, Assistant Accountants
4		Payment on Ward Training and collection of financial evidence	June DEO, DT, District Officers, WEO, WEC, Assistant Accountants
5		Submission of financial evidence to sub-contractor.	By 10 July Assistant Accountants
6		Preparation of Fund Utilization Report 1	By 20 July Accountants
7		School Mapping Data Consolidation and Report Preparation at District	The second remittance of the fund
8	Payment on Data Consolidation and Report Preparation (School Mapping Report) and collection of financial evidence		Aug. Sep. DEO, DT, District Officers, Assistant Accountants
9	Submission of financial evidence to sub-contractor.		By 20 Oct. Assistant Accountants
10	Preparation of Fund Utilization Report 2		By 1 Nov. DEO, DT, District Officers, Assistant Accountants
11	Micro-Planning District Micro-Planning And Report Preparation at District	The third remittance of the fund	By 10 Sep. Sub-contractor
12		Payment on District Micro Planning and Report Preparation (District Education Development Plan)	Oct. Nov. DEO, DT, District Officers, Assistant Accountants
13		Submission of financial evidence to sub-contractor.	By 20 Nov. Assistant Accountants
14		Preparation of Fund Utilization Report 3	By 1 Dec. Accountants
15	Preparation of Fund Utilization Report (Main)	By 15 Jan.	Accountants

NOTE:

Since JICA Consultant Team does not finance school level activities of Term 2, the sub-contractor shall collect financial evidence only of the district and ward level activities among 6 activities involved.

Term 2 Activities of SM/MP2		Financed?	Financial Evidence Needed?
1	District Training at District	Yes	Yes
2	Ward Training at Ward	Yes	Yes
3	Data Collection at School	No	No
4	Data Consolidation and Report Preparation at District	Yes	Yes
5	Micro-Planning at School	No	No
6	Micro-Planning at District	Yes	Yes

Coverage of FURs



III. How to Utilize Fund

III. A Ceiling of Budget

The budget on the School Mapping and Micro-Planning activities for each district is based on the number of ward and school (see a separate document). The itemized budget may not cover all costs necessary for the activities and thus the district should spend some additional funds on top of it when necessary.

In particular, the budget does not cover monitoring costs on SM/MP2 since it is part of district's routine responsibility to monitor the activities for primary education improvement.

III. B Budget Items and Use for Fund

The budget includes the items as follows. Use of the budget is within the confines of definition.

District Training	
Transport	Transport cost to invite WEOs and WECs to the district center
Stationery	Stationery necessary for the Training
Hire of Hall	Hire of space for the Training
Allowance	Allowance for participants in the Training

Ward Training	
Transport	Transport cost to invite participants to the ward training
Stationery	Stationery necessary for the Training
Allowance	Allowance (Lunch) for participants in the Training

Data Consolidation and Report Preparation	
Transport	Transport cost for WECs or WEOs to submit compiled data of schools
Stationery	Stationery necessary for Data Consolidation and Report Preparation
Report Production	Paper for and binding cost of School Mapping Report
Data Entry	Data entry staff
Allowance	Allowance for participants in Data Consolidation and Report Preparation

District Micro-Planning and Report Preparation	
Transport	Transport cost to invite WECs and WEOs
Stationery	Stationery necessary for District Micro-Planning
Report Production	Paper for and binding cost of District Education Plan
Allowance	Allowance for participants in District Micro-Planning and Report Preparation

III. C Appropriation

Appropriation is admitted among/between the budget frames categorized by activity as well as among/between the budget items within the frame. UNIT COST of allowance should be followed as indicated in the budget sheet for each district.

III. D Refund

District should refund to sub-contractor the difference between the fund received and the cost spent for each activity.

IV. How to Prepare Financial Evidence

IV. A Financial Outputs:

Prepared and Consolidated by District and Sub-contractor

District Officers in charge should prepare financial evidence for each activity while sub-contractor shall consolidate following 4 Fund Utilization Reports (FURs) by respective deadlines.

Outputs and Deadline

	Output	Contents	Activity		Deadline	
			SM/ MP	District / Ward		
1	Fund Utilization Report 1	Letter of Declaration signed by DEO and DT	District Training	SM/ MP	District	20 July 04
		Summary of Expenditure on District Training				
		DSA Payrolls				
		Summary of Expenditure on Ward Training				
Receipt of the Fund signed by WEO and WEC						
2	Fund Utilization Report 2	Letter of Declaration signed by DEO and DT	Data Consolidation and Report Preparation (School Mapping Report)	SM	District	1 Nov. 04
		Summary of Expenditure on Data Consolidation and Report Preparation				
		DSA Payrolls				
3	Fund Utilization Report 3	Letter of Declaration signed by DEO and DT	District Micro- Planning and Report Preparation (District Education Plan)	MP	District	1 Dec. 04
		Summary of Expenditure on District Micro-Planning and Report Preparation				
		DSA Payrolls				
4	Fund Utilization Report (Main)	Summary of Expenditure	All Activities	SM MP	District Ward	15 Jan. 05

NOTE:

Fund Utilization Reports will not be appropriately consolidated by sub-contractor unless district officers prepare accurate financial evidence at each stage.

IV. B How to Prepare Fund Utilization Reports

[1] Fund Utilization Report 1 (FUR 1)

	Contents	Activity	Deadline
Fund Utilization Report 1	[1-1] Letter of Declaration signed by DEO and DT	District Training	20 July 04
	Summary of Expenditure on District Training		
	DSA Payrolls		
	[1-2] Receipt of Fund signed by WEO and WEC	Ward Training	

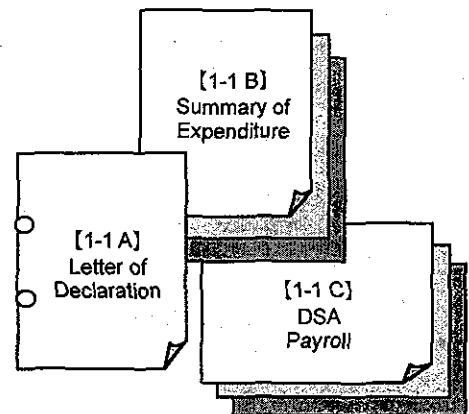
[1-1] Preparation of Financial Evidence on District Training

Preparation of Summary of Expenditure on District Training

1. District Officers in charge prepare Summary of Expenditure on District Training utilizing Format 1-1-B.
2. The Assistant Accountant confirms if the Summary is appropriately prepared.

Preparation of DSA Payrolls for District Training

1. District Officers in charge collect signatures of participants in District Training utilizing Format 1-1-C when DSA payment is made to participants.
2. Assistant Accountant accompanies with the District Officers while DSA payment is made in order to make sure participants appropriately fill in and sign on the format.



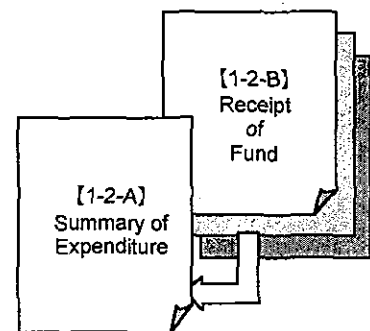
[1-1] × 16 districts

Authorization and Submission of [1-1]

1. District Education Officer and District Treasurer sign on Letter of Declaration (Format 1-1-A) after reconfirming the Summary of Expenditure and the DSA payrolls. The Summary of Expenditure and the DSA payrolls are attached to the Letter of Declaration.
2. Once the Letter of Declaration with the Summary of Expenditure and the DSA payrolls are prepared, Assistant Accountants submits them to the Accountants at Dar es Salaam.

[1-2] Preparation of Financial Evidence on Ward Training

1. District Officers in charge provide the fund for Ward Training to WEO or WEC during District Training during District Training.
2. Ward Executive Officers or Ward Education Coordinators sign on Receipt of Fund (Format 1-2-B).
3. Assistant Accountant accompanies with the District Officers while the fund is provided in order to make sure WEOs and WECs appropriately sign on the format.
4. District Officers in charge summarize Receipts of Fund on Summary of Expenditure on Ward Training (Format 1-2-A).
5. After confirming appropriateness of Summary of Expenditure to which Receipts of Fund are attached, the Assistant Accountant submits it to the Accountants at Dar es Salaam.



[1-2] × 16 sets

NOTE: District should refund to sub-contractor the difference between the fund received and the cost spent for District and Ward Training.

[2] Fund Utilization Report 2 (FUR 2)

	Contents	Activity	Deadline
Fund Utilization Report 2	[2] Letter of Declaration signed by DEO and DT	Data Consolidation and Report Preparation (School Mapping Report)	1 Nov. 04
	Summary of Expenditure on Data Consolidation and Report Preparation		
	DSA Payrolls		

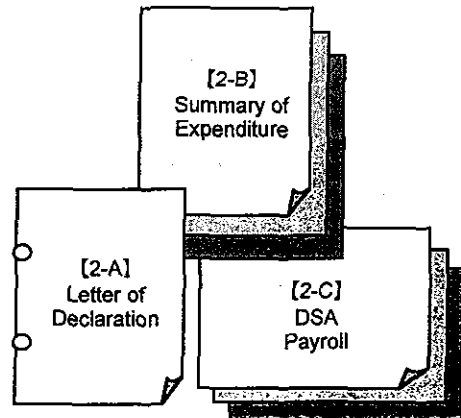
[2] Preparation of Financial Evidence on Data Consolidation and Report Preparation

Preparation of Summary of Expenditure on Data Consolidation and Report Preparation

1. As in District Training, District Officers in charge prepare *Summary of Expenditure on Data Consolidation and Report Preparation* utilizing Format 2-B.
2. The Assistant Accountant confirms if the Summary is appropriately prepared.

Preparation of DSA Payrolls for Data Consolidation and Report Preparation

1. As in District Training, District Officers in charge collect signatures of participants in Data Consolidation and Report Preparation utilizing Format 2-C when DSA payment is made to participants.
2. Assistant Accountant accompanies with the District Officers while DSA payment is made in order to make sure participants appropriately fill in and sign on the format.



[2] × 16 districts

Authorization and Submission of [2]

1. District Education Officer and District Treasurer sign on Letter of Declaration (Format 2-A) after reconfirming the Summary of Expenditure and the DSA payrolls. The Summary of Expenditure and the DSA payrolls are attached to the Letter of Declaration.
2. Once the Letter of Declaration with the Summary of Expenditure and the DSA payrolls are prepared, Assistant Accountants submits them to the Accountants at Dar es Salaam.

NOTE: District should refund to sub-contractor the difference between the fund received and the cost spent for Data Consolidation and Report Preparation.

[3] Fund Utilization Report 3 (FUR 3)

	Contents	Activity	Deadline
Fund Utilization Report 3	[3] Letter of Declaration signed by DEO and DT	District Micro-Planning and Report Preparation (District Education Plan)	1 Dec. 04
	Summary of Expenditure on District Micro-Planning		
	DSA Payrolls		

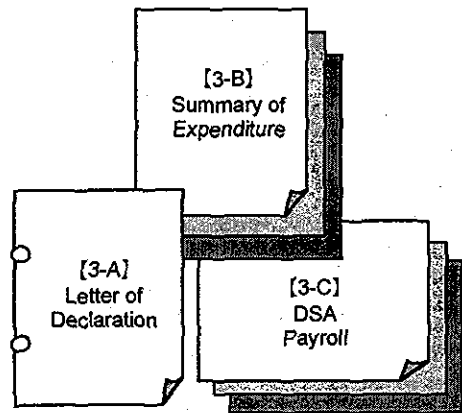
[3] Preparation of Financial Evidence on District Micro-Planning and Report Preparation

Preparation of Summary of Expenditure on District Micro-Planning and Report Preparation

1. As in District Training and Data Consolidation and Report Preparation, District Officers in charge prepare Summary of Expenditure on District Micro-Planning and Report Preparation utilizing Format 3-B.
2. The Assistant Accountant confirms if the Summary is appropriately prepared.

Preparation of DSA Payrolls for District Micro-Planning and Report Preparation

1. District Officers in charge collect signatures of participants in District Micro-Planning and Report Preparation utilizing Format 3-C when DSA payment is made to participants.
2. Assistant Accountant accompanies with the District Officers while DSA payment is made in order to make sure participants appropriately fill in and sign on the format.



[3] × 16 districts

Authorization and Submission of [3]

1. District Education Officer and District Treasurer sign on Letter of Declaration (Format 3-A) after reconfirming the Summary of Expenditure and the DSA payrolls. The Summary of Expenditure and the DSA payrolls are attached to the Letter of Declaration.
2. Once the Letter of Declaration with the Summary of Expenditure and the DSA payrolls are prepared, Assistant Accountants submits them to the Accountants at Dar es Salaam.

NOTE: District should refund to sub-contractor the difference between the fund received and the cost spent for District Micro-Planning and Report Preparation.

[4] Fund Utilization Report (Main) (FUR Main)

	Contents	Activity	Deadline
Fund Utilization Report (Main)	1. Letter of Assurance 2. Evidence of Transaction 3. Summary of Expenditure at District and Ward	All Funded Activities	15 Jan. 05

FUR (Main) summarizes all financial evidence collected and prepared for funded activities: 1) District and Ward Training; 2) Data Consolidation and Report Preparation; and 3) District Micro-Planning and Report Preparation. The contents of FUR Main will be as follows:

Part 1: Letter of Assurance (Format 4-A)

Letter of Assurance is to assure that contents of Fund Utilization Report (Main) are correct.

Part 2: Evidence of Transaction

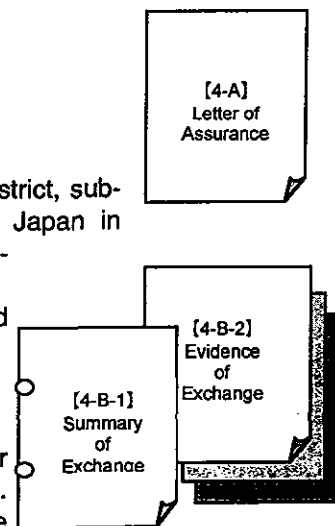
2-1 Exchange

· Summary of Exchange (Format 4-B-1)

Prior to remittance of the fund to the special account on SM/MP2 at district, sub-contractor may exchange \$US into Tsh since the fund comes from Japan in US\$ whereas the SM/MP2 activities are funded in Tsh. Whenever sub-contractor exchanges the fund from US\$ into Tsh, all transactions should be recorded in Summary of Exchange and evidence of exchange should be appropriately kept.

· Evidence of Exchange (Format 4-B-2)

In order to appropriately keep evidence of exchange, sub-contractor should attach the original evidence of exchange on the sheet provided. Those sheets with evidence of exchange should be consistent with the Summary of Exchange.



NOTE FOR SUB-CONTRACTOR:

1. Date on the evidence of exchange should be within the period of the contract with JICA Consultant Team.
2. The evidence of exchange should be for more than the total amount of the fund remitted to the special account on SM/MP2 at district.

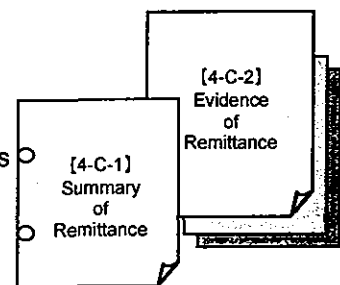
2-2 Remittance

· Summary of Remittance (Format 4-C-1)

Sub-contractor should record all remittance of the fund from Dar es Salaam to the special account on SM/MP2 at district.

· Evidence of Remittance (Format 4-C-2)

Evidence of remittance should be appropriately kept in the same way as Evidence of Exchange. Sub-contractor should attach the original evidence of remittance on the sheet provided. Those sheets with evidence should be consistent with the Summary of Remittance.

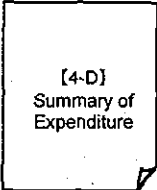


NOTE FOR SUB-CONTRACTOR:

Date on the evidence of remittance should be within the period of the contract with JICA Consultant Team.

Part 3: Summary of Expenditure at District and Ward (Format 4-D)

Sub-contractor should summarize expenditure on the funded activities on Summary of Expenditure by synthesizing the Summary of Expenditure collected from the districts for FUR1, FUR2, and FUR3.



[4-D] × 16 districts

ANNEX : Formats

Format 1-1-A	Letter of Declaration
Format 1-1-B	Summary of Expenditure on District Training
Format 1-1-C	DSA Payroll on District Training
Format 1-2	Receipt of Fund on Ward Training
Format 2-A	Letter of Declaration
Format 2-B	Summary of Expenditure on Data Consolidation and Report Preparation
Format 2-C	DSA Payroll on Data Consolidation and Report Preparation
Format 3-A	Letter of Declaration
Format 3-B	Summary of Expenditure on District Micro-Planning and Report Preparation
Format 3-C	DSA Payroll on District Micro-Planning and Report Preparation
Format 4-A	Letter of Assurance
Format 4-B-1	Summary of Exchange
Format 4-B -2	Evidence of Exchange
Format 4-C-1	Summary of Remittance
Format 4-C-2	Evidence of Remittance
Format 4-D	Summary of Expenditure

[1-1-A]

INTERNATIONAL DEVELOPMENT CENTER OF JAPAN
JICA CONSULTANT TEAM

SCHOOL MAPPING AND MICRO-PLANNING PHASE 2 (SM/MP2)

Declaration of the Fund Utilization for District Training

To Project Manager of JICA Consultant Team for SM/MP2

On behalf of the District, I herein declare the fund disbursed for District Training was utilized as described in the attached Summary of Expenditure, and certify that all the financial information included in these documents is correct.

Date: _____

Signature of District Education Officer

Signature of District Treasurer

[1-1-B]

INTERNATIONAL DEVELOPMENT CENTER OF JAPAN
JICA CONSULTANT TEAM

SCHOOL MAPPING AND MICRO-PLANNING PHASE 2 (SM/MP2)

Summary of Expenditure for District Training

District:	
Date:	~

1. Direct Cost

Item	Total	Note
Transport	Tsh	
Stationery	Tsh	
Hire of Hall	Tsh	
Subtotal	Tsh	

2. DSA

Position	Unit Price	Numbers of attendees	Attendance Days	Total	Note
District Officers	Tsh 20,000			Tsh	for details to attached payroll
DC	Tsh 25,000			Tsh	
DED, Councilors	Tsh 25,000			Tsh	
DPLO, DEO	Tsh 20,000			Tsh	
WECs, WEOs	Tsh 20,000			Tsh	
Subtotal				Tsh	

3. Total Expenditure

1.+2.	Total	Tsh
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[1-1-C]

INTERNATIONAL DEVELOPMENT CENTER OF JAPAN
JICA CONSULTANT TEAM
SCHOOL MAPPING AND MICRO PLANNING PHASE 2 (SM/MP2)

DISTRICT TRAINING

Name of the District
Date ~

DSA Payroll

S/No	Name	Position	Unit Price	Signature					Total Amount
				1	2	3	4	5	
1			Tsh						Tsh
2			Tsh						Tsh
3			Tsh						Tsh
4			Tsh						Tsh
5			Tsh						Tsh
6			Tsh						Tsh
7			Tsh						Tsh
8			Tsh						Tsh
9			Tsh						Tsh
10			Tsh						Tsh
Total									Tsh

[1-2-A]

INTERNATIONAL DEVELOPMENT CENTER OF JAPAN
JICA CONSULTANT TEAM

SCHOOL MAPPING AND MICRO-PLANNING PHASE 2 (SM/MP2)

Summary of Receipt for Ward Training

District:

Name of Ward	Total	Note
1.	Tsh	
2.	Tsh	
3.	Tsh	
4.	Tsh	
5.	Tsh	
6.	Tsh	
7.	Tsh	
8.	Tsh	
9.	Tsh	
10.	Tsh	
11.	Tsh	
12.	Tsh	
13.	Tsh	
14.	Tsh	
15.	Tsh	
16.	Tsh	
17.	Tsh	
18.	Tsh	
19.	Tsh	
20.	Tsh	
21.	Tsh	
22.	Tsh	
23.	Tsh	

Name of Ward	Total	Note
24.	Tsh	
25.	Tsh	
26.	Tsh	
27.	Tsh	
28.	Tsh	
29.	Tsh	
30.	Tsh	
31.	Tsh	
32.	Tsh	
33.	Tsh	
34.	Tsh	
35.	Tsh	
36.	Tsh	
37.	Tsh	
38.	Tsh	
39.	Tsh	
40.	Tsh	
41.	Tsh	
42.	Tsh	
43.	Tsh	
44.	Tsh	
45.	Tsh	
46.	Tsh	
47.	Tsh	
48.	Tsh	
49.	Tsh	
50.	Tsh	
51.	Tsh	
52.	Tsh	
Total	Tsh	

[1-2-B]

INTERNATIONAL DEVELOPMENT CENTER OF JAPAN
JICA CONSULTANT TEAM

SCHOOL MAPPING AND MICRO-PLANNING PHASE 2 (SM/MP2)

Receipt of Fund
Ward Training

Ward:
District:

1. Direct Cost

Item	Total	Note
Transport	Tsh	
Stationery	Tsh	
Subtotal	Tsh	

2. DSA

Position	Unit Price	Numbers of attendees	Attendance Days	Total	Note
WECs, WEOs	Tsh 4,000			Tsh	
Head Teachers	Tsh 4,000			Tsh	
VEOs	Tsh 4,000			Tsh	
Teachers	Tsh 4,000			Tsh	
Village Leaders	Tsh 4,000			Tsh	
Subtotal				Tsh	

3. Total

1.+2.	Total	Tsh
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On behalf of the Ward, I herein declare the fund disbursed for Ward Training will be utilized as described above.

Date: _____

Signature of Ward Executive Officer

Signature of Ward Education Coordinator

[2-A]

INTERNATIONAL DEVELOPMENT CENTER OF JAPAN
JICA CONSULTANT TEAM

SCHOOL MAPPING AND MICRO-PLANNING PHASE 2 (SM/MP2)

Declaration of the Fund Utilization for Data Consolidation and Report Preparation

To Project Manager of JICA Consultant Team for SM/MP2

On behalf of the District, I herein declare the fund disbursed for Data Consolidation and Report Production was utilized as described in the attached Summary of Expenditure, and certify that all the financial information included in these documents is correct.

Date: _____

Signature of District Education Officer

Signature of District Treasurer

[2-B]

INTERNATIONAL DEVELOPMENT CENTER OF JAPAN
JICA CONSULTANT TEAM
SCHOOL MAPPING AND MICRO-PLANNING PHASE 2 (SM/MP2)

Summary of Expenditure for Data Consolidation and Report Preparation

District:
Date:

1. Direct Cost

Item	Total	Note
Transport	Tsh	
Stationery	Tsh	
Report Production	Tsh	
Data Entry	Tsh	
Subtotal	Tsh	

2. DSA

Position	Unit Price	Numbers of attendees	Attendance Days	Total	Note
District Officers	Tsh 20,000			Tsh	for details to attached payroll
DPLO, DEO	Tsh 20,000			Tsh	
WECs, WEOs	Tsh 20,000			Tsh	
Subtotal				Tsh	

3. Total Expenditure

1.+2.	Total	Tsh
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[2-C]

INTERNATIONAL DEVELOPMENT CENTER OF JAPAN
JICA CONSULTANT TEAM

SCHOOL MAPPING AND MICRO-PLANNING PHASE (SMMP2)

DATA CONSOLIDATION AND REPORT PREPARATION

Name of the District
Date ~

DSA Payroll

S/No	Name	Position	Unit Price	Attendance Days	Total Amount	Signature
1			Tsh		Tsh	
2			Tsh		Tsh	
3			Tsh		Tsh	
4			Tsh		Tsh	
5			Tsh		Tsh	
6			Tsh		Tsh	
7			Tsh		Tsh	
8			Tsh		Tsh	
9			Tsh		Tsh	
10			Tsh		Tsh	
Total					Tsh	

[3-A]

INTERNATIONAL DEVELOPMENT CENTER OF JAPAN
JICA CONSULTANT TEAM

SCHOOL MAPPING AND MICRO-PLANNING PHASE 2 (SM/MP2)

Declaration of the Fund Utilization for District Micro-Planning

To Project Manager of JICA Consultant Team for SM/MP2

On behalf of the District, I herein declare the fund disbursed for District Micro-Planning was utilized as described in the attached Summary of Expenditure, and certify that all the financial information included in these documents is correct.

Date: _____

Signature of District Education Officer

Signature of District Treasurer

[3-B]

INTERNATIONAL DEVELOPMENT CENTER OF JAPAN
JICA CONSULTANT TEAM

SCHOOL MAPPING AND MICRO-PLANNING PHASE 2 (SM/MP2)

Summary of Expenditure for District Micro-Planning

District:
Date:

1. Direct Cost

Item	Total	Note
Transport	Tsh	
Stationery	Tsh	
Report Production	Tsh	
Subtotal	Tsh	

2. DSA

Position	Unit Price	Numbers of attendees	Attendance Days	Total	Note
District Officers	Tsh 20,000			Tsh	for details to attached payroll
DPLO, DEO	Tsh 20,000			Tsh	
WECs, WEOs	Tsh 20,000			Tsh	
Subtotal				Tsh	

3. Total Expenditure

1.+2.	Total	Tsh
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[3-C]

INTERNATIONAL DEVELOPMENT CENTER OF JAPAN
JICA CONSULTANT TEAM
SCHOOL MAPPING AND MICRO PLANNING PHASE 2 (SM/MP2)

DISTRICT MICRO-PLANNING

Name of the District
Date ~

DSA Payroll

S/No	Name	Position	Unit Price	Attendance Days	Total Amount	Signature
1			Tsh		Tsh	
2			Tsh		Tsh	
3			Tsh		Tsh	
4			Tsh		Tsh	
5			Tsh		Tsh	
6			Tsh		Tsh	
7			Tsh		Tsh	
8			Tsh		Tsh	
9			Tsh		Tsh	
10			Tsh		Tsh	
				23	Total	
					Tsh	

[4-A]

INTERNATIONAL DEVELOPMENT CENTER OF JAPAN
JICA CONSULTANT TEAM

SCHOOL MAPPING AND MICRO-PLANNING PHASE 2 (SM/MP2)

Letter of Assurance for Fund Utilization Report (Main)

To Project Manager of JICA Consultant Team for SM/MP2

On behalf of ENV Consult (T), I herein declare the fund disbursed for School Mapping and Micro-Planning Phase 2 (SM/MP2) was utilized as described in the attached Fund Utilization Report, and certify that all the financial information included in the documents is correct.

Date: _____

Signature of CEO
ENV Consultant (T)

Signature of Coordinator
ENV Consultant (T)

Signature of Accountant
ENV Consultant (T)

Signature of Auditor
ENV Consultant (T)

[4-B-1]

INTERNATIONAL DEVELOPMENT CENTER OF JAPAN

JICA CONSULTANT TEAM

SCHOOL MAPPING AND MICRO-PLANNING PHASE 2 (SM/MP2)

Summary of Exchange

date	US\$	rate	Tsh	no.	note
	US\$	@	Tsh	0.00	1
	US\$	@	Tsh	0.00	2
	US\$	@	Tsh	0.00	3
	US\$	@	Tsh	0.00	4
	US\$	@	Tsh	0.00	5
	US\$	@	Tsh	0.00	6
	US\$	@	Tsh	0.00	7
	US\$	@	Tsh	0.00	8
	US\$	@	Tsh	0.00	9
	US\$	@	Tsh	0.00	10
	US\$	@	Tsh	0.00	11
	US\$	@	Tsh	0.00	12
	US\$	@	Tsh	0.00	13
	US\$	@	Tsh	0.00	14
	US\$	@	Tsh	0.00	15
	US\$	@	Tsh	0.00	16
	US\$	@	Tsh	0.00	17
	US\$	@	Tsh	0.00	18
	US\$	@	Tsh	0.00	19
	US\$	@	Tsh	0.00	20
	US\$	@	Tsh	0.00	21
	US\$	@	Tsh	0.00	22
	US\$	@	Tsh	0.00	23
	US\$	@	Tsh	0.00	24
	US\$	@	Tsh	0.00	25
	US\$	@	Tsh	0.00	26
	US\$	@	Tsh	0.00	27
	US\$	@	Tsh	0.00	28
	US\$	@	Tsh	0.00	29
	US\$	@	Tsh	0.00	30
	US\$	@	Tsh	0.00	31
	US\$	@	Tsh	0.00	32
	US\$	@	Tsh	0.00	33
	US\$	@	Tsh	0.00	34
	US\$	@	Tsh	0.00	35
	US\$	@	Tsh	0.00	36
	US\$	@	Tsh	0.00	37
	US\$	@	Tsh	0.00	38
	US\$	@	Tsh	0.00	39
	US\$	@	Tsh	0.00	40
	US\$	@	Tsh	0.00	41
	US\$	@	Tsh	0.00	42
	US\$	@	Tsh	0.00	43
	US\$	@	Tsh	0.00	44
	US\$	@	Tsh	0.00	45
	US\$	@	Tsh	0.00	46
	US\$	@	Tsh	0.00	47
	US\$	@	Tsh	0.00	48
	US\$	@	Tsh	0.00	49
	US\$	@	Tsh	0.00	50
TOTAL	US\$	0.00	Tsh	0.00	

[4-B-2]

(Affix the evidence here)

Document # _____

Amount	US\$		@	Rate	→	Tsh	0.00
Date							
Item	Money Exchange						
Note	(if any)						

[4-C-1]

INTERNATIONAL DEVELOPMENT CENTER OF JAPAN
JICA CONSULTANT TEAM

SCHOOL MAPPING AND MICRO-PLANNING PHASE 2 (SM/MP2)

Summary of Remittance

code	district	date	Tsh	Bank Charge	no.	note
1	Hanang		Tsh	Tsh	1	
			Tsh	Tsh	2	
			Tsh	Tsh	3	
	subtotal		Tsh 0.00	Tsh 0.00		
2	Kiteto		Tsh	Tsh	1	
			Tsh	Tsh	2	
			Tsh	Tsh	3	
	subtotal		Tsh 0.00	Tsh 0.00		
3	Monduli		Tsh	Tsh	1	
			Tsh	Tsh	2	
			Tsh	Tsh	3	
	subtotal		Tsh 0.00	Tsh 0.00		
4	Ngorongoro		Tsh	Tsh	1	
			Tsh	Tsh	2	
			Tsh	Tsh	3	
	subtotal		Tsh 0.00	Tsh 0.00		
5	Kondoa		Tsh	Tsh	1	
			Tsh	Tsh	2	
			Tsh	Tsh	3	
	subtotal		Tsh 0.00	Tsh 0.00		
6	Dodoma Rural		Tsh	Tsh	1	
			Tsh	Tsh	2	
			Tsh	Tsh	3	
	subtotal		Tsh 0.00	Tsh 0.00		
7	Mpwapwa		Tsh	Tsh	1	
			Tsh	Tsh	2	
			Tsh	Tsh	3	
	subtotal		Tsh 0.00	Tsh 0.00		
8	Ludewa		Tsh	Tsh	1	
			Tsh	Tsh	2	
			Tsh	Tsh	3	
	subtotal		Tsh 0.00	Tsh 0.00		

code	district	date	Tsh	Bank Charge	no	note
9	Same		Tsh	Tsh	1	
			Tsh	Tsh	2	
			Tsh	Tsh	3	
	subtotal		Tsh 0.00	Tsh 0.00		
10	Kwimba		Tsh	Tsh	1	
			Tsh	Tsh	2	
			Tsh	Tsh	3	
	subtotal		Tsh 0.00	Tsh 0.00		
11	Sengerema		Tsh	Tsh	1	
			Tsh	Tsh	2	
			Tsh	Tsh	3	
	subtotal		Tsh 0.00	Tsh 0.00		
12	Singida Rural		Tsh	Tsh	1	
			Tsh	Tsh	2	
			Tsh	Tsh	3	
	subtotal		Tsh 0.00	Tsh 0.00		
13	Iramba		Tsh	Tsh	1	
			Tsh	Tsh	2	
			Tsh	Tsh	3	
	subtotal		Tsh 0.00	Tsh 0.00		
14	Igunga		Tsh	Tsh	1	
			Tsh	Tsh	2	
			Tsh	Tsh	3	
	subtotal		Tsh 0.00	Tsh 0.00		
15	Urambo		Tsh	Tsh	1	
			Tsh	Tsh	2	
			Tsh	Tsh	3	
	subtotal		Tsh 0.00	Tsh 0.00		
16	Kilwa		Tsh	Tsh	1	
			Tsh	Tsh	2	
			Tsh	Tsh	3	
	subtotal		Tsh 0.00	Tsh 0.00		
	TOTAL		Tsh 0.00	Tsh 0.00		

[4-C-2]

(Affix the evidence here)

Document #

Amount	Tsh	(Bank Charge: Tsh)
Date			
Item	Remittance to District		
Note	Remittance to		

[4-D]

INTERNATIONAL DEVELOPMENT CENTER OF JAPAN
JICA CONSULTANT TEAM

SCHOOL MAPPING AND MICRO-PLANNING PHASE 2 (SM/MP2)

Summary of Expenditure at District and Ward

District:

1. Revenue

	Revenue	Amount	Note
(1)	1st Disbursement	Tsh	
(2)	2nd Disbursement	Tsh	
(3)	3rd Disbursement	Tsh	
		Tsh	0.00

2. Expenditure

	Activity	Amount	Note
(1)	District Training	Tsh	for details to FUR 1
(2)	Ward Training	Tsh	for details to FUR 1
(3)	Data Consolidation and Report Preparation	Tsh	for details to FUR 2
(4)	District Micro-planning	Tsh	for details to FUR 3
	Total	Tsh	0.00

3. Balance

	1. - 2.	Tsh	0.00
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Appendix 12 Review of School Plan Report of Term 1

Summary Review of School Development Plan (Term 1)

Name of the District¹: Handeni

The mark here is the average of 10 plans reviewed (from 5: most positive, to 1: most negative)

Item		Criteria	Mark	Remarks	Countermeasures for Term 2
General	1	Does the report follow the given format?	3.9	Generally well prepared.	Spend time on how to write good reports.
Executive Summary	2	Does this section address key issues of the report in a clear manner?	3.1	Some plans had no Executive Summary Some plans had shallow E Summaries.	Importance of clear Executive Summary having all-important information to be emphasized.
Chapter 1: Current Status of School	3	Does this chapter include relevant findings from school mapping results?	3.9	Good attempt. However some showed only data for Gap Analysis purpose.	Findings from SM are key to establishing the current status of the school for planning.
	4	Does this chapter include relevant findings from SWOT analysis?	4.7	This section well done.	
Chapter 2: Three-year School Development Plan	5	Is the vision relevant and does it reflect the current status of school?	4.2	Sometimes Vision does not reflect current status of the School. "Maradufu" (twice) not understood e.g. Pass rate will double from 30% - 90% which is three times! Unrealistic or backward looking e.g. present pass rate 45% - raise from 15% - 45%. Sometimes rather ambitious from 11% - 75%!	Well-preparation of the Plan Matrix is key to successful and realistic planning. More mock practices to be done at training stage.

¹ The main report interchangeably uses the term, council and LGA, as a meaning of municipal, town, and district councils. In this review the term District is not changed because of retaining its original form.

Item	Criteria	Mark	Remarks	Countermeasures for Term 2
6	Are the objectives relevant to the vision and clear?	4.3	However some showed only data for Gap Analysis purpose.	See above (no. 5).
7	Are the activities relevant to the objectives and clear?	4.3	Generally activities relevant to achieve objectives.	See above (no. 5).
8	Are the inputs in the plan relevant to the activities and clear?	4.2	Sometimes mixed up with activities. Sometimes costs not shown. Sometimes only costs shown and not expertise.	See above (no. 5).
9	Are the verifiable indicators relevant to the objectives and clear?	3.9	Sometimes confused with means of verification.	See above (no. 5).
10	Are the means of verification relevant to the indicators and clear?	3.7	Sometimes confused with verifiable Indicators. Sometimes not consistent with the vision /objectives Some of them mixed up with activities.	See above (no. 5).
11	Is the Plan of Operation consistent to district education plan matrix?	4.5	Well prepared	Though the Plan was generally well prepared all shortcomings pointed out under this section be rectified.
12	Are the implementing agencies and personnel indicated relevant to the activities?	4.7	Well prepared	Though the Plan was generally well prepared all shortcomings pointed out under this section be rectified.
13	Are the items required relevant to the activities?	4.0	Well prepared	Though the Plan was generally well prepared all shortcomings pointed out under this section be rectified.

Item	Criteria	Mark	Remarks	Countermeasures for Term 2
	14 Are the costs estimated and sources indicated relevant to the activities?	4.0		See above (no. 5).
	15 Is the implementation time frame given realistic?	4.0	In one case timeframe confused. July 2004 – June 30, 2006 is only 2 years. Starting time in one case is July 2004 instead of January 2004.	See above (no. 5).
Chapter 3: Annual Action Plan	16 Is the Annual Action Plan consistent to the 3-year plan?	4.2	In one case it seems incomplete. In one case costs are those of 3 years plan.	The proper way of costing to be emphasized.
Chapter 4: Monitoring Plan	17 Does the Monitoring Plan follow the format?	4.3	In one case Implementation starts in January while as per PO it starts in July. In one case it seems incomplete.	Spend more time on the preparation of realistic Monitoring Plan in conformity with Plan Matrix.
	18 Is the type of data relevant to the given vision and objectives?	4.3	In one case confused with activity Partial data given in some cases.	Spend more time on the preparation of realistic Monitoring Plan in conformity with Plan Matrix.
	19 Are the targets realistic and verifiable indicators appropriate?	3.6	Sometimes incomplete. Targets sometimes unreliable due to unclear Vision.	Proper indicator sheet preparation to be emphasized.

Summary Review of School Development Plan (Term 1)

Name of the District: Kasulu

The mark here is the average of 10 plans reviewed (from 5: most positive, to 1: most negative)

Item		Criteria	Mark	Remarks	Countermeasures for Term 2
General	1	Does the report follow the given format?	3.7	Only to a certain extent	Emphasize on Report writing procedures
Executive Summary	2	Does this section address key issues of the report in a clear manner?	2.2	In most cases no summary	Emphasize on Report writing procedures
Chapter 1: Current Status of School	3	Does this chapter include relevant findings from school mapping results?	3.9	In some cases no findings shown. Some had excellent findings.	Emphasize on including relevant SM findings.
	4	Does this chapter include relevant findings from SWOT analysis?	4.3	Good attempt.	
Chapter 2: Three-year School Development Plan	5	Is the vision relevant and does it reflect the current status of school?	4.1	In some cases just copied from manual	Vision should reflect real school situation.
	6	Are the objectives relevant to the vision and clear?	4.4	This was well done but in many cases written like Activities.	
	7	Are the activities relevant to the objectives and clear?	4.6		
	8	Are the inputs in the plan relevant to the activities and clear?	4.2	In most cases looks like mere budget.	Other inputs, apart from funds, to be emphasized.
	9	Are the verifiable indicators relevant to the objectives and clear?	4.6		
	10	Are the means of verification relevant to the indicators and clear?	4.6		
	11	Is the Plan of Operation consistent to district education plan matrix?	3.6	In three cases not shown at all!	The importance of having a PO to be emphasized.
	12	Are the implementing agencies and personnel indicated relevant to the activities?	3.6	In three cases not show at all!	The importance of having a PO to be emphasized.

Item	Criteria	Mark	Remarks	Countermeasures for Term 2	
	13	Are the items required relevant to the activities?	3.4	In three cases not shown at all!	The importance of having a PO to be emphasized.
	14	Are the costs estimated and sources indicated relevant to the activities?	3.3	In three cases not shown at all!	The importance of having a PO to be emphasized.
	15	Is the implementation time frame given realistic?	3.3	In three cases not shown at all!	The importance of having a PO to be emphasized.
Chapter 3: Annual Action Plan	16	Is the Annual Action Plan consistent to the 3-year plan?	3.7	Consistence affected by:- a). Lack of PO b). Same budget is for 3 years. c). Too short implementation time for some activities.	Budget for one year should be less that for 3 years.
Chapter 4: Monitoring Plan	17	Does the Monitoring Plan follow the format?	4.9		
	18	Is the type of data relevant to the given vision and objectives?	4.6		
	19	Are the targets realistic and verifiable indicators appropriate?	4.3		

Summary Review of School Development Plan (Term 1)

Name of the District: **Kigoma (R)**

The mark here is the average of **10** plans reviewed (from 5: most positive, to 1: most negative)

Item		Criteria	Mark	Remarks	Countermeasures for Term 2
General	1	Does the report follow the given format?	3.2	In most cases the reporting format was not followed	More time to be spent on how to write the planning reports.
Executive Summary	2	Does this section address key issues of the report in a clear manner?	2.0	Most plans did not have Executive Summaries	More time be spent on how to write the planning reports.
Chapter 1: Current Status of School	3	Does this chapter include relevant findings from school mapping results?	2.4	In most cases findings from SM were not shown.	Stress the importance of having a SM findings summary and how to write it including indicators, ratios, rates etc.
	4	Does this chapter include relevant findings from SWOT analysis?	3.5	A number of school plans had no SWOT analysis but those which did have done well this part.	SWOT or SCOC analysis should be linked to SM findings and other analyses.
Chapter 2: Three-year School Development Plan	5	Is the vision relevant and does it reflect the current status of school?	3.6	Generally this section was fairly well done but quite a number of them just copied the example shown in the manual.	Vision should be sharp and obtained after thorough discussion of SWOT and other findings.
	6	Are the objectives relevant to the vision and clear?	3.7	A good number of Objectives were just copied from the manual.	Objectives should aim at fulfilling the Vision.
	7	Are the activities relevant to the objectives and clear?	4.0	This section was fairly well done except fro those plans whose activities were just copied from manual.	
	8	Are the inputs in the plan relevant to the activities and clear?	3.5	In some cases mistaken for budgeting. Sometimes just copied from manual. Sometimes mistaken for items to be purchased. E.g. "Textbooks" instead of "Quotations"	More time to be spent on inputs and budgeting issues.

Item	Criteria	Mark	Remarks	Countermeasures for Term 2
9	Are the verifiable indicators relevant to the objectives and clear?	3.4	Sometimes stated like objectives e.g. "Teachers will be motivated" Sometimes mistaken for inputs. Sometimes just copied from manual.	Verifiable indicators show the achievement level of objectives usually in figures percentages rates or ratios.
10	Are the means of verification relevant to the indicators and clear?	3.9	Apart from those areas just copied from manual this section was well done.	
11	Is the Plan of Operation consistent to district education plan matrix?	3.3	Some plans did not have a PO. Some plans just copied examples from the manual. Some PO were incomplete.	Stress the importance of having a PO for effective implementation of the Plan.
12	Are the implementing agencies and personnel indicated relevant to the activities?	3.0	Mix up between Implementing agencies and Implementers. Shortcomings as above.	
13	Are the items required relevant to the activities?	3.1	Incomplete plans. No PO etc.	
14	Are the costs estimated and sources indicated relevant to the activities?	2.9	Sometimes costs estimates very unrealistic e.g. 323,135,000/= or 120,000,000/= from school sources alone!	This area was one of the weak areas. Stress in Term 2 on realistic costing and resource identification.
15	Is the implementation time frame given realistic?	3.0	Many times unrealistic e.g. to build 39 classrooms and 30 teachers houses in less than 3 years! Sometimes all activities are done simultaneously throughout the plan period.	Implementation Timeframe must be realistic.

Item		Criteria	Mark	Remarks	Countermeasures for Term 2
Chapter 3: Annual Action Plan	16	Is the Annual Action Plan consistent to the 3-year plan?	2.9	Sometimes 3 AAPs are prepared. Sometimes no AAPs seen.	Annual Action Plan for the first year only should be prepared and revised AAP each subsequent year.
Chapter 4: Monitoring Plan	17	Does the Monitoring Plan follow the format?	3.1	Sometimes MP is for one year. Sometimes just copied from examples in the manual.	Stress on the Format of the Monitoring Plan and its contents.
	18	Is the type of data relevant to the given vision and objectives?	2.8	Confused with objective/inputs. GER confused with NER. Sometimes just copied from Manual	Stress on the Format of the Monitoring Plan and its contents.
	19	Are the targets realistic and verifiable indicators appropriate?	2.9	Targets not realistic due to confused type of data. Just copied.	Stress on the Format of the Monitoring Plan and its contents.

Summary Review of School Development Plan (Term 1)

Name of the District: **Kilindi**

The mark here is the average of **10** plans reviewed (from **5**: most positive, to **1**: most negative)

Item		Criteria	Mark	Remarks	Countermeasures for Term 2
General	1	Does the report follow the given format?	4.9	<i>In one or two cases chapters were not properly sequenced</i>	Stress on the need to adhere to the Reporting format given in the Hand Book.
Executive Summary	2	Does this section address key issues of the report in a clear manner?	4.7	Generally very good introductions and summaries given.	
Chapter 1: Current Status of School	3	Does this chapter include relevant findings from school mapping results?	4.7	Generally findings from SM given	
	4	Does this chapter include relevant findings from SWOT analysis?	4.7	SWOT analyses usually well presented.	
Chapter 2: Three-year School Development Plan	5	Is the vision relevant and does it reflect the current status of school?	4.2	In some cases the Vision written like Activities or just a combination of objectives. Some Visions too ambitious e.g. PSLE pass rate will rise from 4% to 54%	More time be spent on the School Plan Matrix formulation.
	6	Are the objectives relevant to the vision and clear?	4.2	Sometimes too many activities. Objectives written like activities	More time be spent on the School Plan Matrix formulation.
	7	Are the activities relevant to the objectives and clear?	4.4	Activities stated like objectives. Too broad – not specific. Sometimes too brief.	More time be spent on the School Plan Matrix formulation.
	8	Are the inputs in the plan relevant to the activities and clear?	4.2	Stated like Activities. Mixed-up with Objectives/targets.	More time be spent on the School Plan Matrix formulation.
	9	Are the verifiable indicators relevant to the objectives and clear?	4.0	Mixed-up with activities. Written like objectives. Written like in puts.	More time be spent on the School Plan Matrix formulation.

Item	Criteria	Mark	Remarks	Countermeasures for Term 2
	10 Are the means of verification relevant to the indicators and clear?	3.9	Written like objectives. Written like activities.	More time be spent on the School Plan Matrix formulation.
	11 Is the Plan of Operation consistent to district education plan matrix?	4.0	In one case the PO was not shown at all. In some cases PO not consistent with the Plan Matrix.	The importance of preparing the PO consistent to Plan Matrix be emphasized.
	12 Are the implementing agencies and personnel indicated relevant to the activities?	4.0	As above Some Implementing Agencies such as JICA not relevant.	The importance of preparing the PO Plan Matrix be emphasized.
	13 Are the items required relevant to the activities?	4.0	Due to missing PO in some cases Items required not verifiable.	The importance of preparing the PO consistent to Plan Matrix be emphasized.
	14 Are the costs estimated and sources indicated relevant to the activities?	4.0	Cost estimates too high Source not realistic e.g. JICA for buildings.	The importance of preparing the PO consistent to Plan Matrix be emphasized.
	15 Is the implementation time frame given realistic?	4.2	In one case PO not included hence implementation timeframe could not be verified. Sometime Implementation period not clearly shown.	The importance of preparing the PO consistent to Plan Matrix be emphasized.
Chapter 3: Annual Action Plan	16 Is the Annual Action Plan consistent to the 3-year plan?	3.8	In one case three different APPs were presented. In another case Activities were not relevant to the Plan of Operation. In another case the validity of the AAP could not be proved due to the lack of plan of operation.	Emphasize that AAP is for one year and must conform with the Activities shown in the PO for that year. Each subsequent year another AAP is to be prepared carrying over activities which were not completed in the preceding year

Item		Criteria	Mark	Remarks	Countermeasures for Term 2
Chapter 4: Monitoring Plan	17	Does the Monitoring Plan follow the format?	4.3	In one case the Monitoring implementation period was given by from July 2004 – June 2006 which is just 2 years.	More explanation be given on the Monitoring Plan.
	18	Is the type of data relevant to the given vision and objectives?	3.3	Types of Data written like Activities Only one type of Data shown. Data confused with Items Data shown like Verifiable Indicators.	More explanation be given on the Monitoring Plan.
	19	Are the targets realistic and verifiable indicators appropriate?	3.7	In one case only on objective written hence target/indicators unreliable. Type of data omitted in some cases Some targets unrealistic In some cases Verifiable Indicates written like objectives In some cases Type of Data written like Activity.	More explanation be given on the Monitoring Plan.

Summary Review of School Development Plan (Term 1)

Name of the District: Korogwe

The mark here is the average of 10 plans reviewed (from 5: most positive, to 1: most negative)

Item	Criteria	Mark	Remarks	Countermeasures for Term 2
General	1 Does the report follow the given format?	3.5	Format not fully followed.	Spend time on Report writing.
Executive Summary	2 Does this section address key issues of the report in a clear manner?	2.2	In many cases no summary shown.	Spend time on Report writing
Chapter 1: Current Status of School	3 Does this chapter include relevant findings from school mapping results?	3.3	In some cases no such findings shown	Stress the importance of showing SM findings.
	4 Does this chapter include relevant findings from SWOT analysis?	3.9	This section fairly well done though weak on Strength and Threats analysis.	Strength and Threats should be linked with SM findings.
Chapter 2: Three-year School Development Plan	5 Is the vision relevant and does it reflect the current status of school?	4.3	This section was fairly well done.	
	6 Are the objectives relevant to the vision and clear?	3.7	Sometimes written like Activities	Clear and SMART objectives to be emphasized.
	7 Are the activities relevant to the objectives and clear?	4.0	Sometimes not relevant and incomplete	
	8 Are the inputs in the plan relevant to the activities and clear?	4.0	Sometimes confused with budgeting.	Budgeting not to be confused with other necessary inputs.
	9 Are the verifiable indicators relevant to the objectives and clear?	3.8	Sometimes written like targets/objectives.	Clarify meaning of Indicators.
	10 Are the means of verification relevant to the indicators and clear?	3.4	Sometimes confused with costs. Sometimes not shown. Sometimes written like objectives.	How to verify the success or otherwise of plan target be emphasized.
	11 Is the Plan of Operation consistent to district education plan matrix?	4.4	Sometimes incomplete	

Item.		Criteria	Mark	Remarks	Countermeasures for Term 2
	12	Are the implementing agencies and personnel indicated relevant to the activities?	4.5	Generally well done	
	13	Are the items required relevant to the activities?	4.1		
	14	Are the costs estimated and sources indicated relevant to the activities?	3.9	In some cases costs not shown.	Costs should be realistic and relevant to the activities.
	15	Is the implementation time frame given realistic?	3.8	Sometimes too many activities and therefore unrealistic.	Implementation timeframe should be commensurate with No. of activities.
Chapter 3: Annual Action Plan	16	Is the Annual Action Plan consistent to the 3-year plan?	3.9	Sometimes budget is for the 3 years.	Budgeting issues be emphasized.
Chapter 4: Monitoring Plan	17	Does the Monitoring Plan follow the format?	4.0	In one case not shown at all.	Monitoring plan necessary.
	18	Is the type of data relevant to the given vision and objectives?	3.9	In one case not shown at all.	Monitoring plan necessary.
	19	Are the targets realistic and verifiable indicators appropriate?	3.9	In one case not shown at all.	Monitoring plan necessary.

Summary Review of School Development Plan (Term 1)

Name of the District: Lindi

The mark here is the average of 10 plans reviewed (from 5: most positive, to 1: most negative)

Item		Criteria	Mark	Remarks	Countermeasures for Term 2
General	1	Does the report follow the given format?	4.3	In some cases the reports format was not followed.	Emphasis on Report writing.
Executive Summary	2	Does this section address key issues of the report in a clear manner?	3.5	In some cases no Executive summary One excellent Summary (Mitanga).	Emphasize on Executive summary preparation.
Chapter 1: Current Status of School	3	Does this chapter include relevant findings from school mapping results?	3.9	Some of the reports were too brief while some of them too detailed.	Importance of Current Status Analysis including SM and SWOT analysis to be stressed.
	4	Does this chapter include relevant findings from SWOT analysis?	4.6	Generally very good presentations.	Importance of Current Status Analysis including SM and SWOT analysis to be stressed.
Chapter 2: Three-year School Development Plan	5	Is the vision relevant and does it reflect the current status of school?	4.4	Sometimes too ambitious e.g. to raise pass rate from 16% to 60%. Sometimes too low - raise pass rate of 35% (well below national plan of 50%).	School plans not too ambitious. School plans to conform with national targets.
	6	Are the objectives relevant to the vision and clear?	4.1	In one case only one objective given (not even relevant). Some objectives more than 3 in one e.g. "lunch will be provided, well drilled and school plot surveyed". Looks more like an Activity.	Several objectives must be set. Objectives not to be confused with Activities.
	7	Are the activities relevant to the objectives and clear?	4.3	Some activities too broad e.g. "to build 5 teachers houses".	Emphasis on specific activities.

Item	Criteria	Mark	Remarks	Countermeasures for Term 2	
	8	Are the inputs in the plan relevant to the activities and clear?	4.5	Some inputs place too much emphasis on cost aspect alone. Sometimes confused with Activities. Some are too detailed. Like small budget.	Inputs not to be confused with merely budgeting Not to be confused with Activities.
	9	Are the verifiable indicators relevant to the objectives and clear?	4.2	Ratios and Rates sometimes not used. Verifiable indicators stated as activities.	Ratios and Rates to be emphasized.
	10	Are the means of verification relevant to the indicators and clear?	3.8	Sometimes confused with implementing Agency In one case not shown at all.	Explained simply as record/evidence for verifying the achievement of the plan.
	11	Is the Plan of Operation consistent to district education plan matrix?	4.2	In one case PO not included. In another case just one Activity.	The importance of the formulation of PO in conformity with the Plan Matrix to be emphasized.
	12	Are the implementing agencies and personnel indicated relevant to the activities?	4.2	Sometimes stated as "Jamii" (Community). Too general.	See above
	13	Are the items required relevant to the activities?	3.8	In one case only "Nguvukazi" (Labour) mentioned. In one case no PO included.	See above
	14	Are the costs estimated and sources indicated relevant to the activities?	3.8	In some cases JICA is recorded as the main source. Not sure about it.	The cost and its source must be realistic and specific. Spend more time on Resource Identification.
	15	Is the implementation time frame given realistic?	4.0		Implementation timeframe must be realistic depending on the Activity.
Chapter 3: Annual Action Plan	16	Is the Annual Action Plan consistent to the 3-year plan?	4.0	In one case three different AAPs given; Sometimes can't confirm where no	Emphasize that only one AAP to be prepared for the first year in conformity with the PO.

Item		Criteria	Mark	Remarks	Countermeasures for Term 2
				PO exists	
Chapter 4: Monitoring Plan	17	Does the Monitoring Plan follow the format?	4.6		Emphasize that the Monitoring plan is for 3 years and must conform with plan objectives.
	18	Is the type of data relevant to the given vision and objectives?	4.6	In some cases Type of Data required for the Vision not shown.	Types of data must be relevant to the Vision/Objective.
	19	Are the targets realistic and verifiable indicators appropriate?	4.4		Targets/Verifiable Indicators must be realistic and implementable and conform to national targets.

Summary Review of School Development Plan (Term 1)

Name of the District: Liwale

The mark here is the average of 10 plans reviewed (from 5: most positive, to 1: most negative)

Item		Criteria	Mark	Remarks	Countermeasures for Term 2
General	1	Does the report follow the given format?	3.2	<i>Generally the reporting format was not followed.</i>	Report preparation be emphasized
Executive Summary	2	Does this section address key issues of the report in a clear manner?	1.6	In most cases no executive summary was presented.	Executive summary preparation to be emphasized
Chapter 1: Current Status of School	3	Does this chapter include relevant findings from school mapping results?	3.3	In some cases findings from SM not included or shoddily presented.	Spend some more time on the situation Analysis topic
	4	Does this chapter include relevant findings from SWOT analysis?	3.7	In two cases SWOT analysis not shown.	Spend some more time on the situation Analysis topic
Chapter 2: Three-year School Development Plan	5	Is the vision relevant and does it reflect the current status of school?	4.4	In some cases Vision was too general e.g. "Education has improved after 3 years.	Spend more time on school Planning Matrix preparation.
	6	Are the objectives relevant to the vision and clear?	4.6	In one case only 2 objectives listed. Some of them written like Activities	Spend more time on school Planning Matrix preparation.
	7	Are the activities relevant to the objectives and clear?	4.5	In some cases the most important Activity such as "Build" was not included instead other activities such as mobilize, ask for funds were shown.	Spend more time on school Planning Matrix preparation.
	8	Are the inputs in the plan relevant to the activities and clear?	4.9	Some of the inputs were too detailed-looked like an entire budget.	Spend more time on school Planning Matrix preparation.
	9	Are the verifiable indicators relevant to the objectives and clear?	4.3	In one case Verifiable Indicators were shown as shortfalls/shortages. In one case Verifiable Indicators not included.	Spend more time on school Planning Matrix preparation.

Item	Criteria	Mark	Remarks	Countermeasures for Term 2
	10 Are the means of verification relevant to the indicators and clear?	4.8	Generally well presented except in one case where only SM report was shown as means of Verification.	Spend more time on school Planning Matrix preparation.
	11 Is the Plan of Operation consistent to district education plan matrix?	4.7	In one case PO not included at all.	Emphasis on PO formulation to be given
	12 Are the implementing agencies and personnel indicated relevant to the activities?	4.3	In the case of PO missing nothing could be shown	Emphasize on PO formulation to be given
	13 Are the items required relevant to the activities?	4.0	In the case of PO missing nothing could be shown	Emphasize on PO formulation to be given
	14 Are the costs estimated and sources indicated relevant to the activities?	4.0	In one case the costs and sources could not be shown because no PO	Emphasize on PO formulation to be given
	15 Is the implementation time frame given realistic?	3.8	No PO in one case In another case some minor activities like "Get money" taking a whole year	Emphasize on PO formulation to be given
Chapter 3: Annual Action Plan	16 Is the Annual Action Plan consistent to the 3-year plan?	4.2	Absence of PO in one case made it impossible to verify. Three Versions of AAP in another case.	Emphasize that only one AAP to be prepared each year. Activities not completed on the first year to be carried over into second year.
Chapter 4: Monitoring Plan	17 Does the Monitoring Plan follow the format?	4.1	In two cases Monitoring Plan not included.	Emphasis to be laid on following the format for the preparation of the Monitoring Plan.
	18 Is the type of data relevant to the given vision and objectives?	4.1	In two cases Monitoring Plan not included.	Type of data to conform with the Vision/Objective and be given in Rates/Ratios or numbers or capacity.

Item		Criteria	Mark	Remarks	Countermeasures for Term 2
	19	Are the targets realistic and verifiable indicators appropriate?	3.8	<p>In one case Vision pass rates is to double from 20% but end target is given as 70%</p> <p>In two cases no Monitoring plan</p>	Emphasize on realistic targets.

Summary Review of School Development Plan (Term 1)

Name of the District: **Lushoto**

The mark here is the average of **10** plans reviewed (from 5: most positive, to 1: most negative)

Item		Criteria	Mark	Remarks	Countermeasures for Term 2
General	1	Does the report follow the given format?	3.2		Report writing to be clarified.
Executive Summary	2	Does this section address key issues of the report in a clear manner?	2.2	In most cases no summaries were shown.	Report writing to be clarified.
Chapter 1: Current Status of School	3	Does this chapter include relevant findings from school mapping results?	2.4	In most cases no relevant findings shown	The importance of including relevant SM findings to be underscored.
	4	Does this chapter include relevant findings from SWOT analysis?	4.0	This was generally well done but some were superficially done	
Chapter 2: Three-year School Development Plan	5	Is the vision relevant and does it reflect the current status of school?	4.1	Some Visions not clear enough	
	6	Are the objectives relevant to the vision and clear?	4.1	Sometimes just copied from examples in Manual	
	7	Are the activities relevant to the objectives and clear?	4.2		
	8	Are the inputs in the plan relevant to the activities and clear?	4.4		
	9	Are the verifiable indicators relevant to the objectives and clear?	3.7	Sometimes given only in percentages	The different ways of expressing verifiable indicators be explored.
	10	Are the means of verification relevant to the indicators and clear?	3.5	Sometimes confused with strategies.	Spend sometimes showing the difference between the two.
	11	Is the Plan of Operation consistent to district education plan matrix?	4.5		
	12	Are the implementing agencies and personnel indicated relevant to the activities?	4.6		
	13	Are the items required relevant to the activities?	4.5		

Item	Criteria	Mark	Remarks	Countermeasures for Term 2
	14 Are the costs estimated and sources indicated relevant to the activities?	4.2		
	15 Is the implementation time frame given realistic?	3.8	In one case not shown at all.	Realistic Implementation Timeframe be emphasized.
Chapter 3: Annual Action Plan	16 Is the Annual Action Plan consistent to the 3-year plan?	4.0	In one case not shown. In another cost greater than in 3 years plan.	Consistence especially in cost estimates to be emphasized.
Chapter 4: Monitoring Plan	17 Does the Monitoring Plan follow the format?	3.8	In one case not shown at all. In another two different MP for one year and 3 years prepared.	Monitoring plan is for the Entire Plan Period.
	18 Is the type of data relevant to the given vision and objectives?	3.4	In one case not shown at all.	Relevant type of data to be emphasized.
	19 Are the targets realistic and verifiable indicators appropriate?	3.6	In one case not shown at all and in some of them targets unrealistic.	Spend more time on targets and Verifiable Indicator Sheet.

Summary Review of School Development Plan (Term 1)

Name of the District: Mbeva (U)

The mark here is the average of 10 plans reviewed (from 5: most positive, to 1: most negative)

Item		Criteria	Mark	Remarks	Countermeasures for Term 2
General	1	Does the report follow the given format?	2.5	Format not followed in most cases	Stress on Report Writing.
Executive Summary	2	Does this section address key issues of the report in a clear manner?	2.3	Generally poorly done. In many cases no Executive Summary included.	Stress on Report Writing.
Chapter 1: Current Status of School	3	Does this chapter include relevant findings from school mapping results?	3.3	In some cases no such findings were shown and where shown no percentages or ratios used.	Spend more time on the topic of Current Status of School.
	4	Does this chapter include relevant findings from SWOT analysis?	3.8	Rather too brief on Opportunities and Strength. Too much emphasis on Threats.	Spend more time on the topic of Current Status of School.
Chapter 2: Three-year School Development Plan	5	Is the vision relevant and does it reflect the current status of school?	2.7	In one case Vision was just copied from Manual. Vague Vision e.g. "Pass Rate will increase considerably". In one case not shown at all. Sometimes too ambitious e.g. 12.5% - 75%.	School Plan Matrix formulation to occupy more attention next term.
	6	Are the objectives relevant to the vision and clear?	2.9	Shown as Activities. Just copied from Handbook. Indirectly relevant.	School Plan Matrix formulation to occupy more attention next term.

Item	Criteria	Mark	Remarks	Countermeasures for Term 2
7	Are the activities relevant to the objectives and clear?	2.9	Sometimes confused with objectives. Sometimes confused with sources of funds. Sometimes just copied from Handbook.	School Plan Matrix formulation to occupy more attention next term.
8	Are the inputs in the plan relevant to the activities and clear?	3.1	Sometimes confused with budgeting Confused with activities. Confused with implementing agencies.	School Plan Matrix formulation to occupy more attention next term.
9	Are the verifiable indicators relevant to the objectives and clear?	2.8	In one case just copied from manual. Indicators written as Personnel required. Confused with implementing agencies.	School Plan Matrix formulation to occupy more attention next term.
10	Are the means of verification relevant to the indicators and clear?	3.0		School Plan Matrix formulation to occupy more attention next term.
11	Is the Plan of Operation consistent to district education plan matrix?	2.5	In some cases PO not included.	Plan of operation to be more synchronized with Plan Matrix.
12	Are the implementing agencies and personnel indicated relevant to the activities?	2.5	In some cases not shown at all. Confused with personnel required.	Plan of operation to be more synchronized with Plan Matrix.
13	Are the items required relevant to the activities?	2.5	In some cases not shown at all. Confused with personnel required.	Plan of operation to be more synchronized with Plan Matrix.
14	Are the costs estimated and sources indicated relevant to the activities?	3.0	Copied. Sometimes not shown at all	Plan of operation to be more synchronized with Plan Matrix.
15	Is the implementation time frame given realistic?	2.5	No timeframe in some cases. Only one year shown.	Plan of operation to be more synchronized with Plan Matrix.

Item		Criteria	Mark	Remarks	Countermeasures for Term 2
Chapter 3: Annual Action Plan	16	Is the Annual Action Plan consistent to the 3-year plan?	2.4	In some cases there is no AAP. Consistence cannot be assured where no PO. Three AAPs produced.	Insist on just one AAP and check the cost of each activity.
Chapter 4: Monitoring Plan	17	Does the Monitoring Plan follow the format?	3.4		Monitoring plan could be more activity oriented and conform with the PO.
	18	Is the type of data relevant to the given vision and objectives?	3.2	Sometimes given as "shortages" Type of Data given as activity Type of Data given as requirements Type of Data given as present status. Not included.	Relevance of these aspects with the Monitoring Plan to be emphasized.
	19	Are the targets realistic and verifiable indicators appropriate?	3.4	Sometimes differ from Indicators sheet. Sometimes no monitoring plan included so no such Data.	Relevance of these aspects with the Monitoring Plan to be emphasized.

Summary Review of School Development Plan (Term 1)

Name of the District: **Mbozi**

The mark here is the average of **10** plans reviewed (from 5: most positive, to 1: most negative)

Item		Criteria	Mark	Remarks	Countermeasures for Term 2
General	1	Does the report follow the given format?	2.1	The format was not generally followed. Disorganised.	More time be spent on how to follow the format in Report writing.
Executive Summary	2	Does this section address key issues of the report in a clear manner?	1.8	Very few and organised summaries presented.	Explain more carefully on how to make an Executive Summary.
Chapter 1: Current Status of School	3	Does this chapter include relevant findings from school mapping results?	3.5	In a few cases no SM findings were presented. Sometimes only data for gap analysis was given.	<i>Emphasize the importance of current school status analysis in the preparation of plans.</i>
	4	Does this chapter include relevant findings from SWOT analysis?	3.6	In one case SWOT analysis was not shown.	Ditto
Chapter 2: Three-year School Development Plan	5	Is the vision relevant and does it reflect the current status of school?	3.9	Vision not sharp enough and achievement given in percentages such as "learning and teaching to improve by 60%" How do you measure it?	The importance of proper formulation of the School Plan Matrix to the emphasized in Term 2
	6	Are the objectives relevant to the vision and clear?	3.0	Sometimes written like activities Not sharp enough	Objectives must be SMART and not confused with activities.
	7	Are the activities relevant to the objectives and clear?	3.6	Sometimes written like in puts Some important activities such as "Build" not included	<i>Activities not to be confused with objectives and for inputs.</i>

Item	Criteria	Mark	Remarks	Countermeasures for Term 2
8	Are the inputs in the plan relevant to the activities and clear?	3.4	Mix-up with objectives. Inputs written like strategies Too broadly stated. Inputs such as costs not shown	Inputs not to be confused with objectives Costing to be shown but not too detailed.
9	Are the verifiable indicators relevant to the objectives and clear?	2.7	Written as targets Written as Personnel required Written as shortages. Written as Activities.	Spent more time on Indicator sheet.
10	Are the means of verification relevant to the indicators and clear?	2.7	Means written as problems Means written as targets	
11	Is the Plan of Operation consistent to district education plan matrix?	1.6	Only two plans had the Plan of Operation. The rest did not. Some changed the PO into AAP!	The plan is incomplete without the PO. This will have to be emphasized in Term 2.
12	Are the implementing agencies and personnel indicated relevant to the activities?	1.5	For lack of PO not shown For the two plans the Implementing Agencies and personnel required were not exhaustive. Some activities had no implementers.	Ditto
13	Are the items required relevant to the activities?	1.5	For the two plans resources required were not very specific.	Emphasize the importance of exhausting the items/ resources required for the plan of implementation – not necessary the same as inputs.
14	Are the costs estimated and sources indicated relevant to the activities?	1.5	Some activities have no estimated cost. Also the sources are not specific Cost for one plan rather on the lower side.	Source and cost of activities to be specific. Hence emphasize on Resource Identification.

Item	Criteria	Mark	Remarks	Countermeasures for Term 2
	15 Is the implementation time frame given realistic?	1.5	For lack of PO not easy to ascertain. But for the two plans seen the implementation time frame was just sufficient.	Realistic implementation timeframe to be emphasized.
Chapter 3: Annual Action Plan	16 Is the Annual Action Plan consistent to the 3-year plan?	2.2	Lack of PO makes it unascertainable In one case cost estimates same as for PO. PO appeared changed to AAP. Implementation period in one case Jan 03 – Dec 04 Another Jan – Nov. 04 (11 months)	Emphasize the importance of preparing an AAP consistent with the PO bearing in mind the cost of each activity.
Chapter 4: Monitoring Plan	17 Does the Monitoring Plan follow the format?	2.4	In several cases the Monitoring Plan is for one year! Confused with AAP.	Spend more time on the preparation of the Monitoring Plan emphasizing the various components.
	18 Is the type of data relevant to the given vision and objectives?	3.1	Type of Data sometimes written as Activities Type of Data sometimes written as Objectives Mixed up with shortages/requirements	Spend more time on the preparation of the Monitoring Plan emphasizing the various components.
	19 Are the targets realistic and verifiable indicators appropriate?	1.6	Unrealistic due to change of Implementation period of 1 year.	Importance of realistic and verifiable targets to be emphasized.

Summary Review of School Development Plan (Term 1)

Name of the District: Mpanda

The mark here is the average of **10** plans reviewed (from 5: most positive, to 1: most negative)

Item		Criteria	Mark	Remarks	Countermeasures for Term 2
General	1	Does the report follow the given format?	4.2	Generally format followed	
Executive Summary	2	Does this section address key issues of the report in a clear manner?	3.6	Varied from two very good summaries to no summary at all.	Explain how to prepare an Executive Summary
Chapter 1: Current Status of School	3	Does this chapter include relevant findings from school mapping results?	3.6	There were quite a good number of relevant findings but some were not.	Explain how to report SM findings
	4	Does this chapter include relevant findings from SWOT analysis?	4.4	Generally this was well done.	SWOT to be linked with SM findings
Chapter 2: Three-year School Development Plan	5	Is the vision relevant and does it reflect the current status of school?	4.4	Generally this was well done.	
	6	Are the objectives relevant to the vision and clear?	4.3	Sometimes written like Activities.	Spend more time on setting SMART objectives.
	7	Are the activities relevant to the objectives and clear?	4.4		
	8	Are the inputs in the plan relevant to the activities and clear?	4.0	Sometimes confused with items to be bought or just budget.	Show the difference between Inputs and items to be bought or constructed.
	9	Are the verifiable indicators relevant to the objectives and clear?	3.8	Sometimes confused with implementing agencies/implementers	Spend more time on Indicators sheet analysis.
	10	Are the means of verification relevant to the indicators and clear?	4.2	In one case means not shown at all.	Spend mote time on Indicator sheet analysis
	11	Is the Plan of Operation consistent to district education plan matrix?	3.7	In these cases not shown and in another mixed/combined with Plan Matrix.	Stress the need for an PO consistent to plan matrix.
	12	Are the implementing agencies and personnel indicated relevant to the activities?	3.8	- do -	Stress the need for an PO consistent to plan matrix.

Item	Criteria	Mark	Remarks	Countermeasures for Term 2
	13 Are the items required relevant to the activities?	3.5	- do -	Stress the need for an PO consistent to plan matrix.
	14 Are the costs estimated and sources indicated relevant to the activities?	3.5	- do -	Stress the need for an PO consistent to plan matrix.
	15 Is the implementation time frame given realistic?	3.5	- do -	Stress the need for an PO consistent to plan matrix.
Chapter 3: Annual Action Plan	16 Is the Annual Action Plan consistent to the 3-year plan?	3.6	Sometimes not shown at all.	Stress the importance of preparing an AAP consistent with the PO.
Chapter 4: Monitoring Plan	17 Does the Monitoring Plan follow the format?	4.8	Generally the format followed.	
	18 Is the type of data relevant to the given vision and objectives?	4.1	Sometimes confused with Activities. Sometimes confused with Items required.	Types of data required for Monitoring should be clarified.
	19 Are the targets realistic and verifiable indicators appropriate?	4.1	Sometimes indicators jut given in percentages without explanation. Sometimes contradiction between targets in Vision with end targets.	Stress the importance of having realistic and relevant targets.

Summary Review of School Development Plan (Term 1)

Name of the District: **Muheza**

The mark here is the average of **10** plans reviewed (from 5: most positive, to 1: most negative)

Item		Criteria	Mark	Remarks	Countermeasures for Term 2
General	1	Does the report follow the given format?	3.1		Emphasis on Report writing be given.
Executive Summary	2	Does this section address key issues of the report in a clear manner?	2.5	In most cases there were no summaries	Emphasis on Report writing be given.
Chapter 1: Current Status of School	3	Does this chapter include relevant findings from school mapping results?	2.2	In most cases no relevant SM findings.	Stress the need for including relevant SM findings in this chapter.
	4	Does this chapter include relevant findings from SWOT analysis?	3.2	In some cases no SWOT analysis shown.	Stress the importance of SWOT or SCOC analysis linked with SM findings.
Chapter 2: Three-year School Development Plan	5	Is the vision relevant and does it reflect the current status of school?	3.4	A common Vision, not very clear, adopted by all schools!	The Vision should be specific to the school and not district derived.
	6	Are the objectives relevant to the vision and clear?	4.0	In one case there were too many objectives (18).	Number of Objectives should conform with the given implementation timeframe.
	7	Are the activities relevant to the objectives and clear?	4.7	Generally relevant.	
	8	Are the inputs in the plan relevant to the activities and clear?	4.8		
	9	Are the verifiable indicators relevant to the objectives and clear?	4.7		
	10	Are the means of verification relevant to the indicators and clear?	4.5		
	11	Is the Plan of Operation consistent to district education plan matrix?	4.5	In one case PO not shown at all.	Plan of Operation should be shown
	12	Are the implementing agencies and personnel indicated relevant to the activities?	4.4	In one case PO not shown at all.	Plan of Operation should be shown
13	Are the items required relevant to the activities?	4.4	In one case PO not shown at all.	Plan of Operation should be shown.	

Item	Criteria	Mark	Remarks	Countermeasures for Term 2
	14 Are the costs estimated and sources indicated relevant to the activities?	4.6	In one case PO not shown at all.	Plan of Operation should be shown.
	15 Is the implementation time frame given realistic?	4.0	In one case PO not shown at all	Plan of Operation should be shown.
Chapter 3: Annual Action Plan	16 Is the Annual Action Plan consistent to the 3-year plan?	4.6	Generally consistent	
Chapter 4: Monitoring Plan	17 Does the Monitoring Plan follow the format?	4.5		
	18 Is the type of data relevant to the given vision and objectives?	4.0	Sometimes confused with objectives and means of verification. Sometimes just written as "Gross" or "Net"	Spend more time on Monitoring Plan and its constituent parts.
	19 Are the targets realistic and verifiable indicators appropriate?	4.2	Sometimes GER lower than NER. Unrealistic targets	Spend more time on Monitoring Plan and its constituent parts.

Summary Review of School Development Plan (Term 1)

Name of the District: Nachingwea

The mark here is the average of 10 plans reviewed (from 5: most positive, to 1: most negative)

Item		Criteria	Mark	Remarks	Countermeasures for Term 2
General	1	Does the report follow the given format?	4.2		
Executive Summary	2	Does this section address key issues of the report in a clear manner?	3.8	No executive summary except brief history of the school in one case.	Emphasize on how to prepare an Executive summary
Chapter 1: Current Status of School	3	Does this chapter include relevant findings from school mapping results?	4.7	Generally well done	
	4	Does this chapter include relevant findings from SWOT analysis?	4.8	Generally well done	
Chapter 2: Three-year School Development Plan	5	Is the vision relevant and does it reflect the current status of school?	4.7	Generally Vision clear.	
	6	Are the objectives relevant to the vision and clear?	4.7	In a few cases objectives written like Activities.	Show the difference between objectives and activities
	7	Are the activities relevant to the objectives and clear?	4.8	Generally well presented. A few cases of too broadly stated activities.	Activities not to be confused with objectives.
	8	Are the inputs in the plan relevant to the activities and clear?	4.7	A few cases where Inputs are written like activities.	Show how to write inputs without confusing them with activities or budgeting.
	9	Are the verifiable indicators relevant to the objectives and clear?	4.8	In a few cases written like objectives e.g. "Mpango utakuwa umekamilika" (Plan will have been implemented)	Indicator sheet preparation to be emphasized.
	10	Are the means of verification relevant to the indicators and clear?	4.9		
	11	Is the Plan of Operation consistent to district education plan matrix?	4.7	In one case PO started with Activities No. 4 and the rest was omitted	The preparation of PO following the Plan Matrix to be emphasized.
	12	Are the implementing agencies and personnel indicated relevant to the activities?	4.9		

Item	Criteria	Mark	Remarks	Countermeasures for Term 2
	13 Are the items required relevant to the activities?	4.6		
	14 Are the costs estimated and sources indicated relevant to the activities?	4.5	In one case all sources are indicated as "community" and "school", no central or LGA funds. Unrealistic In some cases the cost is too high.	Explore as many sources of funds as possible – Resource Identification to be emphasized.
	15 Is the implementation time frame given realistic?	4.7	In a few cases plans are too ambitious to be completed in 3 years e.g. Cost of TAS 109, 871, 000.	Emphasis on realistic implementable plans, given the resources.
Chapter 3: Annual Action Plan	16 Is the Annual Action Plan consistent to the 3-year plan?	4.8		
Chapter 4: Monitoring Plan	17 Does the Monitoring Plan follow the format?	4.6		
	18 Is the type of data relevant to the given vision and objectives?	4.4	Data sometime written as Verifiable indicator Pass rate – not included as data for vision which says PSLE pass will rise.	Give more examples in type of Data.
	19 Are the targets realistic and verifiable indicators appropriate?	4.5	Some of the targets are over ambitious.	See No. 15 above.

Summary Review of School Development Plan (Term 1)

Name of the District: **Rungwe**

The mark here is the average of **10** plans reviewed (from 5: most positive, to 1: most negative)

Item		Criteria	Mark	Remarks	Countermeasures for Term 2
General	1	Does the report follow the given format?	3.5		Emphasize on Reporting Writing
Executive Summary	2	Does this section address key issues of the report in a clear manner?	1.5	In many cases not shown at all.	Explain how to prepare a good Executive Summary.
Chapter 1: Current Status of School	3	Does this chapter include relevant findings from school mapping results?	3.1	In one case not shown at all. In another shown on Gap Analysis only.	Importance of SM findings for situation Analysis to be emphasized.
	4	Does this chapter include relevant findings from SWOT analysis?	3.3	In one case not shown at all.	Importance of SWOT analysis for determining current status of school to be underscored.
Chapter 2: Three-year School Development Plan	5	Is the vision relevant and does it reflect the current status of school?	3.1	Sometimes Vision unrealistic e.g. PSLE pass rate to rise from 5% to 75%. Sometimes too detailed and confusing.	Spend more time on Vision and Objective Setting procedures.
	6	Are the objectives relevant to the vision and clear?	3.6	Sometimes not shown at all. Written like Activities.	Spend more time on Vision and Objective Setting procedures.
	7	Are the activities relevant to the objectives and clear?	3.7	Too broadly stated e.g. "Community participation".	Emphasis on specific Activities according to objectives.
	8	Are the inputs in the plan relevant to the activities and clear?	3.7	Too general in some cases such as "Labour". Cost of labour could be more useful.	Relevant inputs to activities be emphasized

Item	Criteria	Mark	Remarks	Countermeasures for Term 2
	9 Are the verifiable indicators relevant to the objectives and clear?	3.5	Some of them not realistic Some of them irrelevant e.g. "Good account" for Frequent Mock Exam objective.	Relevant Verifiable Indications and realistic ones to be given as examples.
	10 Are the means of verification relevant to the indicators and clear?	3.1	Confused with strategies. Not specific Written like objectives	Distinguish between means and strategies and objectives.
	11 Is the Plan of Operation consistent to district education plan matrix?	3.7	Where no P.O exists consistence cannot be assured.	Emphasize the point that the plan is implemented through an PO consistent to it.
	12 Are the implementing agencies and personnel indicated relevant to the activities?	4.0	Sometimes implementing agencies confused with responsible personnel.	Implementing agencies not to be confused with personnel responsible for a given task..
	13 Are the items required relevant to the activities?	3.9	Sometimes items required stated as mere inputs.	Not to be confused with inputs.
	14 Are the costs estimated and sources indicated relevant to the activities?	4.0		
	15 Is the implementation time frame given realistic?	4.0		
Chapter 3: Annual Action Plan	16 Is the Annual Action Plan consistent to the 3-year plan?	4.0	In one case budget higher than that of 3 years plan. In another case cost the same as the one for 3 years plan	Proper budgeting to be underscored.
Chapter 4: Monitoring Plan	17 Does the Monitoring Plan follow the format?	4.4		
	18 Is the type of data relevant to the given vision and objectives?	4.4		
	19 Are the targets realistic and verifiable indicators appropriate?	3.9	Sometimes indications shown only in % ages even where Ratios or Rates could be better indicators. Sometimes targets unrealistic.	More relevant data on indicators to be given to participants

Summary Review of School Development Plan (Term 1)

Name of the District: **Songea (U)**

The mark here is the average of **10** plans reviewed (from 5: most positive, to 1: most negative)

Item		Criteria	Mark	Remarks	Countermeasures for Term 2
General	1	Does the report follow the given format?	5.0	<i>Generally well presented</i>	
Executive Summary	2	Does this section address key issues of the report in a clear manner?	4.9	Generally well presented	
Chapter 1: Current Status of School	3	Does this chapter include relevant findings from school mapping results?	4.9	Generally well presented	
	4	Does this chapter include relevant findings from SWOT analysis?	4.7	Generally well presented	
Chapter 2: Three-year School Development Plan	5	Is the vision relevant and does it reflect the current status of school?	4.8	Generally well presented	
	6	Are the objectives relevant to the vision and clear?	4.9	Generally well presented	
	7	Are the activities relevant to the objectives and clear?	4.9	Generally well presented	
	8	Are the inputs in the plan relevant to the activities and clear?	4.6	Generally well presented	
	9	Are the verifiable indicators relevant to the objectives and clear?	4.8	Generally well presented	
	10	Are the means of verification relevant to the indicators and clear?	4.4	In one case only data from SM shown as means of verification	Define more means of verification
	11	Is the Plan of Operation consistent to district education plan matrix?	3.9	In some cases implementation time frame has no variation. Every activity takes three years.	Spend more time on Plan of Operation in relation to Matrix
	12	Are the implementing agencies and personnel indicated relevant to the activities?	4.2		Spend more time on Plan of Operation in relation to Matrix
	13	Are the items required relevant to the activities?	4.0		Spend more time on Plan of Operation in relation to Matrix

Item	Criteria	Mark	Remarks	Countermeasures for Term 2
	14 Are the costs estimated and sources indicated relevant to the activities?	3.7	Sometimes Sources not clear e.g. Govt. which? Cost the higher side in some cases. Cost not relevant to activity e.g. ask for funds – cost 7,230,000/-. Asking does not cost that much. Cost estimates too low in some cases.	Resources Identification and Budgeting aspects to be emphasized
	15 Is the implementation time frame given realistic?	3.6	See 11 above Some activities given too long time e.g. Budgeting cannot take all 3 years.	Scheduling of Activities to be emphasized.
Chapter 3: Annual Action Plan	16 Is the Annual Action Plan consistent to the 3-year plan?	3.8	Implementation timeframe is sometimes unrealistic. Some activities could be done in one quarter only. Costs are sometimes unrealistic	One year Action plan to confirm to the Plan of Operation including realistic costing of activities
Chapter 4: Monitoring Plan	17 Does the Monitoring Plan follow the format?	4.8		
	18 Is the type of data relevant to the given vision and objectives?	4.7		
	19 Are the targets realistic and verifiable indicators appropriate?	4.3	Some targets are unrealistic (see 15 above).	Spend time on how to set realistic targets/verifiable Indicators

Summary Review of School Development Plan (Term 1)

Name of the District: Sumbawanga (R)

The mark here is the average of 10 plans reviewed (from 5: most positive, to 1: most negative)

Item		Criteria	Mark	Remarks	Countermeasures for Term 2
General	1	Does the report follow the given format?	3.9	Generally the format was followed.	Report writing to be emphasized.
Executive Summary	2	Does this section address key issues of the report in a clear manner?	2.9	Some summaries were given in the form of minutes of SC. In some cases no Executive summaries were given at all.	More time to be spent on how to write an Executive summary.
Chapter 1: Current Status of School	3	Does this chapter include relevant findings from school mapping results?	3.2	Some plans gave summaries only on Gap Analysis sheet. Some of them did not include any summary on Findings on SM.	Stress the importance of having a summary of SM findings and its contents.
	4	Does this chapter include relevant findings from SWOT analysis?	4.1	In one case the SWOT analysis was not shown.	This area is important and should be linked with SM findings.
Chapter 2: Three-year School Development Plan	5	Is the vision relevant and does it reflect the current status of school?	4.3	Generally good.	
	6	Are the objectives relevant to the vision and clear?	4.7	Well presented.	
	7	Are the activities relevant to the objectives and clear?	4.6	Generally good	
	8	Are the inputs in the plan relevant to the activities and clear?	4.6	Sometimes confused with Type of Data. Sometimes confused with Activities.	
	9	Are the verifiable indicators relevant to the objectives and clear?	4.4	In one case not shown at all.	
	10	Are the means of verification relevant to the indicators and clear?	4.4	In one case not shown at all.	

Item	Criteria	Mark	Remarks	Countermeasures for Term 2
	11 Is the Plan of Operation consistent to district education plan matrix?	4.5	In one case PO not included.	Plan of Operation must be shown and its constituent parts emphasized.
	12 Are the implementing agencies and personnel indicated relevant to the activities?	4.3	In one case PO not included.	Plan of Operation must be shown and its constituent parts emphasized.
	13 Are the items required relevant to the activities?	4.1	In one case PO not included.	Plan of Operation must be shown and its constituent parts emphasized.
	14 Are the costs estimated and sources indicated relevant to the activities?	3.9	Sometimes costs shown are on the lower side or not shown at all.	Plan of Operation must be shown and its constituent parts emphasized.
	15 Is the implementation time frame given realistic?	3.4	Sometimes too many activities for only three years. In one case no PO hence no timeframe.	Plan of Operation must be shown and its constituent parts emphasized.
Chapter 3: Annual Action Plan	16 Is the Annual Action Plan consistent to the 3-year plan?	4.5	In one case costs not shown. In another costing not consistent with PO.	Costs in AAP must be calculated relative to costs of the entire plan and/or activities to be performed in the particular year.
Chapter 4: Monitoring Plan	17 Does the Monitoring Plan follow the format?	4.5	In one case not shown at all.	Monitoring Plan is for three years and should always be included.
	18 Is the type of data relevant to the given vision and objectives?	4.3	In one case not shown at all.	
	19 Are the targets realistic and verifiable indicators appropriate?	4.2	Some targets are over-ambitious.	

