

Appendix 15 Review of District Education Plan Report of Term 2

Review of District Education Plans (Term 2)

Name of the District¹: **Hanang**

Mark should be given 1-5 (from 5: most positive, to 1: most negative).

Item		Criteria	Mark	Remarks	Suggestions for Improvement
General	1	Does the report follow the given format?	5	It follows the given format and clear.	
Executive Summary	2	Does this section address key issues of the report?	4	Five-page Executive Summary addresses key issues though it does not include objectives.	Include objectives in the Executive Summary.
Chapter 1: Current Status of Primary Education	3	Does this chapter include findings from Stakeholder Analysis?	5	Stakeholders are identified with their assumed expectations. They are also categorised into 5 groups.	
	4	Does this chapter include findings from SM Analysis?	4	A brief summary of SM findings are included with the Gap Identification Sheet. However, basic information such as number of schools and enrolment are not stated.	Include basic information such as number of schools, enrolment, number of teachers, etc.
	5	Does this chapter include findings from SWOT?	5	Summary of SWOT analysis is included.	
Chapter 2: District Education Plan	6	Does this chapter include a clear Vision Statement and how it was set?	5	Vision of District will provide a better learning and teaching environment to all children in the district is stated with how it was set.	
	7	Are the prioritized Objectives clear and relevant to the Vision?	4	Eight relevant prioritized objectives are set. However, some (1 and 5) are overlapping.	Ensure that no objectives are overlapping and each of them clear and unambiguous.
	8	Is the Indicator Sheet included and are the Targets realistic?	4	Indicator Sheet is included, but Object 7&8 are not included.	Include indicators and targets for each objective.

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	Suggestions for Improvement
	9	Are the Activities and Resources Required relevant and sufficient to achieve the intended objectives?	4	They appear relevant and realistic though there are some calculation mistakes.	Ensure correct calculations and accurate entries.
Chapter 3: Plan of Operation	10	Is the Plan of Operation consistent with the District Education Plan in terms of Objectives, Targets, Activities, Implementing Agencies and Resources Requirements?	4	Mostly consistent though there a few activities added and some inconsistencies in the cost.	Ensure the consistency.
	11	Are the cost estimates realistic?	5	Realistic	
	12	Is the Implementation Timeframe relevant and realistic?	5	Well considered	
Chapter 4: Annual Action Plan	13	Does the Annual Action Plan follow the format given in the Handbook?	5	It follows the given format and clear.	
	14	Is the Annual Action Plan consistent with Plan of Operation?	5	Consistent.	
Chapter 5: Monitoring Plan	15	Does the Monitoring Plan follow the format given in the Handbook?	5	It follows the given format and clear.	
	16	Are the verifiable Indicators consistent with the Indicator Sheet?	4	Consistent though a few mistakes are found.	Ensure correct entries.
Overall Ranking:			4.6	Clear and well-formulated plan.	

Review of District Education Plans (Term 2)

Name of the District: Kiteto

Mark should be given 1-5 (from 5: most positive, to 1: most negative).

Item		Criteria	Mark	Remarks	Suggestions for Improvement
General	1	Does the report follow the given format?	3	In general it follows the given format though due to some errors and omissions actual Plan of Operation and Annual Action Plan are not clear and consistent.	Ensure the consistency throughout the report.
Executive Summary	2	Does this section address key issues of the report?	5	One and half-page Executive Summary includes all key issues (in addition, a half-page result of pair wise ranking for objectives, which could have been omitted).	
Chapter 1: Current Status of Primary Education	3	Does this chapter include findings from Stakeholder Analysis?	3	Uncategorised stakeholders are identified with their expectations and potential impact.	Categorise the stakeholders.
	4	Does this chapter include findings from SM Analysis?	5	There is a brief and clear summary of findings from SM analysis with Gap Identification Sheet.	
	5	Does this chapter include findings from SWOT?	4	There is a good summary of SWOT analysis, though only 3 strengths are identified while 17 weaknesses are listed.	Further analyse the current situation.
Chapter 2: District Education Plan	6	Does this chapter include a clear Vision Statement and how it was set?	3	The vision of all school age children will get primary education in the year 2006/7 is set though no explanation of how it was set.	Explain how the vision was set.
	7	Are the prioritized Objectives clear and relevant to the Vision?	5	5 clear and relevant objectives are listed based on the current situation of the district.	
	8	Is the Indicator Sheet included and are the Targets realistic?	3	The Indicator Sheet is included though some entries are missing or incorrect. For example, the current number of usable classrooms is stated 260 though the target of 2005, 2006 and 2007 are 101, 120, and 150.	Set correct targets.

Item		Criteria	Mark	Remarks	Suggestions for Improvement
	9	Are the Activities and Resources Required relevant and sufficient to achieve the intended objectives?	2	Resources Requirement List does not indicate all the activities clearly. Quantity of teacher houses and latrines to build are not mentioned.	Set concrete and clear activities.
Chapter 3: Plan of Operation	10	Is the Plan of Operation consistent with the District Education Plan in terms of Objectives, Targets, Activities, Implementing Agencies and Resources Requirements?	2	In the Plan of Operation there are 3 objectives, which are different from the 5 objectives given in the previous chapter. Some Activities included in the Resource Requirement List are also omitted here.	Ensure the consistency throughout the report.
	11	Are the cost estimates realistic?	1	Some of the costs in the Plan of Operation differ from those in the Resource Requirement List. The total cost from the Plan is Tsh.106 million, instead of Tsh.3 billion in the Resource Requirement List.	Ensure the consistency throughout the report.
	12	Is the Implementation Timeframe relevant and realistic?	2	For some activities no time frame is given. For others the time frame is not well-defined.	Set realistic time frame for each activity.
Chapter 4: Annual Action Plan	13	Does the Annual Action Plan follow the format given in the Handbook?	3	It follows the given format, but some entries are missing. Only the District and the Central Government are identified as funding source.	Identify realistic financial sources.
	14	Is the Annual Action Plan consistent with Plan of Operation?	2	Two activities from Plan of Operation are not included in the Annual Action Plan. Some activities do not specify the quantity. The numbering of activities is confusing as they differ from those in Plan of Operation.	Ensure the consistency throughout the report. Set concrete and clear activities.
Chapter 5: Monitoring Plan	15	Does the Monitoring Plan follow the format given in the Handbook?	3	It follows the given format, but some entries are missing.	Include all necessary information.
	16	Are the verifiable Indicators consistent with the Indicator Sheet?	3	Consistent with identical errors.	Set realistic targets.
Overall Ranking:			3.1	Several errors and omissions are found in the report.	

Review of District Education Plans (Term 2)

Name of the District: **Monduli**

Mark should be given 1-5 (from 5: most positive, to 1: most negative).

Item		Criteria	Mark	Remarks	Suggestions for Improvement
General	1	Does the report follow the given format?	2	The report has no Executive Summary, no specific education Vision, no Indicator Sheet, no Resource Identification Sheet, no List of Unit Cost. However, it includes physical and socio-economic conditions of the district, Overall PEDP Performance and Cross-cutting Issues.	Follow the steps explained in the Handbook.
Executive Summary	2	Does this section address key issues of the report?	1	No Executive Summary is included.	Prepare Executive Summary which includes all the key issues.
Chapter 1: Current Status of Primary Education	3	Does this chapter include findings from Stakeholder Analysis?	2	NGOs and other supporting organizations are identified though other categories of stakeholders such as beneficiaries and decision makers are not identified. Their roles and potentials are not identified.	Review the process explained in the Handbook. Identify other categories of stakeholders as well.
	4	Does this chapter include findings from SM Analysis?	3	SM findings are included. The Gap Identification Sheet has several errors. Some gaps indicated also do not make sense.	Use appropriate units and ensure correct entries.
	5	Does this chapter include findings from SWOT?	3	SWOT is included though some confusion between Weakness and Threats.	Understand the difference between Weaknesses and Threats.
Chapter 2: District Education Plan	6	Does this chapter include a clear Vision Statement and how it was set?	1	The District Development Vision (to improve the life of the people of Monduli through provision of better quality and access to social services by the year 2011) is stated but not specific vision concerning education.	Set district vision of education.

Item		Criteria	Mark	Remarks	Suggestions for Improvement
	7	Are the prioritized Objectives clear and relevant to the Vision?	2	The Plan contains one broad objective: to improve quality and access to education service in Monduli District, which is, however, relevant to the District Development Vision.	Follow the steps described in the Handbook/ Set district education vision and objectives to achieve the vision.
	8	Is the Indicator Sheet included and are the Targets realistic?	1	No Indicator Sheet is included.	Define appropriate indicators and set targets,
	9	Are the Activities and Resources Required relevant and sufficient to achieve the intended objectives?	3	Some activities are not clear. No Resource Identification Sheet and no List of Unit Cost are included though the Resource Requirement List is attached. Some calculations in the Resource Requirement List are erroneous.	Set concrete and clear activities. Include Resource Identification Sheet and List of Unit Cost. Ensure the correct calculations.
Chapter 3: Plan of Operation	10	Is the Plan of Operation consistent with the District Education Plan in terms of Objectives, Targets, Activities, Implementing Agencies and Resources Requirements?	2	The Plan of Operation is incomplete. Some activities listed in the Resource Requirement List are not included. In some cases, current status is noted as targets.	Prepare the Plan of Operation correctly.
	11	Are the cost estimates realistic?	2	The Plan of Operation is incomplete. Costs are not properly filled in.	Ensure correct calculations and entries.
	12	Is the Implementation Timeframe relevant and realistic?	2	The Plan of Operation is incomplete. The time table is not well-defined.	Set the relevant time frame for each activity.
Chapter 4: Annual Action Plan	13	Does the Annual Action Plan follow the format given in the Handbook?	2	It follows. However, some entries are not realistic. For example, allowances is the only identified resource requirement for many activities, which is not realistic. For another example, Central Government is solely identified as the source of financial resources for all activities, which is not realistic either. The time schedule is also not realistic.	Follow the steps explained in the Handbook. Ensure the consistency throughout the report.

Item		Criteria	Mark	Remarks	Suggestions for Improvement
	14	Is the Annual Action Plan consistent with Plan of Operation?	3	As the Plan of Operation is incomplete, it is not sure if the Annual Action Plan is consistent with the Plan of Operation.	Follow the steps explained in the Handbook. Ensure the consistency throughout the report.
Chapter 5: Monitoring Plan	15	Does the Monitoring Plan follow the format given in the Handbook?	4		
	16	Are the verifiable Indicators consistent with the Indicator Sheet?	1	No Indicator Sheet is included. As some of the targets in Plan of Operation are not correctly filled, the yearly targets in the Monitoring Plan and those in Plan of Operation are not consistent.	Follow the steps explained in the Handbook. Ensure the consistency throughout the report.
Overall Ranking:			2.1	The Plan does not include required information and incomplete. It also contains several mistakes.	

Review of District Education Plans (Term 2)

Name of the District: Ngorongoro

Mark should be given 1-5 (from 5: most positive, to 1: most negative).

Item		Criteria	Mark	Remarks	Suggestions for Improvement
General	1	Does the report follow the given format?	3	In general it follows the format, though education specific vision and resource requirement sheet are missing.	Follow the format given in the Handbook.
Executive Summary	2	Does this section address key issues of the report?	5	One-page Executive Summary covers all the key issues.	
Chapter 1: Current Status of Primary Education	3	Does this chapter include findings from Stakeholder Analysis?	5	Categorised stakeholders are identified with their assumed expectations.	
	4	Does this chapter include findings from SM Analysis?	3	Some findings from SM are noted but key indicators such as GER, NER, drop-out rate, etc. are missing here. The Gap Identification Sheet is included in the next chapter.	School Mapping summary should include key figures and indicators.
	5	Does this chapter include findings from SWOT?	3	SWOT analysis is included but there is some confusion in classifications.	Understand the four categories.
Chapter 2: District Education Plan	6	Does this chapter include a clear Vision Statement and how it was set?	2	No Vision on education is included though the overall district vision and mission statement is included.	Set vision which gives the direction of the district education plan.
	7	Are the prioritized Objectives clear and relevant to the Vision?	5	3 objectives are included. They are relevant to access to quality education, which is included in the district vision statement.	
	8	Is the Indicator Sheet included and are the Targets realistic?	2	As the calculation of projection is wrong, the set targets are unrealistic. Further, some figures given are incorrect.	Ensure accuracy in calculation.

Item		Criteria	Mark	Remarks	Suggestions for Improvement
	9	Are the Activities and Resources Required relevant and sufficient to achieve the intended objectives?	2	Because of the gravely wrong projection of enrolment, many of the activities are wrongly formulated. For example, they will need 147 new classrooms to achieve pupil classroom ratio of 57:1 instead of 818 classrooms stated as an activity.	In this case, the whole plan should be re-written based on the correct projected enrolment (the district is currently re-writing the plan).
Chapter 3: Plan of Operation	10	Is the Plan of Operation consistent with the District Education Plan in terms of Objectives, Targets, Activities, Implementing Agencies and Resources Requirements?	2	Activities in Objective 3 are different from those addressed previously. As the Resources Requirement Sheet is not included it is difficult to determine the consistency.	Ensure consistency throughout the plan.
	11	Are the cost estimates realistic?	1	Some activities are wrongly noted. For some activities costs are not included.	Complete all the entries.
	12	Is the Implementation Timeframe relevant and realistic?	1	For some activities no timeframe is given. Even for those timeframe is given, they are not well defined.	Set realistic timeframe for each activity.
Chapter 4: Annual Action Plan	13	Does the Annual Action Plan follow the format given in the Handbook?	2	It follows the format. However, the timeframe for each activity is not well defined. For many cases, Resources Required are not identified.	Set realistic timeframe for each activity. Complete all the entries.
	14	Is the Annual Action Plan consistent with Plan of Operation?	2	As the Plan of Operation contains several mistakes (especially, Activities), it is difficult to determine the consistency.	Ensure correct entries.
Chapter 5: Monitoring Plan	15	Does the Monitoring Plan follow the format given in the Handbook?	5	It follows the format.	
	16	Are the verifiable Indicators consistent with the Indicator Sheet?	3	They are consistent but targets are unrealistic due to gravely wrong calculation of projected enrolment.	In this case, the plan should be re-written based on the correct projected enrolment (the district is currently re-writing the plan).
Overall Ranking:			2.9	As the projected enrolment is gravely wrong and the plan is based on these figures, the plan is unrealistic.	

Review of District Education Plans (Term 2)

Name of the District: Kondo

Mark should be given 1-5 (from 5: most positive, to 1: most negative).

Item		Criteria	Mark	Remarks	Suggestions for Improvement
General	1	Does the report follow the given format?	3	It follows the format. However there are several mistakes and omissions.	
Executive Summary	2	Does this section address key issues of the report?	2	Two-page Executive Summary includes some findings from Situation Analysis. However, it does not include other key issues.	Include key issues in the Executive Summary
Chapter 1: Current Status of Primary Education	3	Does this chapter include findings from Stakeholder Analysis?	4	Categorised stakeholders are identified with their expectations. However, some are not expectations but their roles.	Distinguish roles and expectations.
	4	Does this chapter include findings from SM Analysis?	3	Some SM findings are included without Gap Identification Sheet. Basic information such as number of schools, enrolment, number of teachers, etc. is also lacking.	Include Gap Identification Sheet as well as basic information on the district's education.
	5	Does this chapter include findings from SWOT?	3	It includes SWOT, but some overlapping and confusion in Strength and Opportunities.	Understand the differences among the categories.
Chapter 2: District Education Plan	6	Does this chapter include a clear Vision Statement and how it was set?	5	Improvement of education facilities and right to access to quality education. This vision was set, recognizing the overall vision set by schools: improvement of learning and teaching environment for all children.	
	7	Are the prioritized Objectives clear and relevant to the Vision?	4	6 objectives are identified though some of them are not well stated.	Objectives should be stated clearly.
	8	Is the Indicator Sheet included and are the Targets realistic?	3	Indicator Sheet is included but yearly targets are in some cases missing or not properly set. As current as well as projected enrolment in each year is not given, it is not possible to verify some of the targets.	Chose appropriate indicators. Realistic targets should be set by correct calculation.

Item		Criteria	Mark	Remarks	Suggestions for Improvement
	9	Are the Activities and Resources Required relevant and sufficient to achieve the intended objectives?	3	Some activities are not well-formulated. Resources requirement is not identified for some activities.	Define clear activities. Identify resources required for each activity.
Chapter 3: Plan of Operation	10	Is the Plan of Operation consistent with the District Education Plan in terms of Objectives, Targets, Activities, Implementing Agencies and Resources Requirements?	3	Mostly consistent though some inconsistencies are found here and there. As the Indicator Sheet is incomplete consistency in some targets cannot be determined.	Ensure the consistency throughout the report.
	11	Are the cost estimates realistic?	2	All the activities in Objective 3-6 are not costed.	Cost all the activities.
	12	Is the Implementation Timeframe relevant and realistic?	2	The time table is not well defined.	Set realistic timeframe for each activity.
Chapter 4: Annual Action Plan	13	Does the Annual Action Plan follow the format given in the Handbook?	2	Some columns have no title. Resources required are not properly identified.	Identify both human and material resources required to carry out each activities.
	14	Is the Annual Action Plan consistent with Plan of Operation?	3	Some activities do not correspond to the Plan of Operation. For example, according to the Plan of Operation 31 water tanks will be constructed over the 3 years while in the Annual Action Plan all the 31 tanks will be constructed in year 2005. Minor errors in costing.	Ensure consistency and accuracy throughout the report.
Chapter 5: Monitoring Plan	15	Does the Monitoring Plan follow the format given in the Handbook?	3	It follows the given format though some yearly targets, person in charge, method and frequency of reporting, and person confirming the report are missing. Person in charge and person confirming the report are also wrongly filled in.	Complete all the entries.
	16	Are the verifiable Indicators consistent with the Indicator Sheet?	3	They are consistent, but some targets are missing.	Complete all entries.
Overall Ranking:			3.0	It follows the given format though several mistakes and omissions are found.	

Review of District Education Plans (Term 2)

Name of the District: **Dodoma Rural**

Mark should be given 1-5 (from 5: most positive, to 1: most negative).

Item		Criteria	Mark	Remarks	Suggestions for Improvement
General	1	Does the report follow the given format?	5	It follows the given format and well-formulated.	
Executive Summary	2	Does this section address key issues of the report?	5	Two-page well-summarised Executive Summary including all the required issues.	
Chapter 1: Current Status of Primary Education	3	Does this chapter include findings from Stakeholder Analysis?	3	Uncategorized stakeholders are listed with their assumed expectations.	Categorise the stakeholders.
	4	Does this chapter include findings from SM Analysis?	5	Clear summary of findings from SM with the Gap Identification Sheet is included.	
	5	Does this chapter include findings from SWOT?	4	Well formulated. Low drop-out rate (2%) could be included in strength.	Further analyse the current situation.
Chapter 2: District Education Plan	6	Does this chapter include a clear Vision Statement and how it was set?	5	The vision of the district will have educated pupils, sufficiently equipped with knowledge and skills needed to competitively solve the development challenges which face them in their entire environment is expressed with the reason behind.	
	7	Are the prioritized Objectives clear and relevant to the Vision?	5	Five clear and relevant objectives are set.	
	8	Is the Indicator Sheet included and are the Targets realistic?	5	Well-formatted Indicator Sheet is included. Some targets are ambitious but most of them seem realistic.	
	9	Are the Activities and Resources Required relevant and sufficient to achieve the intended objectives?	5	Well-formulated activities are identified for each objective.	

Item		Criteria	Mark	Remarks	Suggestions for Improvement
Chapter 3: Plan of Operation	10	Is the Plan of Operation consistent with the District Education Plan in terms of Objectives, Targets, Activities, Implementing Agencies and Resources Requirements?	5	Consistent	
	11	Are the cost estimates realistic?	5	Realistic	
	12	Is the Implementation Timeframe relevant and realistic?	5	Relevant and realistic	
Chapter 4: Annual Action Plan	13	Does the Annual Action Plan follow the format given in the Handbook?	5	It follows the given format. It is very clear.	
	14	Is the Annual Action Plan consistent with Plan of Operation?	4	Consistent. The source of funding should include community and WFP as they are identified in the Resource Identification Sheet.	Include financial sources which have been identified.
Chapter 5: Monitoring Plan	15	Does the Monitoring Plan follow the format given in the Handbook?	5	It follows the given format. It is very clear.	
	16	Are the verifiable Indicators consistent with the Indicator Sheet?	5	Consistent	
Overall Ranking:			4.8	Very clear and well-formulated plan.	

Review of District Education Plans (Term 2)

Name of the District: **Mpwapwa**

Mark should be given 1-5 (from 5: most positive, to 1: most negative).

Item		Criteria	Mark	Remarks	Suggestions for Improvement
General	1	Does the report follow the given format?	4	It follows the given format, but some mistakes are found.	Ensure the accuracy and consistency.
Executive Summary	2	Does this section address key issues of the report?	5	Two and half page Executive Summary addresses all the key issues.	
Chapter 1: Current Status of Primary Education	3	Does this chapter include findings from Stakeholder Analysis?	4	Stakeholders (uncategorised) are identified with their expectations, potential impacts. Main activities of organizations/NGOs are also listed.	Categorize the stakeholders.
	4	Does this chapter include findings from SM Analysis?	3	Summary of SM findings are addressed though no Gap Identification Sheet is included.	Include Gap Identification Sheet.
	5	Does this chapter include findings from SWOT?	5	Concise summary of SWOT analysis is included.	
Chapter 2: District Education Plan	6	Does this chapter include a clear Vision Statement and how it was set?	4	In addition to District Vision and Mission Statement, education specific vision of our schools will provide equal and quality education to all school age children by the year 2007 is stated. No explanation how it was set.	Explain how the vision was set.
	7	Are the prioritized Objectives clear and relevant to the Vision?	5	Five relevant prioritized objectives are set.	
	8	Is the Indicator Sheet included and are the Targets realistic?	3	Indicator Sheet has several mistakes.	Ensure correct entries.
	9	Are the Activities and Resources Required relevant and sufficient to achieve the intended objectives?	3	Some activities are not clearly defined.	Define concrete and clear activities.

Item		Criteria	Mark	Remarks	Suggestions for Improvement
Chapter 3: Plan of Operation	10	Is the Plan of Operation consistent with the District Education Plan in terms of Objectives, Targets, Activities, Implementing Agencies and Resources Requirements?	3	Some targets are not stated. Some activities and costs are not consistent with those in the previous chapter.	Set realistic targets for each objective. Ensure the consistency throughout the report.
	11	Are the cost estimates realistic?	3	There are some errors. The total cost differs from the total cost stated in the activity costing sheet and Executive Summary.	Ensure the consistency throughout the report.
	12	Is the Implementation Timeframe relevant and realistic?	3	Time frame is not detailed.	Set realistic time frame for each activity.
Chapter 4: Annual Action Plan	13	Does the Annual Action Plan follow the format given in the Handbook?	4	It follows the given format though the time frame is not well developed.	Set realistic time frame for each activity.
	14	Is the Annual Action Plan consistent with Plan of Operation?	2	Some activities in the Plan of Operation are missing in the Annual Action Plan. All the activities for objective 4 are missing.	Ensure the consistency between Plan of Operation and Annual Action Plan.
Chapter 5: Monitoring Plan	15	Does the Monitoring Plan follow the format given in the Handbook?	4	It follows the given format though some mistakes are found.	Ensure the consistency throughout the report.
	16	Are the Verifiable Indicators consistent with the Indicator Sheet?	2	Many are not consistent.	Ensure the consistency throughout the report.
Overall Ranking:			3.6	Although it follows the given format some inconsistencies are found in activities and their costs between Plan of Operation, Annual Action Plan, and Monitoring Plan.	

Review of District Education Plans (Term 2)

Name of the District: Ludewa

Mark should be given 1-5 (from 5: most positive, to 1: most negative).

Item		Criteria	Mark	Remarks	Suggestions for Improvement
General	1	Does the report follow the given format?	4	In general it follows the format.	
Executive Summary	2	Does this section address key issues of the report?	2	One page Executive Summary includes a process of District Education Planning and the total cost of Plan. However, it does not include other key issues.	Include all the key issues in the Executive Summary.
Chapter 1: Current Status of Primary Education	3	Does this chapter include findings from Stakeholder Analysis?	5	Stakeholders are identified with their expectations. Stakeholders are categorised in 5 groups.	
	4	Does this chapter include findings from SM Analysis?	4	Summary of SM findings is included with the Gap Identification Sheet. However, basic information such as number of schools, enrolment, number of teachers, etc. is not included.	Include basic information.
	5	Does this chapter include findings from SWOT?	5	A good summary of SWOT analysis is included.	
Chapter 2: District Education Plan	6	Does this chapter include a clear Vision Statement and how it was set?	5	The vision of Ludewa district will provide equal opportunity to quality primary education to all primary schools in the district is stated with how it was set.	
	7	Are the prioritized Objectives clear and relevant to the Vision?	5	Through prioritization 4 relevant objectives were chosen from 18 tentative objectives.	
	8	Is the Indicator Sheet included and are the Targets realistic?	5	Targets shown in the Indicator Sheet are realistic.	

Item		Criteria	Mark	Remarks	Suggestions for Improvement
	9	Are the Activities and Resources Required relevant and sufficient to achieve the intended objectives?	4	Resource requirement is calculated for all the activities. Those identified seem relevant and sufficient. A list of Unit Cost is provided.	Calculate resources needed for each activitie.
Chapter 3: Plan of Operation	10	Is the Plan of Operation consistent with the District Education Plan in terms of Objectives, Targets, Activities, Implementing Agencies and Resources Requirements?	5	Consistent	
	11	Are the cost estimates realistic?	3	Some costs here differ from those in the Resource Requirement List. The calculations here seem erroneous.	Ensure correct calculation and entries.
	12	Is the Implementation Timeframe relevant and realistic?	3	The time frame are not well defined.	Set realistic time frame for each activity.
Chapter 4: Annual Action Plan	13	Does the Annual Action Plan follow the format given in the Handbook?	5	It follows the given format and clear.	
	14	Is the Annual Action Plan consistent with Plan of Operation?	4	Consistent though time frame is not well-set.	Set realistic time frame for each activity.
Chapter 5: Monitoring Plan	15	Does the Monitoring Plan follow the format given in the Handbook?	5	It follows the format and clear.	
	16	Are the verifiable Indicators consistent with the Indicator Sheet?	5	Consistent.	
Overall Ranking:			4.3	A well-formulated plan.	

Review of District Education Plans (Term 2)

Name of the District: Same

Mark should be given 1-5 (from 5: most positive, to 1: most negative).

Item		Criteria	Mark	Remarks	Suggestions for Improvement
General	1	Does the report follow the given format?	4	It follows the given format though some tables are not put together in the right order.	Follow the report writing format.
Executive Summary	2	Does this section address key issues of the report?	2	Two-page Executive Summary explains the process and rationale of SMMP and it gives some facts on the district's basic education provision. However, it does not include Vision, Objectives or Total Cost of the Plan.	Include all the key issues in the Executive Summary.
Chapter 1: Current Status of Primary Education	3	Does this chapter include findings from Stakeholder Analysis?	4	Categorised stakeholders are identified with their assumed expectations though some classification does not seem appropriate (Central and Local Government and NGOs in the category of beneficiaries).	
	4	Does this chapter include findings from SM Analysis?	3	Actual data from the SM questionnaire and the Gap Identification Sheet is included. Summary findings could have been more appropriate. It also lacks the basic information such as number of schools, enrolment, number of teachers, etc.	Include basic information and summary findings of SM analysis as they will be the basis of planning.
	5	Does this chapter include findings from SWOT?	4	A good summary of SWOT analysis. High PSLE results should be included as strengths.	
Chapter 2: District Education Plan	6	Does this chapter include a clear Vision Statement and how it was set?	4	The vision of all the school age children in the district will be provided with equal opportunities for quality primary education is included but no explanation how it was set.	Explain how the vision was set.
	7	Are the prioritized Objectives clear and relevant to the Vision?	5	Nine relevant and prioritized objectives are set.	

Item		Criteria	Mark	Remarks	Suggestions for Improvement
	8	Is the Indicator Sheet included and are the Targets realistic?	4	Well formulated Indicator Sheet is included though the given figures do not come up to given CPRs in the Indicator Sheet. Targets appear realistic.	Ensure the correct calculations and entries.
	9	Are the Activities and Resources Required relevant and sufficient to achieve the intended objectives?	4	Although no list of Unit Cost is included, the Resource Requirement List is well formulated and clear. Activities appear relevant and sufficient.	Include a list of unit cost.
Chapter 3: Plan of Operation	10	Is the Plan of Operation consistent with the District Education Plan in terms of Objectives, Targets, Activities, Implementing Agencies and Resources Requirements?	5	It follows the given format and clear.	
	11	Are the cost estimates realistic?	5	They appear realistic.	
	12	Is the Implementation Timeframe relevant and realistic?	5	Well-formulated and clear.	
Chapter 4: Annual Action Plan	13	Does the Annual Action Plan follow the format given in the Handbook?	5	It follows the given format and clear.	
	14	Is the Annual Action Plan consistent with Plan of Operation?	5	Consistent and clear.	
Chapter 5: Monitoring Plan	15	Does the Monitoring Plan follow the format given in the Handbook?	5	It follows the given format.	
	16	Are the verifiable Indicators consistent with the Indicator Sheet?	4	It is consistent except one.	Ensure correct entries.
Overall Ranking:			4.3	Though some minor mistakes are found in the plan, it is a clear and well-formulated plan.	

Review of District Education Plans (Term 2)

Name of the District: **Kwimba**

Mark should be given 1-5 (from 5: most positive, to 1: most negative).

Item		Criteria	Mark	Remarks	Suggestions for Improvement
General	1	Does the report follow the given format?	5	It follows the given format and well-formulated.	
Executive Summary	2	Does this section address key issues of the report?	5	Two-page Executive Summary addresses all the key issues.	
Chapter 1: Current Status of Primary Education	3	Does this chapter include findings from Stakeholder Analysis?	3	Uncategorised stakeholders are identified with their assumed expectations.	Categorize the stakeholders.
	4	Does this chapter include findings from SM Analysis?	5	Well formulated summary of SM findings are included with the Gap Identification Sheet.	
	5	Does this chapter include findings from SWOT?	3	Summary of SWOT analysis is included though there are some confusion in Strengths and Opportunities.	Understand the difference between Strengths and Opportunities.
Chapter 2: District Education Plan	6	Does this chapter include a clear Vision Statement and how it was set?	5	The vision of to improve teaching and learning environment such that all the school age children in the district will attend and be provided with equal opportunities for quality primary education is stated with the reason behind.	
	7	Are the prioritized Objectives clear and relevant to the Vision?	5	Three relevant prioritised objectives are set from 5 tentative objectives.	
	8	Is the Indicator Sheet included and are the Targets realistic?	4	A clear Indicator Sheet is included. However, yearly targets are not included for Transition Rate.	Set targets for all the indicators identified. If no target can be set, more suitable indicator should be found.
	9	Are the Activities and Resources Required relevant and sufficient to achieve the intended objectives?	4	Relevant activities are set and resources are clearly calculated. However, one activity (1.2) is not costed.	Cost all the activities included.

Item		Criteria	Mark	Remarks	Suggestions for Improvement
Chapter 3: Plan of Operation	10	Is the Plan of Operation consistent with the District Education Plan in terms of Objectives, Targets, Activities, Implementing Agencies and Resources Requirements?	5	Consistent.	
	11	Are the cost estimates realistic?	5	Realistic.	
	12	Is the Implementation Timeframe relevant and realistic?	3	Time frame is not detailed.	Set realistic time frame for each activity.
Chapter 4: Annual Action Plan	13	Does the Annual Action Plan follow the format given in the Handbook?	5	It follows the given format.	
	14	Is the Annual Action Plan consistent with Plan of Operation?	4	Consistent except one activity (3.2).	Ensure the consistency.
Chapter 5: Monitoring Plan	15	Does the Monitoring Plan follow the format given in the Handbook?	5	It follows the given format.	
	16	Are the verifiable Indicators consistent with the Indicator Sheet?	5	Consistent.	
Overall Ranking:			4.4	Clear and well-formulated plan.	

Review of District Education Plans (Term 2)

Name of the District: Sengerema

Mark should be given 1-5 (from 5: most positive, to 1: most negative).

Item		Criteria	Mark	Remarks	Suggestions for Improvement
General	1	Does the report follow the given format?	4	It follows the given format though some parts are not complete and some information missing.	Follow the steps explained in the Handbook.
Executive Summary	2	Does this section address key issues of the report?	5	One and half page Executive Summary covers all the key issues.	
Chapter 1: Current Status of Primary Education	3	Does this chapter include findings from Stakeholder Analysis?	4	Uncategorised stakeholders are identified with their assumed expectations.	Categorise the stakeholders.
	4	Does this chapter include findings from SM Analysis?	4	The summary of SM findings is included with Gap Identifications Sheet which however contains several mistakes.	Ensure the correct entries.
	5	Does this chapter include findings from SWOT?	4	Summary of SWOT is included though there are some confusion in categories.	Understand the difference among the categories.
Chapter 2: District Education Plan	6	Does this chapter include a clear Vision Statement and how it was set?	5	Vision of Improvement of learning and teaching environment to 158 primary schools in the district from 2005 to 2004 is noted with how it was set.	
	7	Are the prioritized Objectives clear and relevant to the Vision?	5	Eight relevant prioritized objectives are set.	
	8	Is the Indicator Sheet included and are the Targets realistic?	4	Indicator Sheet is included though several mistakes were found.	Ensure correct calculations and entries.
	9	Are the Activities and Resources Required relevant and sufficient to achieve the intended objectives?	3	Activities for only Objective 6, 7 & 8 are included. No List of Unit Cost is attached.	Calculate resource requirement of all the activities.

Item		Criteria	Mark	Remarks	Suggestions for Improvement
Chapter 3: Plan of Operation	10	Is the Plan of Operation consistent with the District Education Plan in terms of Objectives, Targets, Activities, Implementing Agencies and Resources Requirements?	5	Consistent.	
	11	Are the cost estimates realistic?	3	Without complete Resource Requirement List and List of Unit Cost, it is difficult to determine.	Prepare List of Unit Cost and calculate the resource requirement for each activity.
	12	Is the Implementation Timeframe relevant and realistic?	3	Time frame is not well developed.	Set realistic time frame for each activity.
Chapter 4: Annual Action Plan	13	Does the Annual Action Plan follow the format given in the Handbook?	4	It follows the format. Central Government is the only financial source noted here.	Realistic financial sources should be identified.
	14	Is the Annual Action Plan consistent with Plan of Operation?	5	Consistent	
Chapter 5: Monitoring Plan	15	Does the Monitoring Plan follow the format given in the Handbook?	3	It follows the format though it includes only Objective 1-5.	Monitoring Plan should cover all the objectives.
	16	Are the verifiable Indicators consistent with the Indicator Sheet?	4	Mostly consistent with some slight inconsistencies.	Ensure correct entries.
Overall Ranking:			4.1	Though it follows the given format, some parts are incomplete and lacks some information.	

Review of District Education Plans (Term 2)

Name of the District: Iramba

Mark should be given 1-5 (from 5: most positive, to 1: most negative).

Item		Criteria	Mark	Remarks	Suggestions for Improvement
General	1	Does the report follow the given format?	4	The Plan follows the given format, though the format of the Annual Action Plan differs a little.	
Executive Summary	2	Does this section address key issues of the report?	5	There is a 6-page Executive Summary which covers all the main issues. It could have been a little briefer.	
Chapter 1: Current Status of Primary Education	3	Does this chapter include findings from Stakeholder Analysis?	3	Uncategorised stakeholders are identified with their expectations.	Categorize the stakeholders.
	4	Does this chapter include findings from SM Analysis?	5	There is a compact and clear summary of findings from SM analysis including Gap Identification Sheet.	
	5	Does this chapter include findings from SWOT?	3	There is a good summary of SWOT analysis though there are minor confusions in Strengths and Opportunities.	Understand the difference between Strengths and Opportunities.
Chapter 2: District Education Plan	6	Does this chapter include a clear Vision Statement and how it was set?	5	A clear vision all school age children will get quality primary education in a conducive learning and teaching environment leading to a raised PSLE pass rate is set based on the analysis of current situations of the district.	
	7	Are the prioritized Objectives clear and relevant to the Vision?	5	13 (14 in the Plan of Operation), relevant though ambitious, objectives are included.	
	8	Is the Indicator Sheet included and are the Targets realistic?	3	Some of the targets seem very ambitious and unrealistic.	Set realistic targets which can be reached in 3 years.
	9	Are the Activities and Resources Required relevant and sufficient to achieve the intended objectives?	5	Activities are well formulated. A clear List of Unit Cost and a well formulated Resource Requirement List are included.	

Item		Criteria	Mark	Remarks	Suggestions for Improvement
Chapter 3: Plan of Operation	10	Is the Plan of Operation consistent with the District Education Plan in terms of Objectives, Targets, Activities, Implementing Agencies and Resources Requirements?	4	A consistent and clear Plan of Operation is formulated. However, some funding agencies are identified as Implementing Agencies, which should be included as the Funding Source in Annual Action Plan.	Identify realistic Implementing Agencies for each activity.
	11	Are the cost estimates realistic?	5	The unit cost appear realistic and the calculations seem correct.	
	12	Is the Implementation Timeframe relevant and realistic?	5	They appear relevant and realistic.	
Chapter 4: Annual Action Plan	13	Does the Annual Action Plan follow the format given in the Handbook?	3	There is a slight diversion: inclusion of Objective and Target, and exclusion of Funding Source.	Identify funding sources for the activities.
	14	Is the Annual Action Plan consistent with Plan of Operation?	5	Consistent.	
Chapter 5: Monitoring Plan	15	Does the Monitoring Plan follow the format given in the Handbook?	4	For the method and frequency of reporting, frequency is indicated but no method of reporting is indicated.	Identify suitable method of reporting.
	16	Are the verifiable Indicators consistent with the Indicator Sheet?	5	Consistent.	
Overall Ranking:			4.3	A clear and well-formulated plan.	

Review of District Education Plans (Term 2)

Name of the District: Singida Rural

Mark should be given 1-5 (from 5: most positive, to 1: most negative).

Item		Criteria	Mark	Remarks	Suggestions for Improvement
General	1	Does the report follow the given format?	2	No Chapter 2 is included in the report.	Follow the steps in the Handbook.
Executive Summary	2	Does this section address key issues of the report?	2	One-page Executive Summary does not include any required key issues.	Include key issues in the Executive Summary.
Chapter 1: Current Status of Primary Education	3	Does this chapter include findings from Stakeholder Analysis?	4	Stakeholders are categorised and identified with their assumed expectations though no Supporting Groups and Negatively Affected People are identified.	Identify supporting
	4	Does this chapter include findings from SM Analysis?	3	Some of the SM findings are noted but some are omitted. Gap Identification Sheet is not included. Some GERs and NERs seem erroneous.	Include summary of SM findings with Gap Identification Sheet.
	5	Does this chapter include findings from SWOT?	3	SWOT analysis is included but there are some confusions in all the categories.	Understand the difference among 4 categories.
Chapter 2: District Education Plan	6	Does this chapter include a clear Vision Statement and how it was set?	1	No Chapter 2. The vision Improvement of teaching and learning environment given in the Plan of Operation is too general.	Follow the steps described in the Handbook. Set the vision.
	7	Are the prioritized Objectives clear and relevant to the Vision?	2	No Chapter 2. Two objectives are given in the Plan of Operation.	Follow the steps described in the Handbook. Set the relevant objectives and prioritize them.
	8	Is the Indicator Sheet included and are the Targets realistic?	1	Indicator Sheet is not completed.	Prepare relevant indicators for each objectives and set realistic targets.
	9	Are the Activities and Resources Required relevant and sufficient to achieve the intended objectives?	2	Some activities are not costed though they require considerable amount of funding.	Cost all the activities.

Item	Criteria	Mark	Remarks	Suggestions for Improvement	
Chapter 3: Plan of Operation	10	Is the Plan of Operation consistent with the District Education Plan in terms of Objectives, Targets, Activities, Implementing Agencies and Resources Requirements?	2	As there is no Chapter 2, it is not possible to judge the consistency. The cost given here in the Plan of Operation and that in the Resource Requirement List show some discrepancy in terms of activities and cost.	Ensure consistency throughout the report.
	11	Are the cost estimates realistic?	2	Some activities are not costed.	Cost all the activities.
	12	Is the Implementation Timeframe relevant and realistic?	2	Time table is not well-defined.	Set realistic time frame for each activity.
Chapter 4: Annual Action Plan	13	Does the Annual Action Plan follow the format given in the Handbook?	4	It follows the given format.	
	14	Is the Annual Action Plan consistent with Plan of Operation?	2	It is confusing as the numbering of activities differs from that in Plan of Operation. Some activities do not specify the quantity. The time table is not well-defined.	Define concrete and clear activities to achieve the objective.
Chapter 5: Monitoring Plan	15	Does the Monitoring Plan follow the format given in the Handbook?	2	The Monitoring Plan follows the format, but it lacks necessary information. Although the Plan of Operation includes only 2 objectives, the Monitoring Plan has 4 Objectives.	Provide necessary information and ensure the consistency throughout the report.
	16	Are the verifiable Indicators consistent with the Indicator Sheet?	2	Indicator Sheet lacks most of the information (current status and yearly targets), thus the Monitoring Plan is also incomplete.	Prepare proper Indicator Sheet by identifying appropriate indicators and setting relevant targets.
Overall Ranking:		2.3	The report lacks some required information. Plan of Operation, Annual Action Plan and Monitoring Plan are not consistent.		

Review of District Education Plans (Term 2)

Name of the District: Igunga

Mark should be given 1-5 (from 5: most positive, to 1: most negative).

Item		Criteria	Mark	Remarks	Suggestions for Improvement
General	1	Does the report follow the given format?	4	It follows the given format though some required information is missing and some errors are found.	Include all the necessary information and errors should be rectified.
Executive Summary	2	Does this section address key issues of the report?	3	One-page Executive Summary goes through the process of SMMP. It includes Vision, Objectives and the total cost of the plan, but no current situation of the district.	Include summary findings from situation analysis and the total cost of implementing the plan.
Chapter 1: Current Status of Primary Education	3	Does this chapter include findings from Stakeholder Analysis?	3	Uncategorised stakeholders are listed with their assumed expectations.	Categorise the stakeholders.
	4	Does this chapter include findings from SM Analysis?	4	Three-page summary of findings from SM (including Gap Identification Sheet) is included. However, basic information such as number of schools, enrolment and number of teachers, etc. are lacking.	Include basic information such as number of schools, enrolment, number of teachers, etc.
	5	Does this chapter include findings from SWOT?	3	Summary of SWOT analysis is included but some confusion in strengths and opportunities are found.	Understand the difference between Strengths and Opportunities.
Chapter 2: District Education Plan	6	Does this chapter include a clear Vision Statement and how it was set?	4	The vision of learning and teaching environment will be improved is set based on the 4 needs identified in the situation analysis. The vision seems too general.	
	7	Are the prioritized Objectives clear and relevant to the Vision?	5	Four clear and relevant prioritized objectives are set.	
	8	Is the Indicator Sheet included and are the Targets realistic?	3	Many of the targets seem too ambitious: increase PSLE rate from 11% to 50%; increase teacher-teacher house ratio from 15:1 to 1:1, etc.	Set realistic targets so that they can be achieved in three years.

Item		Criteria	Mark	Remarks	Suggestions for Improvement
	9	Are the Activities and Resources Required relevant and sufficient to achieve the intended objectives?	3	It is unrealistic to include individual items (such as carbon paper, staplers, correction fluid, etc.). Activity 4.3 is not costed.	Categorise as stationery
Chapter 3: Plan of Operation	10	Is the Plan of Operation consistent with the District Education Plan in terms of Objectives, Targets, Activities, Implementing Agencies and Resources Requirements?	3	Some activities differ from those listed in the previous chapter. Some of the costs indicated are not consistent to those in the Resource Requirement List.	Ensure the consistency.
	11	Are the cost estimates realistic?	2	Some of the costs are erroneous and needs re-calculation.	Calculate the cost correctly using appropriate unit costs.
	12	Is the Implementation Timeframe relevant and realistic?	3	The time frame does not appear well formulated.	Set the realistic time frame for each activity.
Chapter 4: Annual Action Plan	13	Does the Annual Action Plan follow the format given in the Handbook?	4	It follows the given format. Central Government is the only funding source mentioned in the Plan though different sources are identified in the Resource Identification Sheet.	Include financial sources which have been identified.
	14	Is the Annual Action Plan consistent with Plan of Operation?	4	For some activities time frame is not consistent. Some activity numbers are not consistent to those in the Plan of Operation.	Ensure the consistency between the Plan of Operation and Annual Action Plan.
Chapter 5: Monitoring Plan	15	Does the Monitoring Plan follow the format given in the Handbook?	4	It follows the given format. The plan period is stated for 1 year but it should be for 3 years.	Formulate the monitoring plan for 3 years.
	16	Are the verifiable Indicators consistent with the Indicator Sheet?	3	Targets are not consistent in 3 entries.	Ensure the consistency.
Overall Ranking:			3.4	There are some mistakes and inconsistency in the plan.	

Review of District Education Plans (Term 2)

Name of the District: Urambo

Mark should be given 1-5 (from 5: most positive, to 1: most negative).

Item		Criteria	Mark	Remarks	Suggestions for Improvement
General	1	Does the report follow the given format?	5	It follows the given format and clear.	
Executive Summary	2	Does this section address key issues of the report?	3	One and half page Executive Summary goes through the process of SMMP. It includes Vision, Objectives and the total cost of the plan, though no reference to current situation in the district is made.	Include summary findings from situation analysis.
Chapter 1: Current Status of Primary Education	3	Does this chapter include findings from Stakeholder Analysis?	5	Categorized stakeholders are identified in details with their expectations.	
	4	Does this chapter include findings from SM Analysis?	4	Two-page summary of findings (including Gap Identification Sheet) is provided. However, basic information such as number of schools, enrolment, number of teachers, etc. is missing.	Include basis information such as number of schools, enrolment, number of teachers, etc.
	5	Does this chapter include findings from SWOT?	5	A good summary of SWOT analysis is included.	
Chapter 2: District Education Plan	6	Does this chapter include a clear Vision Statement and how it was set?	5	The vision of the district will provide equal opportunities to all school age children and COBET Cohort II, quality primary education under conducive teaching and learning environment is stated together with how it was set.	
	7	Are the prioritized Objectives clear and relevant to the Vision?	5	Six clear and relevant prioritized objectives are set.	
	8	Is the Indicator Sheet included and are the Targets realistic?	4	The Indicator Sheet is included. Some minor errors are found in the entries. Some of the targets appear very ambitious.	Ensure correct entries. Set realistic targets.

Item	Criteria	Mark	Remarks	Suggestions for Improvement
	9 Are the Activities and Resources Required relevant and sufficient to achieve the intended objectives?	4	Though ambitious, they appear relevant and sufficient. Some minor mistakes are found in the Resource Requirement List.	Ensure correct calculations and accurate entries.
Chapter 3: Plan of Operation	10 Is the Plan of Operation consistent with the District Education Plan in terms of Objectives, Targets, Activities, Implementing Agencies and Resources Requirements?	5	Consistent and clear. The cost calculation here is correct (no duplicated mistakes from the Resource Requirement List).	
	11 Are the cost estimates realistic?	5	According to the list of unit cost provided in the report they appear realistic.	
	12 Is the Implementation Timeframe relevant and realistic?	5	Relevant and realistic.	
Chapter 4: Annual Action Plan	13 Does the Annual Action Plan follow the format given in the Handbook?	5	It follows the given format and clear.	
	14 Is the Annual Action Plan consistent with Plan of Operation?	5	It is consistent.	
Chapter 5: Monitoring Plan	15 Does the Monitoring Plan follow the format given in the Handbook?	5	It follows the given format and clear.	
	16 Are the verifiable Indicators consistent with the Indicator Sheet?	5	Consistent.	
Overall Ranking:		4.7	A clear and well-formulated plan.	

Review of District Education Plans (Term 2)

Name of the District: Kilwa

Mark should be given 1-5 (from 5: most positive, to 1: most negative).

Item		Criteria	Mark	Remarks	Suggestions for Improvement
General	1	Does the report follow the given format?	4	The report generally follows the given format. However, there is some missing information.	Provide all the necessary information.
Executive Summary	2	Does this section address key issues of the report?	2	One-page Executive Summary goes through the process of SMMP. No summary of Situation Analysis, Vision, Objectives are included though the total cost of implementing the plan is noted.	Include key information in the Executive Summary.
Chapter 1: Current Status of Primary Education	3	Does this chapter include findings from Stakeholder Analysis?	2	Categorized stakeholders are identified but their roles and expectations are not spelled out.	Analyse stakeholders roles and expectations.
	4	Does this chapter include findings from SM Analysis?	3	Gap Identification Sheet is included though some entries are not clear. No other findings from SM are included.	Include summary of SM findings.
	5	Does this chapter include findings from SWOT?	3	Summary of SWOT is included but there are some confusion in strength and opportunities.	Understand the difference between Strengths and Opportunities.
Chapter 2: District Education Plan	6	Does this chapter include a clear Vision Statement and how it was set?	5	The vision of all school age children in the Kilwa district will be provided with equal opportunities for quality education through improvement of the teaching and learning environment is stated with the reason.	
	7	Are the prioritized Objectives clear and relevant to the Vision?	5	Eight relevant objectives are set.	

Item		Criteria	Mark	Remarks	Suggestions for Improvement
	8	Is the Indicator Sheet included and are the Targets realistic?	2	Though many targets are hard to verify due to lack of data in the plan, some mistakes are found in the Indicator Sheet. For example, currently 585 classrooms for 32,578 students (CPR of 56). By constructing 133 classrooms and rehabilitating existing 585 classrooms for the projected enrolment of 34,262 in 2007, the CPR will be 48, not 40 as stated in the Indicator Sheet. The current number of desks is 4172, thus the Pupil-desk ratio should be 7:1, instead of 1:4 indicated in the sheet.	Ensure accurate calculations in order to determine right activities to teach the set target.
	9	Are the Activities and Resources Required relevant and sufficient to achieve the intended objectives?	3	Some activities are not clear: ensure daily attendance of pupils , increase school attendance , decrease drop-out rate , etc. in general activities are relevant and realistic	Determine concrete and clear activities.
Chapter 3: Plan of Operation	10	Is the Plan of Operation consistent with the District Education Plan in terms of Objectives, Targets, Activities, Implementing Agencies and Resources Requirements?	4	It is consistent. Due to the incorrect Indicator Sheet the defined activities do not achieve targets.	Ensure accurate calculations in order to determine right activities to teach the set target.
	11	Are the cost estimates realistic?	4	According to the list of unit cost provided in the report, the estimated costs appear realistic.	Write activities in a clear and unambiguous manner.
	12	Is the Implementation Timeframe relevant and realistic?	4	Though they are not very detailed, they appear relevant and realistic.	Set more detailed time frame for each activity.
Chapter 4: Annual Action Plan	13	Does the Annual Action Plan follow the format given in the Handbook?	5	It follows the given format.	
	14	Is the Annual Action Plan consistent with Plan of Operation?	4	It is mostly consistent though there are some mistakes in the cost.	Ensure accuracy in calculation.
Chapter 5:	15	Does the Monitoring Plan follow the format given in the Handbook?	4	It follows the given format.	

Item		Criteria	Mark	Remarks	Suggestions for Improvement
Monitoring Plan	16	Are the verifiable Indicators consistent with the Indicator Sheet?	3	They are consistent with identical errors.	Prepare accurate and relevant Indicator Sheet.
Overall Ranking:			3.6	Though it follows a format, some important information is missing and several mistakes are found in the plan. Actual numbers of existing teachers, classrooms, desks, textbooks, etc. should be provided in the report. Indicator sheets are not reliable.	

Appendix 16 Test on Term 1 Participants

**MOEC/PO-RALG/JICA
SM/MP2
Questions for Term 1 Participants**

District¹ _____ Ward _____ School _____ Date _____

0. Did you attend the training on School Mapping and Micro-Planning (School Planning) in 2003? Tick (✓) in the box of the right answer.

- Yes
 No

1. What is the objective of School Mapping and Micro-Planning (School Planning) Exercise? Choose the most appropriate answer and tick (✓) in the box.

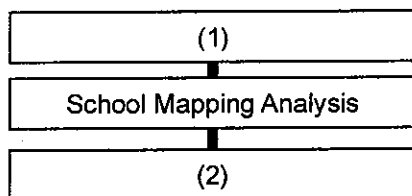
- For the Tanzanian government to assess the financial needs
 For the Tanzanian government to guide school administration
 For the primary school to improve its quality of education
 For the primary school to provide correct school statistics

2. The PEDP (Primary Education Development Plan) requires each primary school to so as to improve the quality of education. What are the correct words to be in the box?

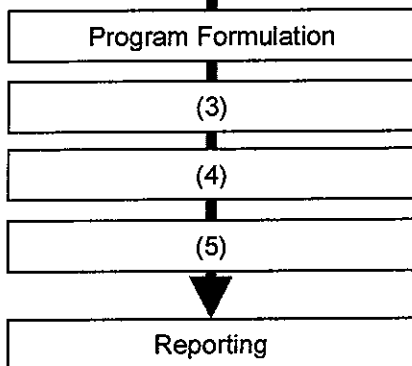
- achieve 1 textbook per pupil ratio
 accommodate all school-age children
 develop a three-year school development plan
 recruit new teachers

3. Below is the process of school planning. Fill in the boxes with appropriate words given in the right-hand box.

Situation Analysis Stage



Planning Stage



Select appropriate words from among:

- a. Annual Action Plan
- b. Budget Analysis
- c. Plan of Monitoring
- d. Plan of Operation
- e. Stakeholder Analysis
- f. SWOT Analysis

Answer (write down alphabet only)

(1)	(3)
(2)	(4)
	(5)

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

4. What is the O&OD (Opportunity and Obstacles to Development)? Choose one.

- A participatory method to develop a village/mtaa plan
- A PO-RALG project to develop rural communities
- A practical method to evaluate development potential of a village/mtaa
- A new method to teach pupils in the classroom

5. Who are the stakeholders of education? Choose one.

- Ministry of Education and Culture and Local Governments
- Head teacher and teachers
- Pupils, parents and community members
- All of the above

6. What are you supposed to do with the questionnaires you collected through School Mapping? Choose one.

- Submit the questionnaires to WEC without tabulation
- Submit the questionnaires to Facilitator without tabulation
- Tabulate the results and show them to DEO
- Tabulate the results and use them in your school planning

7. What condition should a school satisfy to receive a Development Grant? Choose one.

- Approval by the School Committee
- Contribution of labor, materials or funds by community
- Over 100 pupils
- All of the above

8. What is the purpose of SWOT analysis? Choose one.

- To identify the current status of the school
- To forecast the future numbers of enrollment
- To improve classroom lessons
- To report the current conditions of the school to DEO

9. How should a good "school vision" be? Choose one.

- Comprehensive and general
- Concrete and realistic
- Grand and visionary
- Short and concise

10. If your school objective is "the school will have enough teaching and learning materials," which is the most appropriate verifiable indicator? Choose one.

- Total number of textbooks
- Total number of teachers who use textbooks
- Pupils/teacher ratio
- Pupils/textbook ratio

11. Which sentence is correct? Choose one.

- Gross Enrollment Rate is always greater than 100%.
- Net Enrollment Rate is always greater than 100%.
- Gross Enrollment Rate cannot exceed 100%.
- Net Enrollment Rate cannot exceed 100%.

12. Following is a part of the Matrix of Three-Year Development Plan. Fill in the title boxes (1 to 3) with appropriate words given in the box below.

(1)	(2)	(3)
1. School management is improved	1.1 Attend a training program for school management offered by the University of XXX 1.2 Attend workshops and seminars to train managerial capacity of the school committee members	1.1.1 Necessary information from the University of XXX. 1.1.2 Training fees (Tsh 30000 per course x 2 times x 2 teachers = Tsh 120000) 1.2.1 Costs for attending a seminar/workshop: Transportation Tsh 12000 Other expenses Tsh 25000
2. Usable school facilities increase	2.1 Rehabilitate existing classrooms 2.2 Secure budget for maintenance 2.3 Construct new classrooms	2.1.1 An engineer for planning rehabilitation 2.1.2 Two carpenters to do rehabilitation work 2.3.1 An architect to draw a plan 2.3.2 Construction cost of Tsh 5 million 2.3.3 Labor contribution of 150 man-days by community

Select appropriate words from among:

- a. Activities
- b. Inputs
- c. Means of Verification
- d. Objectives
- e. Source
- f. Verifiable Indicators of Objectives

Answer (write down alphabet only)

(1)

(2)

(3)

13. What is the "Plan of Operation"? Choose one.

- A three-year development plan
- A three-year detailed plan for respective activities
- An annual plan for selected activities
- An annual financial plan to secure necessary budget

14. Select one item which is not necessary in the "Monitoring Plan." Choose one.

- Person in charge of collecting data and reporting
- Source of input
- Targets/verifiable indicators
- Timing of monitoring

**Appendix 17 Education Management Information System (EMIS)
Development Plan 2005-2008**

MINISTRY OF EDUCATION AND CULTURE

Education Sector Development Programme

Information and Communication Technology (ICT)

Education Management Information System (EMIS) Development Plan 2005-2008

21 January 2005

Executive Summary

The Education Management Information System (EMIS) Development Plan aims at developing capacities in the Ministry of Education and Culture (MOEC) to make it more efficient in executing its core functions of policy formulation, monitoring and evaluation, standards setting, providing regulatory frameworks, co-ordination and optimization of resource use through improved access to and use of EMIS at all levels of education. .

In particular, the EMIS plan aims to develop as well as expand capacities at all levels that will provide for;

- Accurate and timely statistical information to support educational reform efforts, programme implementation as well as to guide decision making,
- Routine collection, processing, storage, dissemination and utilization of important EMIS data/information,
- Comprehensive and coordinated data collection, processing, storage and dissemination mechanism for the education sector and other relevant department and institutions.

The EMIS plan revisits briefly the roles it is given and expected to play in various government policies and frameworks. Of particular importance is the National Communication and Technology Policy. This policy, among other things, defines the roles which EMIS should play in enhancing education access and learning across all levels. The EMIS plan also underscores its roles in other government frameworks like Poverty Monitoring Master Plan (PMMP), National Strategy for Growth and Reduction of Poverty (NSGRP), Education Sector Development Programme (ESDP), Primary Education Development Plan (PEDP), Secondary Education Development Plan (SEDP), Adult and Non formal Education Development plan.

In view of the education set-up, its context and the shortcomings of current data management systems, this EMIS plan is modeled to be district¹ (local government) driven, user/dissemination oriented, ensuring sustainability with friendly interfaces, ensuring validity and accuracy of data, highly compatible with the other government databases such as PO-RALG database, comprehensive to cover various needs, corresponding with the government framework and based on the previous achievements of MOEC.

EMIS development plan proposes four main strategies to realize the ideal EMIS in MoEC. Those strategies are capacity building and institutionalization, development of software system, hardware procurement and installation, and program management and monitoring. Specific objectives are set for each strategy with sequential activities. The estimated total cost to implement the plan from 2004 to 2007 is US\$ 4,709,443. The budget has been planned in respect of EMIS objectives, its activities and schedule of implementations.

In the capacity building strategy, stakeholders will be provided with orientation about EMIS and its development. Regional and district officers will be trained on how to operate the systems and analyze the data and information. Heads of schools/colleges will be trained on how to properly fill in data forms and analyze data on their own schools to know the status and produce district education reports. For system development, the software will be developed to greatly facilitate operators in districts and regions to process, report and disseminate the data and information. For hardware procurement, a minimum package of two computers and a printer are planned to be installed in districts and regions.

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

EMIS staff in MOEC will support all activities at all levels. The team will carefully monitor the progress of the implementation and quality of data at short intervals.

This plan takes on board other programmes under the Ministry of Education and Culture that are quite significant in the development and expansion of EMIS in the education sector. These include:

- a. the implementation of Information Communication Technology (ICT) in teachers colleges project. Through this project, the ministry will introduce ICT in the education sector as well as produce qualified ICT personnel for sustainable take up of computer studies in primary and secondary schools.
- b. The Secondary Education Development Plan (SEDP) provision for EMIS development have been provided for.

Details on these projects are provided in the respective project write ups.

The importance of a well established EMIS, needs no emphasis. The plan envisages that when EMIS is effectively put in place problems associated with lack of knowledge on the status of education development at a given time and on what real needs to be done will be solved. It is with these considerations in mind that development of EMIS has to be done very urgently. With a well established EMIS, it will be possible to know the status of education development and manage it in an effective and efficient way at various levels. There is no question that MOEC efforts in developing EMIS directly contributes to ensure access and quality education for all children in Tanzania.

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Acronyms

ANEIP	:	Adult and Non Formal Education Implementaion Plan
BSE	:	Basic Statistics in Education
PSM	:	Public Service Management
DB	:	Database
DED	:	District Executive Director
DEO	:	District Education Officer
DPLO	:	District Planning Officer
DPP	:	Department of Policy and Planning
DPE	:	Department of Primary Education
DSLO	:	District Statistics and Logistics Officer
EC (EU)	:	European Commission (European Union)
EMIS	:	Education Management Information System
ESDP	:	Education Sector Development Program
ES	:	EMIS Staff
ICT	:	Information and Communication Technology
LGM&E	:	Local Government Monitoring and Evaluation
MOEC	:	Ministry of Education and Culture
MOF	:	Ministry of Finance
MOH	:	Ministry of Health
MSTHE	:	Ministry of Science, Technology, and Higher Education
NBS	:	National Bureau of Statistics
NSGRP	:	National Strategy for Growth and Reduction of Poverty
PEDP	:	Primary Education Development Plan
PO-RALG	:	President's Office Regional Administration and Local Government
PRSP	:	Poverty Reduction Strategy Paper
PMMP	:	Poverty Monitoring Master Plan
PO-PP	:	President's Office Planning and Privatization
RAO	:	Regional Academic Officer
REO	:	Regional Education Officer
SE	:	System Engineer
SED	:	Socio Economic Database
SEDP	:	Secondary Education Development Plan
SLO	:	Statistics and Logistics Officer
SM/MP2	:	School Mapping and Micro Planning Phase 2
TEMP	:	Teacher Education Master Plan
TOR	:	Terms of Reference
TSED	:	Tanzania Socio-Economic Database
WEC	:	Ward Education Coordinator

1-0 Introduction

1-1 Background

Information Communication Technology (ICT) encompasses the broad fields of data/information processing, transmission and communications by means of computer and telecommunication techniques and these modern tools are being increasingly used for organizational/personal information processing in all sectors of economy and society. Educational Management Information System (EMIS) is significantly improved and expanded by embracing ICT. On one hand, the management and internal processes towards availing those services may be strengthened by investing in the appropriate use of office systems to support internal information flows, teaching and learning, leading to greater accuracy, efficiency, effective for executive decision-making, resource allocation, risk management and operational control

Management Information Systems (MIS) are emphasized in all main government ICT policy statements eg. National Vision 2025, NSGRP, National Information and Communication Technology Policy,, etc.

Thus successful management of education systems today, require effective use of the ICT tools for providing smooth operations to enhance policy-making, teaching and learning research and monitoring and evaluations through data and information. To this end, countries around the world have invested significant resources in collecting, processing, and managing more and better data through Education Management Information System (EMIS). However, all too often EMIS design and development has been limited to information technology enhancements, and/or data storage and maintenance, with insufficient attention being paid to the management environment in which EMIS operates and data utilization for policy decisions. The technical, organizational, and institutional conditions need to be examined in order to enable information-based decision-making to be made for effective system management. This requires technical capacity building accompanied by creation of the demand for information and nurturing of a culture of open communication, information sharing, and information use.

Therefore establishment and operationalisation of modern MIS which employs current ICT capabilities is an endeavour which MOEC is focusing on.

1-2 What is EMIS?

Education Management Information System (EMIS) is an institutional service unit which produces, and manages educational data and information. It is normally established within a national Ministry or department responsible for education.

The focal functions of EMIS are the collection, processing, utilizing and dissemination of educational data and information and avail it to educational stakeholders on a timely, routine, reliable and predictable basis via uncomplicated and user friendly interfaces..

In its normal operation it employs both manual and ICT through computerised systems.

EMIS also includes a set of formalized and integrated operational processes, procedures, and cooperative agreements by which data and information about schools; educational resources and infrastructure; other learning activities, and evaluative outputs are regularly shared, integrated, analyzed, and disseminated for educational decision making at each level of the educational

hierarchy.

EMIS also is an institutional culture that perpetually advocates data and information use and seeks to ensure it through the creation of an environment which permits information systems to flourish (requiring institutional and organizational commitments), while creating and sustaining demand for information products.

Accurate, reliable and timely statistical information on education is crucial to support educational reform efforts and to guide decision making at all levels. Strengthening EMIS has been a high priority not only in Education Sector Development Programme but also in the wider government framework such as Poverty Monitoring Master Plan. Its importance is mostly stressed in Primary Education Development Plan Review in 2003.

In order for EMIS to function properly, the three main functions which are data collection, data processing & management, and data utilization should be done. EMIS could be applied at any level.. As the amount of data greatly increases, equipment like computers are utilised to facilitate the system, to save and process the data faster and more efficiently

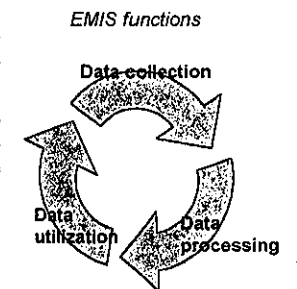
Besides data and information which are routinely collected and processed, EMIS could also provide other important information, such as outcomes of findings of education researches, results of school inspectorates, newsletters, regulations, school mapping and micro planning reports, Public Expenditure Review, Education Acts and Seculars, budget speeches, ETP, ESDP and PEDP documents, BSE. These documents are archived in the system to which anyone can access to.

1-3 EMIS in the government frameworks

For effective implementation of EMIS plan it is imperative that the plan should take into account commitments stated by other national developmental policies/plans/guidelines. This is due to the prevailing mode of sectorwide approach in Tanzania. EMIS plan has identified and incorporated the commitments spelled out in Tanzania development vision 2025, National Information and Communication Technology Policy (2003) National Strategy for Growth and Reduction of Poverty (NSGRP), the Education Sector Development Plan (ESDP) with its sub sectoral plans such as PEDP, SEDP, Implementation of ICT in Teachers Colleges and Adult and Non Formal Education implementation Plan (ANEIP).

1-3-1 EMIS vs Tanzania Development Vision 2025

Tanzania Development Vision 2025 undelines the need to promote Information and Communication Technology (ICT). Advanced micro electronic information and communication technologies are central to competitive social, economic and resultant profitability enhancement increasing. These technologies are the major driving force for the realization of vision. They should be harnessed persistently in all sectors of the economy and should be put to benefit of all social groups with the view enabling the meeting of the basic needs of the people, increasing productivity and promoting competitiveness.



1-3-2 EMIS vs National Information and Communication Technology Policy (2003)

The ICT policy elaborates that ICT encompasses the broad field of data/information processing transmission and communication by means of computer and telecommunication techniques and these modern tools are being increasingly used for organisational/personal information processing in all sectors of economy and society. The policy underscores the point that ICT can be used for enhancing education as well as improving and expanding all forms of public utilities and services. On the other hand, the management and internal processes towards availing those services may be strengthened by investing in the appropriate use of office systems to support internal information flows, leading to greater accuracy and timeliness of executive decision making, resource allocations, risk management and operational control.

The policy has pinpointed that educational and vocational training sectors are one of the main cornerstones for development in all sectors as well as for progressing towards a knowledge based environment.

One of these many challenges is the introduction of Management Information System (MIS) and ICT in education, training and tertiary academic sectors for all fields of studies. In its strategies, the policy states that the government will promote the use of ICT to enhance efficiency effectiveness and sustainability in the provision of services and basic utilities by supporting the development and deployment of nationwide e-health, e-tourism, e-education and e-commerce.

1-3-3 EMIS vs The National Strategy for Growth and Reduction of Poverty.

The NSGRP had realised that there is a need to promote the use of ICT in order to expand communication networks and supporting institutions which facilitate appropriate and environmentally friendly technology development and transfer.

1-3-4 EMIS in Poverty Monitoring Master Plan

The National Strategy for Growth and Reduction of Poverty (NSGRP) provides a coherent framework for Tanzania's poverty reduction efforts. It provides an opportunity to adopt a more systematic approach to monitor and evaluate the impact of Tanzania's fight against poverty. In 2001, Poverty Monitoring Master Plan (PMMP) was developed as the government monitoring and evaluation framework. In PMMP, EMIS is recognized as one of the main routine data systems.

Furthermore, PMMP mentions that routine data systems are of great importance for the poverty monitoring system for two major reasons. Firstly, the routine data systems provide data at regular intervals, such as, quarterly and annually, while survey and censuses can only provide data at relatively long intervals. Secondly, the existing routine data systems are national in their coverage and can provide disaggregated information at the district and ward levels. As the success of the Poverty Reduction Strategy depends to a large extent on appropriate actions by local government authorities, the data generated by routine data systems are of great importance.

1-3-5 EMIS in Education Sector Development Programme (ESDP)

The Education Sector Development Programme (ESDP) is a reform initiative that has been designed to bring about changes that will cover the entire education sector. The programme articulates the medium and long term education development strategy for the period 1999-2015.

For the Medium Term Plan 2000/01-2004/05 of ESDP, four priority areas were identified which focuses on:

- ▶ Increase enrolment and retention by improving the teaching-learning environment at all levels
- ▶ Strengthen the management capacity at all levels
- ▶ Improve the Education Management Information Systems
- ▶ Control the spread of HIV/AIDS/STIs through the education system at all levels of education

Development of EMIS is also highly prioritized in ESDP documents and in its review. In ESDP, it is expressed that accurate and timely information are essential for education managers and planners to effectively operate and develop the education system. It is also expressed that in a decentralized system, all stakeholders must see themselves as collectors, providers, and users of educational information. The followings are the vision, objectives and strategies for EMIS in ESDP.

VISION

To have an operationalized EMIS which is efficient and effective by the year 2009

MISSION

To provide adequate, accurate, timely reliable data and information for effective education provision in a decentralised system.

OBJECTIVES

1. *To ensure that education stakeholders at all levels can generate and have access to reliable data and information about the education system.*
2. *To ensure that educational policy and planning are based on accurate and relevant data*

STRATEGIES

1. *The Education Management Information System (EMIS) will be developed to provide timely and relevant education data.*
2. *Adequate equipment and technology will be supplied and procedures will be also developed to ensure the appropriate flow of information and communication.*
3. *Training in potential and use of EMIS will be provided to users and stakeholders.*

1-3-5 (a) EMIS in Primary Education Development Plan (PEDP)

The PEDP stipulates that education managers and planners require accurate, timely information to effectively operate and develop the education system. The human aspect of this requirement is that in a decentralised system, all stakeholders must see themselves as collectors, providers, and users of educational information. The technological aspect is to exploit the computer as a tool for creating an Education Management Information System (EMIS) which can organise and maintain educational data in a format that aids monitoring, evaluation and planning.

The main objectives of the plan are to ensure that education managers at all levels can generate and have access to reliable data and information about the education system, including statistics of AIDS-related deaths and educational planning and policy is based on up-to-date, reliable information across all key indicators.

1-3-5 (b) EMIS in Secondary Education Development Plan (SEDP)

This is a subsector reform plan for Secondary Education. The EMIS components had been included under the section of education management system improvement. In this section it has been highlighted that the overarching goal is to make sure that the Ministry becomes more efficient in executing core functions. In order to implement this, SEDP states that MOEC has to improve access to and use of EMIS at all levels and needs to establish communication and publicity in SEDP.

1-3-5(c) EMIS in Implementation of ICT in Teachers Colleges

The Teacher Education Department has developed a project which shows its aim of implementing the ICT/EMIS components for effective management of the subsector.

The project observes that MOEC has to promote the introduction of ICT in the education sector. One of the most crucial starting points in this endeavour is to introduce ICT in Teachers colleges. The purpose is to build a force of ICT tutors in MOEC with the capacity to provide ICT tutoring to students.

Also ICT should be introduced as a teaching and learning tool to all tutors. The proposed project will provide all teachers colleges with the latest ICT technologies. The project will take twenty two (22) months.

1-3-5-(d) EMIS in Adult and Non Formal Education Implementation Plan

The ANEIP (2003/04-2007/08) targets to improve adult literacy levels and clear the backlog of unschooled children and youth by 2007/08.

In its strategic program 1 under the component of access and equity, the plan envisages that it will strengthen and improve AE/NFE sub-sector system of data collection, processing and dissemination to have reliable data that enhance accountability and transparency, and which improves planning and implementation of the ANEIP.

The entry point for interpreting AE/NFE programs piloted at district level including that of UNESCO in Shinyanga will be identified, reviewed, revised and replicated to national AE/NFE EMIS.

AE/NFE EMIS with monitoring indicators will be integrated in the broader MoEC EMIS by 2005. In addition to this, an AE/NFE Information Education Communication (IEC) packages will be developed and mainstreamed in PEDP by 2004. The plan will cost Tshs. 55.97 billion to implement over a period of 5 years.

1-3-6 EMIS and other governmental organization databases/Information

Various governmental organizations at the central level, are involved in education management and

development. The data and information accumulated through EMIS need to be shared and linked to other governmental organizations. The targeted data will include pre-primary, primary, secondary, teacher education, non formal information.

The following are the main governmental organizations which can share database with EMIS as shown in the linking organizations below (also refer to Annex I).

Linking Organizations

Governmental Organization	Information / Database
National Examination Council in Tanzania	National examination results
National Bureau of Statistics (PO-PP, President's Office Planning and Privatization)	Population, Literacy, Household, Income, Economy (TSED)
Public Service Management (President's Office)	All civil servants in Tanzania
Ministry of Finance	Finance, Budget allocation, etc
President's Office Regional Administration and Local Government (PO-RALG)	Socio economic status of multi-sectors (LGMD)
Ministry of Science, Technology and Higher Education	Data on Higher Education (Database is not established)
Ministry of Health	School health (Database is not established)

1-4 Situation Analysis of EMIS in MoEC

The Ministry of Education and Culture (MOEC) has been doing great efforts in collecting education data and publishing Basic Statistics in Education for the last 20 years. A number of education data is being collected from schools using various methods such as mail questionnaires, documentary, interview methods, telephone and fax/e-mail when necessary. Some of the instruments used are namely like TSA, TSS, TSM, and TVU. Data processing is done electronically at central level using COBOL Software while at school, ward, council and regional levels it is done manually.

Other governmental organizations, such as Teacher Service Department, President's Office Public Service Management, Ministry of Health, National Bureau of Statistics, and President's Office Regional Administration and Local Government collect education data for their needs without coordinating or linking to one another. With this approach, data collected can overlap and oftenly can vary in values. Consequently, many data users are troubled by low validity of data as well as untimeliness and inaccessibility.

Inadequate human capacity to collect and process data at school, ward and district levels has also contributed to inaccuracy of the data and information. Some schools do not keep proper records, which makes difficult for heads of schools to accurately fill in the data forms. In some cases, inaccurate data and information are purposely submitted due to pressures or private concerns. This is probably magnified by lack of feedback and dissemination of data to the school level, as well as lack of motivation.

Moreover, various education data has been collected from schools. The very critical question is how

much data was processed and utilized out of the collected data and how much data reached the policy makers and other users. Dissemination and utilization of data at various levels are the most lacking components in EMIS.

In view of the above challenges, there is a need to review the current system of data collection, processing/management, utilization, dissemination and storage and develop a comprehensive and user friendly EMIS systems, which allow an effective monitoring and evaluation of education for promotion of local reform and decentralization.

The standard EMIS will link with any or all of the following:

- School administration (student and staff records, budgets, etc)
- System administration (facilities, staff, financial administration, planning and monitoring etc)
- Communication (Networking all schools with MOEC reducing the use of paper communications)
- Document management

At the moment the existing system is networked to all departments at MOEC headquarter to give access to data, internet and e-mails. This success was due to joint efforts of the government of Tanzania and donor support mainly from European Union.

Apart from a well computerised, networked and internet connected system, it is also suggested that, other ways to access data should be made available. These include publications, newsletter/information booklets, popular versions on statistics books, as well as resource centres at national and regional levels.

Therefore, implementation of EMIS will ensure the availability and reliability of data and information at school and levels hence allowing an effective management of education system.

The existing data users include MOEC, PO-RALG, Poverty Eradication Division – Vice Presidents' Office, TIE, IAE, NECTA, TSC, PO-Public Service Management, MoF, National Bureau of Statistics, PO-Planning and Privatization, MOH, MSTHE, Ministry of Community Development, Gender Affairs and Children, Ministry of Labour, Youth and Sports Development, Universities, TLS, Donors and NGOs. Others are Regions, Districts, Wards, Adult Education Centers, Teachers Colleges, Pre-Primary and Primary Schools, Villages and Teacher's resource centres.

1-4-1 Strengths

Available strength for the EMIS plan include:

- Existence of processed data and information within MOEC.
- Existence of EMIS and Documentation centre.
- Existence of other data and information collections and processors.
- Availability of education data information providers and users.

Existence of MoEC and development partners with capacity and interest in EMIS

1-5 Designing of EMIS

- The design of EMIS in MoEC is expected to be developed incrementally and could ultimately handle the following:

- Manipulating text and numerical data (word processing, spreadsheets, statistical and mathematical software, desktop publishing)
- Manipulating graphic information (scanning and drawing software)
- Capturing, Storing and analysing digitized information (databases)
- Accessing and disseminating information (audio-visual such as radio, television, newspaper, newsletter, world wide web, CD-ROMs etc)
- Communicating (telephones, radio call, e-mail, listservs, chatrooms, fax & e-fax, real-time conferencing, etc.)
- Instructional processes (teaching and learning specific skills)
- Document management (document management with full text retrieval)

The management, administrative and decision making specifically for planning and monitoring will be linked with any or all of the following

- (i) School administration (student and staff records, budgets, etc.)
- (ii) System administration (facilities, staff, financial administration, planning and monitoring, etc.)
- (iii) Communication (networking schools (primary and secondary), colleges, districts, regional as well as zonal inspectors with the MOE, PoRALG, reducing the use of paper communications)
- (iv) Document management.

1-5-1 Features of expected EMIS in MOEC

(What kind of EMIS is suitable in the context of MoEC and government frameworks?)

EMIS in MoEC need to satisfy the following

- It needs to be a user and data dissemination oriented system. It needs to provide relevant, accurate and timely data whenever needed by any user. Data needs to be disaggregated by gender, geographical areas, and different levels to facilitate decision making and planning. The report forms can be designed according to the needs of users at various levels. Internet will largely help all users to retrieve any information and data from the school, ward, district, regional and central levels.
- It needs to be user friendly so that everyone can easily operate (entry, processing, and retrieval data) it. Even when one is not adequately computer-literate, friendly and intuitive interface will guide one to operate and manage the system. Installation of the system needs to be simple and quick as well.
- It needs to ensure the validity and accuracy of data when data is collected, processed and disseminated. A simple and clear form in the system enhances the accuracy of data entry. While human capacity to operate the system and analyze the data is highly built, the system needs to have the facility to detect significant disparities in process.
- EMIS needs to be comprehensive. One of the serious problems in the current systems in Tanzania is that various organizations collect education data independently without any linking or sharing. EMIS needs to become the mainstream which covers the needs of many users, then various organizations will share the data of EMIS as the most reliable source. Various indicators from different data sources are currently taken to measure the situation of education and impacts of the development. Once a comprehensive EMIS has been established, the situation of education, its trend and the impact of various interventions will be firmly monitored and disseminated to stakeholders.
- EMIS also needs to provide information materials, research papers, regulation, Education Act, and other

important documents as archived documents. Those documents are archived in EMIS at the central level and uploaded on internet. Archived documents are also brought from center to regions and districts. Any user at various levels can access to it through internet or at district/regional education offices.

- EMIS Plan needs to encourage and facilitate the use of the Internet as a research and communication tool among students, parents, teachers, principals, other MOEC officials, members of the community and stakeholders.

1-5-2 Data and information contained in EMIS

(What kind of data and information is required in the system?)

EMIS will strive to provide data required by users for the calculation of all key education indicators. The data and information required for EMIS fall into six categories. It is planned EMIS will provide for:

- Baseline education statistics and demographics, such as students, by age, gender, grade, teachers, textbooks and type of schools.
- Human resource information – teaching staff, non teaching staff, their qualification, experiences, status, service records, career development records
- Infrastructure and assets data – classroom, furniture, school area, other facilities and assets
- Performance measures data – results of national examinations and local examination, repetition rates, transition etc..
- Financial management information– cash flow of school finance, audit report, expenditure reports, implementation of school plans and school contributions.
- Studies, researches, information materials, results of school inspection, documents, education policy, acts and regulations.

Most of the information and data will be provided from schools and others will be archived at the all level.

1-5-3 Data and information flow in EMIS

(How the data should be collected, processed, utilized and disseminated?)

EMIS at the district level is the most emphasized in this whole EMIS development plan. In the case of pre-primary, primary and Adult and Non Formal Education, data and information forms are filled in annually at the school level and sent to Ward Education Coordinators (WEC's) for verification. WEC's then send the verified forms to the District. Trained Statistics and Logistic Officers in districts input the data into computer system and establish a district database. By using the district database, statistics officers and other education officers will make statistic booklets, district and ward school reports according to the needs of stakeholders in the district. (Refer to Figure 1)

Improving the process and quality control

The discussion on this should start as soon as possible after the consultants are recruited. A plan needs to be prepared for improving the process of data collection to ensure that data are captured accurately, that forms are returned and processed on time, and that adequate quality checks are built in the process. Data processing should be harmonised with a goal of having common data collection instruments for MOEC, PO-LARG and other data collectors and joint processing at District and Regional levels. In the whole process close consultation with stakeholders including POLARG,

Regions and districts and schools should be maintained.

The database created at the district level is to be sent to MOEC at the central level. MOEC consolidates all databases from all districts in Tanzania into one national database. MOEC is able to publish national statistics booklets and popular versions annually for all stakeholders and develop MOEC web pages and upload them on internet. Any user and stakeholder can access to them to obtain specific education data on their own. Moreover, after the national database is consolidated with other important documents, it is delivered and saved at the regional and district computers. Thus, even when districts do not have the access to the internet, they can fully refer to the data from all districts and regional offices for comparison and analysis. The feedback should be given to wards, school and community on all data processed and analysed by districts.

In the case of secondary schools and teacher colleges, the data and information filled annually. The completed forms are sent to the regional office. A trained academic officer at the regional office will input and process the data with the computer system to create regional database. The academic officer at the regional education office utilizes the database to develop regional education statistics and send the database to MOEC. The regional education offices could get all district database from the central level (MOEC) and directly from the particular district in the region. (Refer to Figure 2) Regions should analyse the data and give feedback to districts.

In order to avoid overlap and duplication of efforts steps will be taken during EMIS implementation stage to harmonize education data collection with other data collectors such as PO-RALG.

Figure 1 Expected Data and Information flow of EMIS in MoEC (Case of pre-primary, primary, and Adult and Non Formal Education data) in 2008.

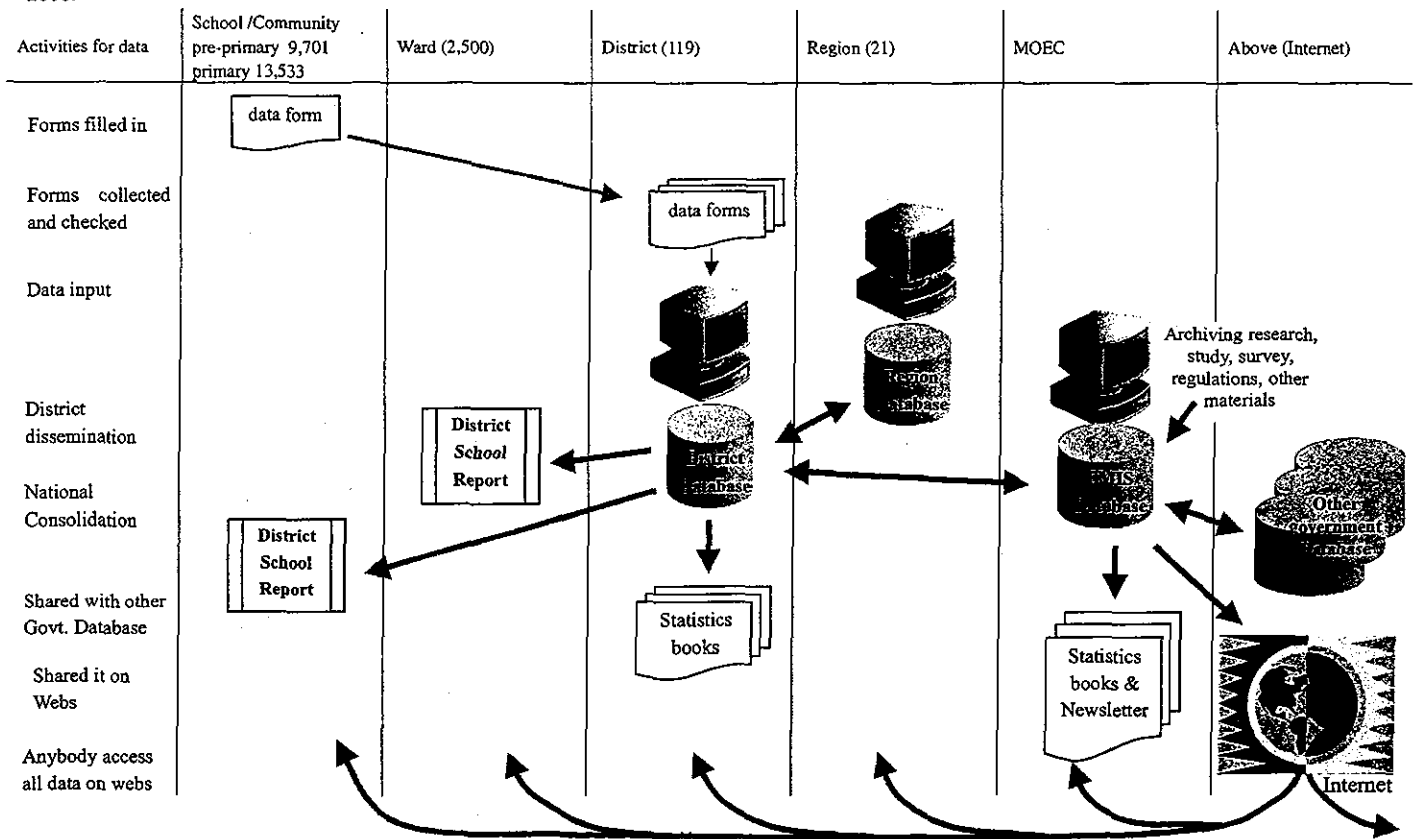
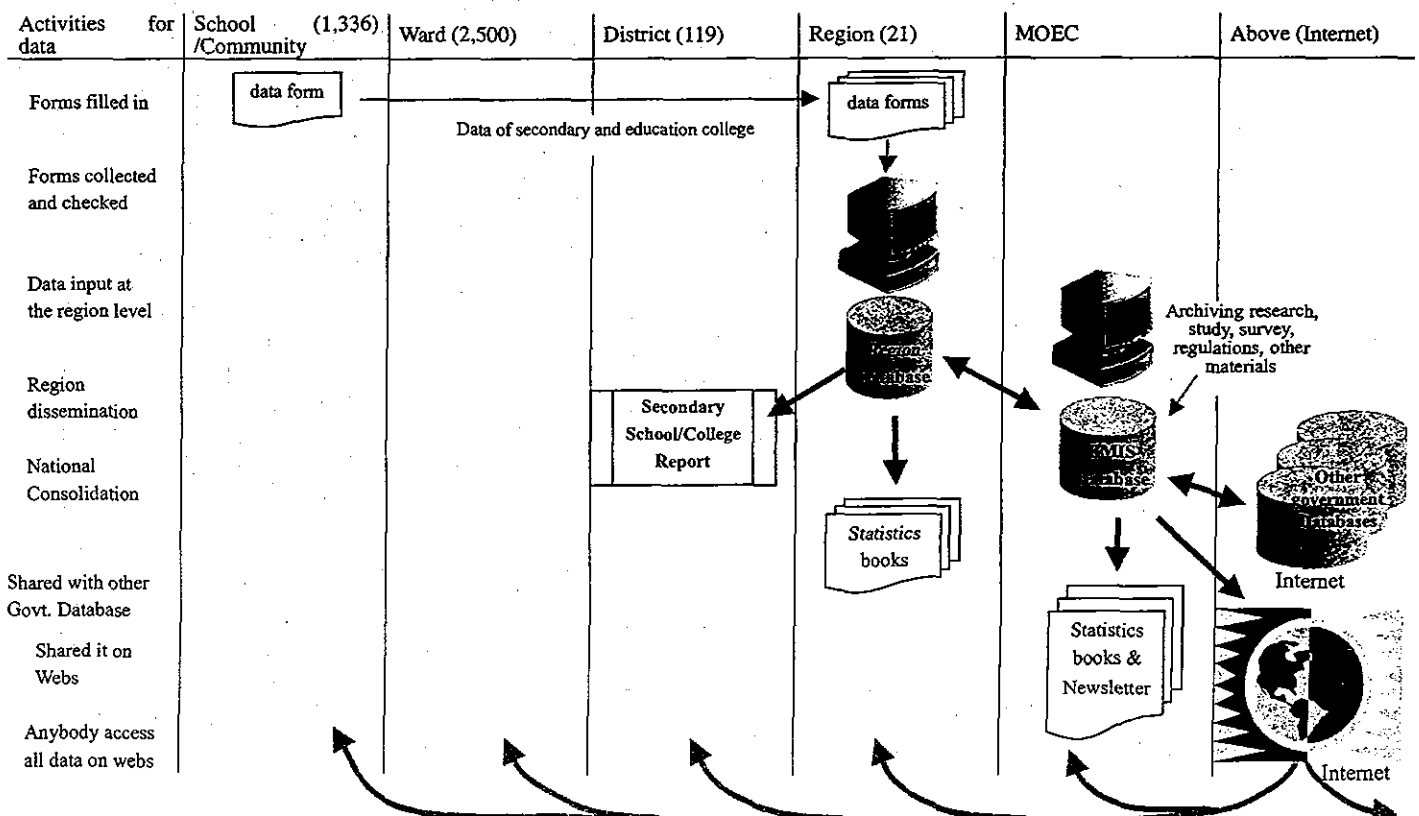


Figure 2 Expected Data and Information flows of EMIS in MoEC (Case of Secondary and Teacher Education data) in 2006



1-5-4 Data entry and processing from 2005 to 2008

Tanzania has 119 districts (local government councils) and 21 regions in the main land. There are 9,701 pre-primary, 13,533 primary schools, 1,291 secondary schools and 45 teachers colleges for the year 2004. Therefore, it is very difficult to expand EMIS systems cover the country all at a go. Installation of EMIS systems in districts will be conducted in three phases, (30 districts in 2005, 60 districts in 2006, and 29 districts in 2007). Installation of EMIS system in all 21 regions will be conducted in 2006.

Data collection and processing should start in 2006. The data on pre primary, primary schools and Adult and Non Formal Education are processed in 30 districts and the data from 89 districts will be processed at the central level in 2006. In 2007, the data on pre primary, primary schools and Adult and Non Formal Education are processed in 90 districts while data from 29 districts will be processed at the central level. Eventually, all data on primary schools will be entered and processed in 119 districts in 2008. Please refer to the table below and figures in Annex 2. Processing of data of all secondary schools will start at regional offices in 2006.

Data entry and processing

	At district offices	At regional offices	At MOEC
2006	30	21	89 districts
2007	90	21	29 districts
2008	119	21	0

1-5-5 Technical implication for system development

Data entry sheets should be simple for those at district and regional levels. Those operators receive the filled data forms from schools and enter data manually into the developed entry sheets in the software. The data forms and data entry sheets should have the same layout. In addition, built-in enforcement of data quality standards and practices needs to be developed so that error trapping can occur during and after data input. Other points to ensure data quality is also mentioned in Annex 3.

A function to make important education indicators² should be built in. After data is input into the system, the system can automatically process the raw data into education indicators. Functions to make reports for policy makers, planners and other stakeholders should be built in as well. The contents of reports should be arranged by the needs. Moreover, data in display in tables, graphs and thematic maps in the report should be cut and pasted on the other documents, dissemination materials and yearbooks.

Data forms to be designed will take stock of the data form which are currently being used by EMIS unit in MOEC. The current forms have been in use for a long time and are familiar to those who fill in at school level. Introduction of new type of formats should be done gradually

² An education indicator is often defined an index which gives an account of the situation of an educational system at a given moment; it is constructed from raw data or information formulated so as to be able to study an educational phenomenon

to avoid making errors into the data. However, we need to review the indicators which are currently collected with consultation with stakeholders and users.

We should then explore the possibility of cutting down the number of indicators so that we collect the high priority data and information aimed at increasing the quality by avoiding the burden of data suppliers.

In order to ensure compatibility with other government databases and other software, it is essential to select the software with Structured Query Language (SQL) which is the most common language for database and other applications. It would be possible to entrust local or international system engineering company to develop the software which runs on the SQL software. However, the negative aspects in custom programmed software are that it is rather expensive to develop and sustainability of the system is not high by looking into the past experiences in other African countries including Tanzania.

It is recommended to deploy existing software and adjust it to education contexts in Tanzania. In many African countries, EMIS has been one of the biggest concerns and challenges. Various software for EMIS have been developed in collaboration with the governments and donors. In particular, UNESCO has been contributing to develop EMIS in several countries in Africa under the initiative, namely National Education Statistics Information System (NESIS). Useful software, such as STATEDU, ED*ASSIST were developed and function in those countries which have similar context to that of Tanzania.

Coding is a very important key to establishing databases. Other governmental organizations which have already developed the databases have specific codes for region, district, ward, village, school, and others in their databases. For easy sharing of the databases, the codes currently used need to be followed.

1-6 EMIS Staff

The responsibility of implementing this plan is upon the EMIS staff in particular and all education stakeholders in general. The main objective of the plan is to strengthen capacities and efficiencies of human resources for effective management. MOEC intends to build an EMIS which is managed by highly skilled and educated workforce with aptitude and skills in the application of ICT in everyday life. Sustainability of EMIS will greatly depend on the combined skills and dedication of staff trained under MIS (EMIS plan) and ICT training (TTC plan) whose inputs will also greatly improve the capacity for data collection, dissemination and utilization (SEDP plan) as well as the use of ICT as a teaching and learning tool for Teachers Colleges. Generally, central, regional and district government education staff will have already been trained in manual and computerised data management to different levels of proficiency by 2009; whereas college principals and all college tutors will progressively undergo a structured ICT training.

A core base staff of trained ICT experts and technicians will be established at Teachers Colleges for routine ICT equipment, operations and maintenance. Since there is a shortage of well qualified ICT professionals in Tanzania the MOEC will seek or procure the services of

international consultant and local ICT expert team to facilitate the implementation of EMIS/ICT plan during its inception. Therefore establishment of a complete and sustaining EMIS staff plan will be a gradual and phased exercise. Details and specifics of staff recruitment and budgets are incorporated and available in the respective implementation plans for EMIS and ICT.

It is envisaged that in the course of plan implementation EMIS staff will undergo specialised training such as programming, hardware & maintenance and system analysis

2-0 Objectives of EMIS Development Plan

2-1 General objective

To establish Education Management Information System (EMIS) which is managed by the trained staff at all levels, and fully utilized by any data user and stakeholder.

2-2 Specific Objectives

2-2-1 Capacity building and Institutionalization

Specific objectives for capacity building and institutionalization are as follows:

- ▶ By August of 2005, EMIS staff should develop a detailed annual activity plan.
- ▶ By the end of 2005, all stakeholders in education should be aware about EMIS and implementation of EMIS development plan.
- ▶ By 2008, all actors at national, regional and district levels should be able to operate the system with computers.
- ▶ By 2008, all heads of schools/colleges or other personnel should be able to fill in the data form properly.
- ▶ By 2008, all actors at regional, district and school levels should be able to produce, utilize and analyze the main education data and indicators.
- ▶ By 2008, all possible users and stakeholders should know how to obtain data and information on education.

2-2-2 Development of system software

Software facilitates data entry, storage, processing and reporting.

Specific objectives for development of software system are as follows:

- ▶ By the end of 2005, software for data entry, management and utilization at district and regional levels should be developed.
- ▶ By the end of 2005, software for data consolidation, management and utilization at national level should be developed.
- ▶ By the end of 2006 Data collection and processing should be carried out and EMIS database should be established.

- ▶ By the end of 2005, communication infrastructure should be researched and proper ways of data transmission are identified.
- ▶ By the end of 2006, web pages to show EMIS database should be accessible on internet
- ▶ By the end of 2007, linkages between EMIS database and other governmental database should be established.

2-2-3 Hardware procurement and installation

Main hardware is procured and installed at central, regional and district levels. The procurement will proceed with domestic or international tendering procedures. Since hardware procurement is closely related to capacity building components, prompt procurement and installation are essential. Specific objectives for hardware procurement and installation are as follows:

- ▶ By the end of 2005, all necessary equipment for EMIS implementation office (EMIS center) should be procured, installed and networked.
- ▶ By the end of 2006, all necessary equipment for regional offices should be procured and installed.
- ▶ By the end of 2007, all necessary equipment for district offices should be procured and installed.

2-2-4 Program management and monitoring

In order to ensure better implementation of EMIS, highly professional and technical staff should be involved in conducting monitoring of the planned schedule and ensuring smooth financial disbursements and sound accounting. Specific objectives for program management and monitoring are as follows:

- ▶ The progress of the implementation is monitored at regular short intervals and disseminated to all stakeholders through the plan implementation period (2005-2008)
- ▶ Quality of data collection and processing is regularly monitored.
- ▶ Necessary staff with expertise are timely recruited or appointed through the program life period.
- ▶ Financial management is regularly monitored and reported.

3-0 Activities

3-1 List of activities

Capacity building and Institutionalization

- C-1 EMIS staff to develop a detailed annual plan
- C-2 Study trip to the country where EMIS is already well-established
- C-3 Institutionalizing/sensitizing officers in MOEC on EMIS and its development
- C-4 Institutionalizing/sensitizing other governmental organization, NGOs, and development

partners on EMIS and its development

- C-5 Institutionalizing/sensitizing regional and district officers on EMIS and how to fill in data form
- C-6 Training heads of schools/colleges on how to fill in data forms and how to analyze the data report
- C-7 Training regional education staff on how to operate the computerized system
- C-8 Training regional education staff on how to analyze and disseminate data
- C-9 Training district education staff to operate the computerized system
- C-10 Training district education staff on how to analyze and disseminate data
- C-11 Training central officials/ key policy makers/stakeholders on how to retrieve the data and analyze them in the system

Development of the software system

- S-1 Needs assessment
- S-2 Development of data collection standard form (data form)
- S-3 Development of software for data entry and process
- S-4 Development of software for data reporting
- S-5 Piloting the software in two districts and revise for a national wide adoption.
- S-6 Data collection and entry
- S-7 Design and development of web pages for data dissemination
- S-8 Upload and maintain the developed web pages on internet
- S-9 Development of linkages with other governmental database systems

Hardware procurement and installation

- H-1 Procurement and installation of necessary equipment and software for the EMIS center in MOEC
- H-2 Needs assessment of equipment in regional offices
- H-3 Procurement and installation of necessary equipment for regional office
- H-4 Needs assessment of equipment in district offices
- H-5 Procurement and installation of necessary equipment for district office

Program management and monitoring

- M-1 Making quarterly progress reports on the plan implementation
- M-2 Conducting quarterly meetings to present the progress
- M-3 Monitoring of data process and data validity
- M-4 Recruiting an international expert
- M-5 Recruiting a local technical experts/company
- M-6 Assigning tasks to EMIS staff
- M-7 To meet administrative costs to run EMIS office

3-2 Brief description of activities

Each activity is briefly explained and the expected budget breakdown is shown in Annex 5.

3-2-1 Capacity building and Institutionalization

C-1 Assigning EMIS staff for developing a detailed annual plan

EMIS staff members are to meet regularly to make sure individual roles and schedules of the implementation are being met. A detailed annual plan for each year need to be developed. A program vehicle and furniture should be procured.

C-2 Study trip to a country where EMIS is already well-established

EMIS staff members and decision makers responsible for EMIS development are supposed to visit a country which has similar contexts to those of Tanzania and EMIS is already well established. Participants in this visit will observe and understand how the system works at central, regional, district and school levels for 10days. Participants are expected to gain experience to input data and operate the systems for data processing and reporting. The possible countries to be visited are Zimbabwe, Senegal, Burkina Faso and Mali.

C-3 Institutionalizing/Sensitizing officers in MOEC on EMIS and its development

One day workshop needs to be conducted for about 50 participants from all departments in MOEC, TIE, NECTA, ADEM and IAE in Dar es Salaam. The purpose of the workshop is to create awareness on EMIS and its development plan to all participants.

C-4 Institutionalizing/Sensitizing other governmental, non governmental organizations and development partners on EMIS and its development

One day workshop needs to be conducted with about 100 participants from governmental organizations, such as PO-RALG, NBS, MSTHE, MOH, MOF, Planning and Privatization, Civil Service Department, NGOs and donors in Dar es Salaam. The purpose of the workshop is to create awareness on EMIS and its development plan to all participants.

C-5 Institutionalizing/Sensitizing regional and district officers on EMIS and how to fill in the data forms

From each district (local government), District Executive Director, District Education Officer, Statistics and Logistics Officer will participate in the five-day workshop held in seven zones of Tanzania. From each regional office, Regional Education Officers and Academic Officers will participate. Participants will be given orientation about EMIS to be developed and its development plan and they will also learn how to fill in the data forms. Participants for this workshop are supposed to train WECs and heads of schools/colleges on how to fill the data forms. EMIS staff will visit seven zones to facilitate the workshops.

C-6 Training heads of schools on how to fill in data forms and how to analyze the data and produce reports

Statistics and Logistics Officers and District Education Officer will train heads of schools/colleges on how to fill in the data form properly and how to analyze the data on the forms in 2006. In 2007, they will be trained on how to analyze the district education reports and its dissemination to wards, schools and community. It is also recommended

that WECs participate in this training. Monitoring will be followed by PORALG and MOEC in both years.

C-7 Training regional education staff on how to operate the computerized system

This training should be carried out in Dar es Salaam or elsewhere for five days. It will be joined with activity C-8. An Academic Officer and a trained Education Officer will join in this training to learn how to input and process data with the developed software. To ensure the quality of learning for each participant, 20 participants from 10 regions are trained in the first group and 22 participants from 11 regions are trained in the second group. Members of EMIS staff will be the trainers and participants will use computers at a local computer learning center.

C-8 Training regional staff on how to analyze and disseminate data

The training takes five days and should follow the activity C-6. Members of EMIS staff will train the participants with computers at a local computer learning center. Participants in the first group are trained for two weeks for C-7 and C-8. The participants in the second group will be trained right after the first group training is completed.

C-9 Training district officers to operate the computerized system

Statistics and Logistics Officers and other District Education Officer will be trained. It is planned that 60 district officers from 30 districts are trained in two groups in 2006, 120 district officers from 60 districts in four groups in 2007 and 60 district officers from 30 districts in two groups in 2008. (Refer to 1-5-4)

Like C-7 and C-8, the training is carried out in Dar es Salaam. EMIS staff members will train those district officers for 5 days on C-9 and for 5 days on C-10 using computers of a local computer learning center. District officers are supposed to stay in Dar es Salaam or other appropriate place for 2 weeks. Through this practical training, district officers will become fully able to enter the data from filled forms and process them to produce indicators. They will also learn how to analyze those data and indicators and report them for dissemination purposes.

C-10 Training district staff on how to analyze and disseminate data

This activity will be carried out jointly with C-9

C-11 Demonstrating and briefing central officials/ key policy makers /stakeholders on how to retrieve the data and analyze them in the system

While integrated database is established in 2006 for the first time, MOEC web pages for accessing the database will also be created and launched. How to use web pages and retrieve the data and indicators should be briefed to all central officials, key policy makers, stakeholders and data users. Since this demonstration takes only several hours, it should be carried out repeatedly in MOEC by inviting many stakeholders. In addition, two computers in EMIS section will be made available for this purpose whenever the center is in operation.

3-2-2 Development of the software system.

S-1 Needs assessment

It is important to know what kind of data and information are needed by various stakeholders at various levels. In particular, the needs at village and school levels have not been considered well so far. The needs at various levels should be well reflected in designing data input forms and data reporting forms.

Moreover, the conditions of communication infrastructure need to be surveyed. It needs to be clarified what kind of method is the most appropriate to transfer the database among district, regional and central levels.

S-2 Development of data collection standard form (data form)

The result of needs assessment and current data forms used by MOEC and other governmental organizations are important references to develop the data collection forms. It is recommended that staff from all MoEC departments, PSM, NBS, LGAs, NECTA PoRALG and others be invited to develop the data form. This activity can be effectively carried out during a five days workshop in the suburb of Dar es Salaam or any appropriate place.

S-3 Development of software for data input and process

Please refer to 1-5-4

S-4 Development of software for data reporting

Please refer to 1-5-5

S-5 Piloting the software

After the software is developed, it needs to be tested in two districts. The followings are among the most important factors to be tested:

- ▶ Whether data form is easy enough to be filled by heads of schools/colleges
- ▶ Whether entering data with the software is easy enough
- ▶ Time taken to enter data from one data form
- ▶ Data processing and reporting is clear
- ▶ Discrepancies between input data and data on the form
- ▶ others

S-6 Data collection and input

Please refer to 1-5-4 and Annex 3. In 2006, data on primary schools in 89 districts needs to be input at the central level by local computer services. In 2007, data in 29 districts will be input at the central level as well. In 2008, since all data will be input at the district level, there will be no cost to input data at the central level.

S-7 Design and development of web pages for data dissemination

MOEC web pages could be developed with the assistance of local web developers. MOEC web pages need to be maintained by MOEC officers. Therefore the capacity to maintain web pages will be built in MOEC during the program life period.

S-8 Upload and maintain the developed web pages on the internet

It is essential to contract a very reliable local internet service provider (ISP) to host the pages. When web pages are out on internet, there are several tasks to be regularly done. One is to update the web pages and database. Second is to ensure the security for the computer virus and various kinds of worms at regular intervals.

S-9 Development of linkages with other governmental database systems

"Linkage" means data sharing rather than infrastructure in this activity. Population, result of national examination, economic status, geographical data and information are very important to create more meaningful education indicators. National Bureau of Statistics is in charge of coordinating the statistics and data of governmental organizations. EMIS staff need to closely work with NBS to establish the linkages.

3-2-3 Hardware procurement and installation

H-1 Procurement and installation of necessary equipment and software for the EMIS in MOEC

Computers and other equipment for EMIS documentation center were procured from 1999 to 2000. Conditions and status of the equipment and its network needs to be determined. The system and specifications are shown in Annex 6. The gap between the current system and expected system needs to be identified and make a detail procurement plan should be prepared. Procurement is to be carried out through official tendering procedures.

H-2 Needs assessment of equipment in regional offices

By sending to regions questionnaires on available computers, other equipment, their specifications, stability of electricity, the status of communication and internet access, the needs of the regional office will be looked into. Procurement plans for regional offices should be made based on the results of the needs assessments. To run EMIS system at regional level, two computers with standard software, printer, modem, two Ethernet card, UPS, and Voltage stabilizers are needed as a minimum package. The specifications for the equipment are shown in Annex 7.

H-3 Procurement and installation of necessary equipment for regional offices

Procurement and installation for regional offices are to be carried out in 2006. Timely procurement and installation are important. Since procurement with official tendering procedures takes longer time, EMIS staff needs to prepare the clear procurement plan and monitor it daily. EMIS staff also needs to ensure quick installation of developed software and several-year warranty for all procured equipment by the supplier.

H-4 Needs assessment of equipment in district offices

By sending to districts questionnaires on available computers, other equipment, their specifications, stability of electricity, the status of communication and internet access, the needs of the district office will be looked into. Procurement plans for district offices should be made based on the result of needs assessments. To run EMIS system at district

level, two computers with standard software, printer, modem, two Ethernet card, UPS, and Voltage stabilizers are needed as a minimum package. The specifications for the equipment are shown in Annex 7.

H-5 Procurement and installation of necessary equipment for district offices

Procurement and installation for district offices are to be carried out in three phases as shown below.

2005	30 districts (local government authority)
2006	60 districts (local government authority)
2007	29 districts (local government authority)

For the procurement in 2005, 30 districts will be selected with the criteria shown below.

- ▶ Comparatively easy access
- ▶ Comparatively higher human capacity
- ▶ Constant electricity supply is ensured

This is for easy monitoring and technical supports from EMIS staff. EMIS staff also needs to ensure quick installation of developed software and several-year warranty for all procured equipment by the supplier.

3-2-4 Program management and monitoring

M-1 Preparing a quarterly progress report on the plan implementation

Without careful monitoring at short intervals, it can be difficult to meet the set objectives of the program. It is highly recommended for each EMIS staff to briefly monitor quarterly progresses and determine the gap between actual progress and expected progress. When difficulties in implementation are encountered, corrective measures should be sought and instituted.

M-2 Conducting quarterly meetings to present the progress

Every three months, EMIS staff should set brief meetings with stakeholders and report its progress in each components of the plan, capacity building, development of software system, hardware procurement and program management. It is also a good opportunity for the staff to hear about user voices.

M-3 Monitoring of data process and data quality

Through the program life time, regular monitoring should be conducted at regional or district levels to check how the system is utilized locally and ensure the accuracy and validity of processed data. Members of EMIS staff will visit regions and districts to check those points and technically support if needed. The central and local government and development partners in education will provide funds for sustainability and further development of the system.

M-4 Recruiting an international expert

This is one of crucial points for the implementation of EMIS development plan. Important points to develop TOR for this expert are shown in Annex 4. Remuneration and benefits

level should be kept according to the international standards. MOEC will develop comprehensive terms of reference for expert during the 4 years of implementation.

M-5 Recruiting a local technical expert/companies

There will be several cases that technical expertise is needed locally. The possible cases are setting up the central system in MOEC and developing data entry form for schools and teacher colleges. EMIS staff needs to establish the scheme to flexibly and promptly hire a short time expert or contract with local companies.

M-6 Assigning tasks to EMIS staff

In collaboration with an international expert/consultant EMIS staff will be assigned with specific tasks to facilitate the implementation of the plan.

M-7 To meet administrative/management costs of EMIS office

The costs of, telephone, Internet service, photo copy machine, scanner, maintenance service for a vehicle etc. need to be considered for running the EMIS office.

4. Schedule of implementation

Schedule of EMIS development activities Capacity building and Institutionalization		2005/06				2006/07				2007/08				2008/09			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
C-1	EMIS Staff to Develop a Detailed Annual Plan	■															
C-2	Study trip to the country where EMIS is already well-established		■														
C-3	Institutionalizing/sensitizing officers in MOEC on EMIS and its development		■														
C-4	Institutionalizing/sensitizing other governmental organization, NGOs, and development partners on EMIS and its development		■														
C-5	Institutionalizing/sensitizing regional and district officers on EMIS and how to fill in data forms				■												
C-6	Training heads of schools /colleges on how to fill in data forms and how to analyze the data report				■				■				■				■
C-7	Training regional education staff on how to operate the computerized system					■											
C-8	Training regional education staff on how to analyze and disseminate data					■											
C-9	Training district education staff to operate the computerized system						■			■						■	
C-10	Training district education staff on how to analyze and disseminate data						■			■						■	
C-11	Training central officials/ key policy makers on how to retrieve the data and analyze them in the system								■							■	

Q1: 1st Quarterly period starting July and ending September

Schedule of EMIS development activities Development of Software System		2005/06				2006/07				2007/08				2008/09			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
S-1	Needs assessment	■															
S-2	Development of data collection standard form (data form)		■														
S-3	Development of software for data input and process		■	■													
S-4	Development of software for data reporting		■	■													
S-5	Piloting the software in some districts				■												
S-6	Data collection and input						■				■						
S-7	Design and development of web pages for data dissemination						■	■									
S-8	Upload and maintain the development web pages on internet																
S-9	Development of linkage with other governmental database systems						■						■				■

Schedule of EMIS development activities		2005/06				2006/07				2007/08				2008/09			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Hardware Procurement and Installation																	
H-1	Procurement and installation of necessary equipment and software for the EMIS office in MOEC		■														
H-2	Needs assessment of equipment in regional education offices			■													
H-3	Procurement and installation of necessary equipment for regional education office			■	■												
H-4	Needs assessment of equipment in district education offices			■			■					■					
H-5	Procurement and installation of necessary equipment for district education office			■	■			■	■			■	■				
Program management and Monitoring																	
M-1	Making a quarterly progress report on the plan implementation	■															
M-2	Conducting quarterly meetings to present the progress	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
M-3	Monitoring of data process and data validity						■				■				■		
M-4	Employing an international expert	■															
M-5	Employing/contracting a local technical expert/company		■														
M-6	Assigning tasks to EMIS Staff	■															
M-7	To meet administrative cost to run EMIS office	■															

5. Budget (In US \$)

		2005/06	2006/07	2007/08	2008/09
Capacity building and Institutionalization					
C-1	EMIS Staff to Develop a Detailed Annual Plan				
C-2	Study trip to the country where EMIS is already well-established	43,600			
C-3	Institutionalizing/sensitizing officers in MOEC on EMIS and its development	2,300			
C-4	Institutionalizing/sensitizing other governmental organization, NGOs, and development partners on EMIS and its development	4,300			
C-5	Institutionalizing/sensitizing region and district officers on EMIS and how to fill in data form	51,660			
C-6	Training heads of schools/ colleges on how to fill in data forms and how to analyze the data report	1,078,000	1,078,000		
C-7	Training regional education staff on how to operate the computerized system		17,226		
C-8	Training regional education staff on how to analyze and disseminate data		14,916		
C-9	Training district education staff to operate the computerized system		25,080	50,160	24,574
C-10	Training district education staff on how to analyze and disseminate data		21,780	43,560	33,660
C-11	Training central officials/ key policy makers on how to retrieve the data and analyze them in the system				
	sub-total	1,179,860	1,157,002	93,720	58,234

Development of software system		2005/06	2006/07	2007/08	2008/09
S-1	Needs assessment	1,640			
S-2	Development of data collection standard form (data form)	6,050			
S-3	Development of software for data input and process	54,000			
S-4	Development of software for data reporting	36,000			
S-5	Piloting the software in two districts	460			
S-6	Data collection and input		7,500	4,500	
S-7	Design and development of web pages for data dissemination		6,000		
S-8	Upload and maintain the development web pages on internet				
S-9	Development of linkage with other governmental database systems				
	sub-total	98,150	13,500	4,500	

Hardware procurement and installation		2005/06	2006/07	2007/08	2008/09
H-1	Procurement and installation of necessary equipment and software for the center in MOEC	154,236			
H-2	Needs assessment of equipment in regional offices	39,900			
H-3	Procurement and installation of necessary equipment for regional office		106,502		
H-4	Needs assessment of equipment in district offices				
H-5	Procurement and installation of necessary equipment for district office		152,145	304,290	147,074
	sub-total	194,136	258,647	304,290	147,074

Program management and monitoring		2005/06	2006/07	2007/08	2008/09
M-1	Making a quarterly progress report on the plan implementation				
M-2	Conducting quarterly meetings to present the progress				
M-3	Monitoring of data process and data validity		14,600	14,600	14,600
M-4	Recruiting an international expert	96,480	144,720	144,720	144,720
M-5	Recruiting a local technical expert/company	74,880			
M-6	Assigning tasks EMIS staff	1,440	1,440	1,440	1,440
M-7	To meet administrative cost to run EMIS office	29,280	29,280	29,280	29,280
	sub-total	202,080	190,040	190,040	190,040
Programme support and contingency (10 %)		161,807	161,919	59,255	39,535
Yearly total		1,841,649	1,781,107	651,805	434,882
Grand Total(US\$)		4,709,443			

6. Important implication for implementation

Forming the core EMIS staff is essential. As EMIS office is placed under Policy and Planning Directorate, EMIS management team should be technical in EMIS and experienced in managing the program. EMIS development plan has three main components and its complexity for its implementation. Without high technique, skills, and commitment of each member in the team, achievement of objectives can be very difficult.

EMIS is often misunderstood by many stakeholders. Institutionalizing EMIS is essential. EMIS staff needs to make a lot of effort in sensitizing officers in MOEC and other stakeholders about EMIS and its development. To have common understanding and consensus is the key for easy and smooth implementation. EMIS staff needs to raise high concerns from senior officers and decision makers in particular.

Once the national database and MOEC web pages are established, encourage all stakeholder to utilize the system. Demonstration sessions need to be conducted repeatedly. Pay attention to any input and comment from stakeholders.

Continuous capacity building is very important. It is quite often that some officials transfer from districts to districts without fully utilizing his/her capacity built with the training provided. EMIS staff needs to be flexible to open the training for new recruited officers in charge of operating EMIS and the refreshment training course as well. Pay great attention to the feedback from the regions and districts about their difficulties and challenges in order to improve the system.

New EMIS needs to be based on the previous achievements of MOEC. MOEC has been successful in collecting education data and publishing statistics booklets for a long time. MOEC has also the computerized system in EMIS unit. Without building the system on the previous achievements, substantial improvements of EMIS could not be expected.

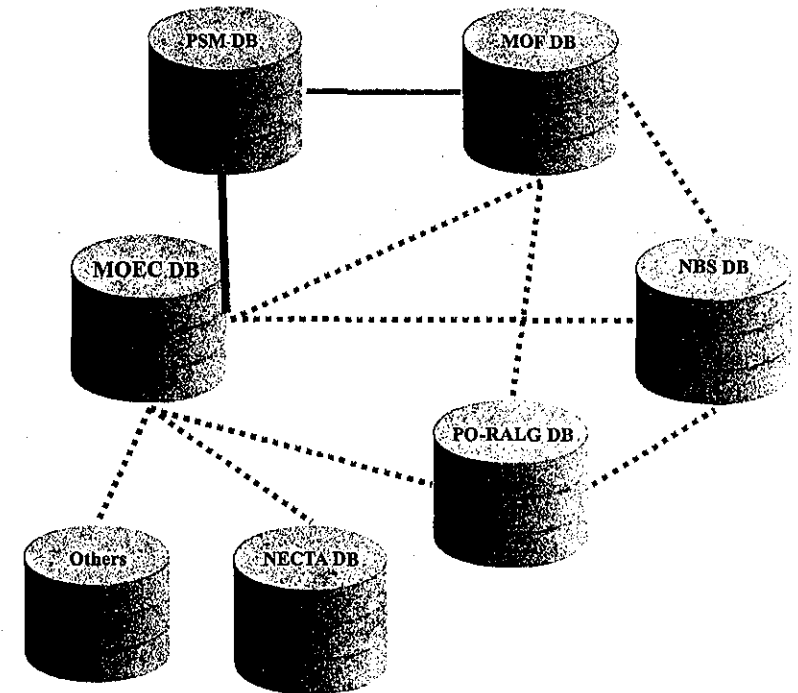
It is important to develop a professional working relationship with the suppliers and utilize their supports as much as possible.

EMIS staff needs to pay particular attention to the problem of data collection and verification.

EMIS staff needs to always consider the sustainability of EMIS. It is essential to involve staff in the Statistics units, EMIS units and others for the regular meetings and other activities as much as possible.

Annexes

Annex 1 Expected database linkages among governmental organization

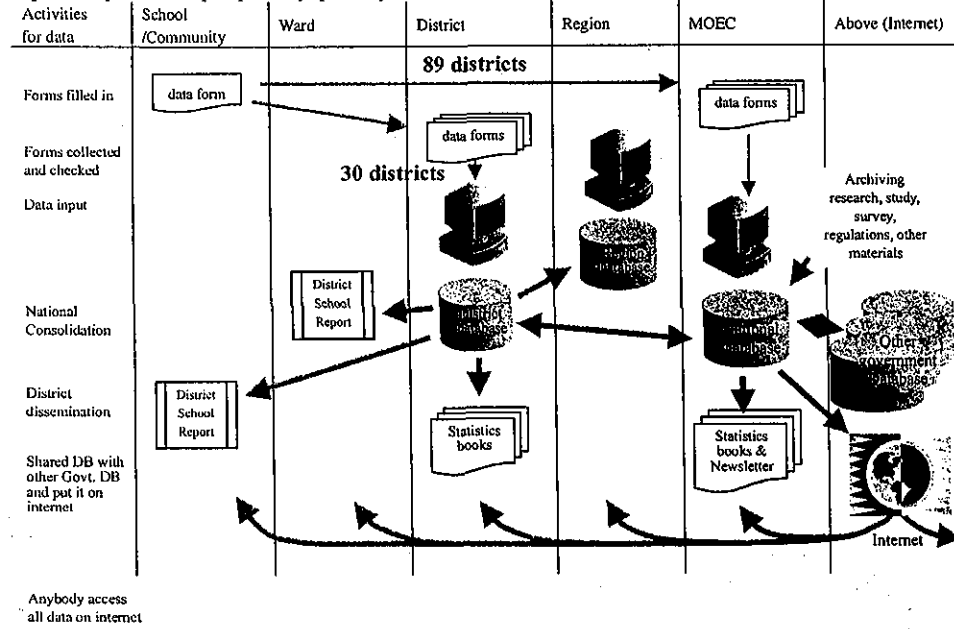


Linkage in the future - - - - -

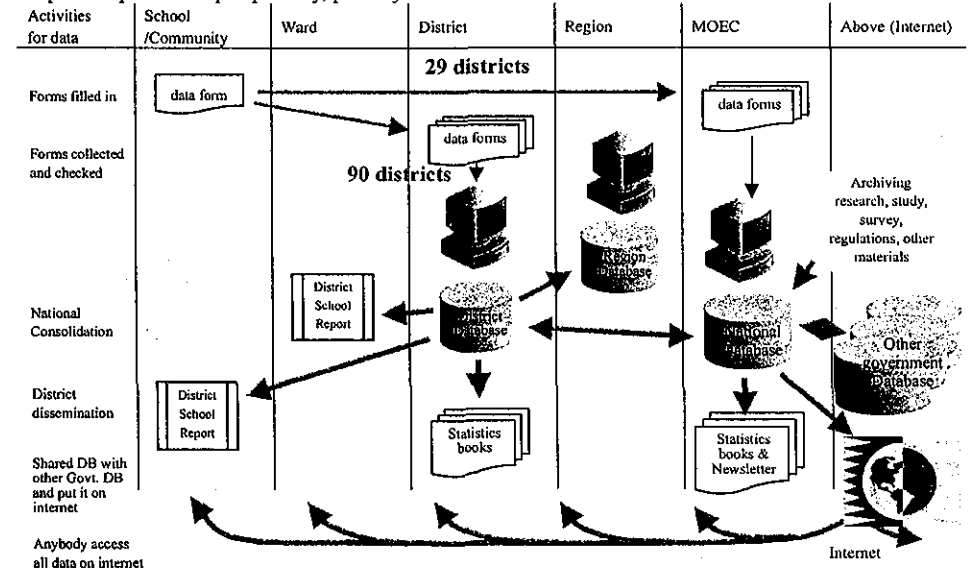
Existing linkage ————

Annex 2 Data input and process from 2006 to 2008

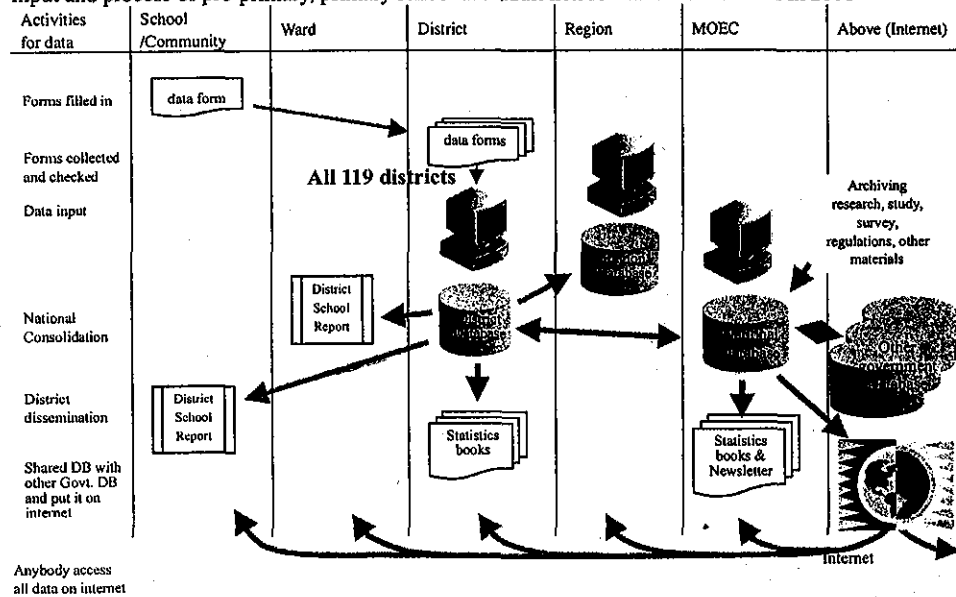
Input and process of pre-primary, primary school and non formal education data in 2006



Input and process of pre-primary, primary school and adult and non formal education data in 2007



Input and process of pre-primary, primary school and adult non formal education data in 2008



Annex 3 Points to ensure data quality

- ▶ Head of schools should be required to ensure that all questions are answered and to certify that the information completed is a true reflection of the situation at the school.
- ▶ At the District level, DEO should check and ensure that the data is authentic and arithmetically correct. Any anomalies which might arise are corrected through the inspection of the records at the source centre (school), before the DEO endorses the form.
- ▶ At the regional level, the regional officers should scan through the data provided and check it against the authorized staffing level, data from preceding years to ensure that all schools are included and verify that new schools have been included in the process.
- ▶ At the central level, the same procedure should be undertaken and anomalies brought to the attention of the respective regional office for investigation. The global figures will also be compared with figures from previous years, to examine trends and to see whether the changes are justifiable. Otherwise, the concerned source will be contacted for further explanations.
- ▶ Manual Data verification should be done before data entry process begin.
- ▶ Computerized checking system should be part of EMIS development. This will check the consistency of the collected data and correct errors after having examined the questionnaire.
- ▶ A standardized system will be used in each district to avoid problems of incompatibility and allow for easier exchange of data between the regions and the centre.
- ▶ Simple design of the questionnaire, the availability of appropriate school records and hands-on training of staff are all important factors in determining the quality of data.

Annex 4 Important points for Terms of Reference Team leader (EMIS expert, International)

Terms of Reference for International EMIS expert

The Government of Tanzania is developing an Education Sector Development Programme (ESDP) encompassing pre primary, primary, secondary and non formal education and Teacher education. Basic Education Development Committee (BEDC) is entrusted with a task of taking forward the policy based Education Sector Development Programme (ESDP).

It should be noted however that the present management structure could change or be adapted during the implementation phase of ESDP. The duties to be performed as described in the announced vacancy therefore could be subject to redefinition of emphasis to meet the needs revealed by a changed structure.

For an adequate monitoring and evaluation of the SDP an Educational Management Information System (EMIS) has to be in place. EMIS development plan (2005-2008) was developed by the EMIS unit in the Department of Policy and Planning, MOEC with supports of other governmental organizations, non governmental organizations, and development partners. In order to implement the plan, it is necessary to form EMIS implementation team in MOEC which mainly consists of technical members. The international EMIS expert described on here is to work as the advisor to the EMIS implementation team within the MOEC administrative structure. It is therefore proposed to appoint a periodical term international expert to facilitate the development of EMIS at both the policy and technical levels. It will be contracted for a period and area of specialization as it will be defined.

The Task

Main tasks are the followings.

- ▶ Making the detailed action plans for each year with other technical members
- ▶ Setting up the EMIS central systems with other members and local suppliers
- ▶ Supervising the software development
- ▶ Supervising the capacity building activities
- ▶ Promoting and supporting the procurement and tendering processes
- ▶ Supervising the installation of EMIS systems in regions and districts
- ▶ Monitoring of the progress of the implementation and report it at the regular intervals
- ▶ Monitoring the financial status of the implementation and report

Timeframe

August 2005 – December 2008

Attributes

- ▶ holding a Master's degree in education policy and planning
- ▶ having experience in the Tanzanian Education system
- ▶ having experience in establishing information systems in other countries
- ▶ being competent with education indicators
- ▶ being competent with SQL database programs, and other allocation software
- ▶ Broad understanding of information systems and technology
- ▶ having skills in program management
- ▶ having excellent communication skills.

Annex 5 Budget Breakdown

Capacity Building and Institutionalization

C-1 Study trip to the country where EMIS is well established

In the case of the trip to well developed EMIS

No.	Item	Qty.	Unit cost (US\$)	Days	Amount (US\$)
1	Air fare	10	2,000	-	20,000
2	DSA for members	10	216	10	21,600
3	Transportation (one bus)	1	200	10	2,000
Total					43,600

C-2 Institutionalizing/sensitizing officers in MOEC on EMIS and its development

No.	Item	Qty.	Unit cost (US\$)	Days	Amount (US\$)
1	Lunch and Snack package	55	30	1	1,650
2	Hall	1	100	1	100
3	Transportation for participants	55	10	-	550
Total					2,300

1-day workshop is to be held at a hotel in the suburb of Dar es Salaam

C-3 Institutionalizing/sensitizing other governmental organization, NGOs, and development partners on EMIS and its development

No.	Item	Qty.	Unit cost (US\$)	Days	Amount (US\$)
1	Lunch and Snack package	105	30	1	3,150
2	Hall	1	100	1	100
3	Transportation for participants	105	10	-	1,050
Total					4,300

1-day workshop is to be held at a hotel in the suburb of Dar es Salaam.

This workshop will be held in the next day of C-2

C-4 Institutionalizing/sensitizing EMIS for region and district staff

No.	Item	Qty.	Unit cost (US\$)	Days	Amount (US\$)
1	DSA for regional and district officers	399	30	3	35,910
2	Transportation for region and district officers	399	20	-	7,980
3	DSA for members of Emis Staff	4	30	14	1,680
4	Transportation for EMIS Staff	7	200	-	1,400
5	Hall, teaching/learning materials, honoraria, Refreshment, Stationery, and Fuel				4,690
Total					51,660

2-day workshop will be held in seven zones. 2 regional officials and 3 district officials are supposed to participate. 2 Groups from EMIS Staff (ES) will visit 7 zones.

C-5 Training head teachers on how to fill in data forms and how to analyze the data report

In 2005 Training head teachers and WECs on How to fill in data forms

No.	Item	Qty.	Unit cost (US\$)	Days	Amount (US\$)
1	DSA for head teachers and WECs	14000	30	2	840,000
3	Transportation for head of Schools/college	14000	10	-	140,000
2	Hall, teaching/learning materials, honoraria, Refreshment, Stationery, and Fuel				98,000
Total					1,078,000

Head teachers and WECs of primary schools are trained at district level by a statistics and logistics officer
Head masters of secondary schools are trained at region level by an academic officer
Newly recruited head masters are trained in Dar es Salaam when they are licensed.

In 2006 Training head teacher and WECs how to analyze District/Region School reports

No.	Item	Qty.	Unit cost (US\$)	Days	Amount (US\$)
1	DSA for head teachers and WECs	14000	30	2	840,000
3	Transportation for head of Schools/college	14000	10	-	140,000
2	Hall, teaching/learning materials, honoraria, Refreshment, Stationery, and Fuel				98,000
Total					1,078,000

Head teachers and WECs of primary schools are trained at district level by a statistics and logistics officer
Head masters of secondary schools are trained at region level by an academic officer
Newly recruited head masters are trained in Dar es Salaam when they are licensed.

C-6 Training regional staff on how to operate the computerized system

No.	Item	Qty.	Unit cost (US\$)	Days	Amount (US\$)
1	DSA for regional officers	42	30	7	8,820
2	Transportation for Regional Education Officers	42	20	-	840
3	Computer learning center (20 computers)	2	600	5	6,000
4	Hall, teaching/learning materials, honoraria, Refreshment, Stationery, and Fuel				1,566
Total					17,226

From a region, an academic officer and statistician will participate in 5-day training in Dar es Salaam. Trainers are EMIS staff

C-7 Training regional education staff on how to analyze and disseminate data

No.	Item	Qty.	Unit cost (US\$)	Days	Amount (US\$)
1	DSA for regional officers	42	30	6	7,560
2	Computer learning center (20 computers)	2	600	5	6,000
3	Hall, teaching/learning materials, honoraria, Refreshment, Stationery, and Fuel				1,356
Total					14,916

From a region, an academic officer and statistician will participate in 5-day training in Dar es Salaam. Trainers are EMIS staff

C-8 Training district staff to operate the computerized system

In 2006, 60 district officers are trained for 5 days in 2 groups.

No.	Item	Qty.	Unit cost (US\$)	Days	Amount (US\$)
1	DSA for district officers	60	30	7	12,600
2	Transportation for District Officers	60	20	-	1,200
3	Computer learning center (30 computers)	2	900	5	9,000
4	Hall, teaching/learning materials, honoraria, Refreshment, Stationery, and Fuel				2,280
Total					25,080

From a district, a statistics and logistics officer and an education officer will participate in this training in Dar es Salaam. Trainers are EMIS Staff

In 2007, 120 district officers are trained for 5 days in 4 groups.

No.	Item	Qty.	Unit cost (US\$)	Days	Amount (US\$)
1	DSA for district officers	120	30	7	25,200
2	Transportation for District Officers	120	20	-	2,400
3	Computer learning center (30 computers)	4	900	5	18,000
4	Hall, teaching/learning materials, honoraria, Refreshment, Stationery, and Fuel				4,560
Total					50,160

In 2008, 58 district officers are trained for 5 days in 2 groups.

No.	Item	Qty.	Unit cost (US\$)	Days	Amount (US\$)
1	DSA for district officers	58	30	7	12,180
2	Transportation for district officers	58	20	-	1,160
3	Computer learning center (30 computers)	2	900	5	9,000
4	Hall, teaching/learning materials, honoraria, Refreshment, Stationery, and Fuel				2,234
Total					24,574

30 officers in 1st group, and 28 officers in 2nd group

C-9 Training district staff on how to analyze and disseminate data

In 2006, 60 district officers are trained for 5 days in 2 groups.

No.	Item	Qty.	Unit cost (US\$)	Days	Amount (US\$)
1	DSA for regional officers	60	30	6	10,800
2	Computer learning center (30 computers)	2	900	5	9,000
3	Hall, teaching/learning materials, honoraria, Refreshment, Stationery, and Fuel				1,980
Total					21,780

From a district, a statistics and logistics officer and an education officer will participate in this training in Dar es Salaam. Trainers are EIT members. This training is given following to C-9. Therefore transportation is not provided. 30 officers will be trained as the first group, and 30 officers as the second group

In 2007 , 120 district officers are trained for 5 days in 4 groups.

No.	Item	Qty.	Unit cost (US\$)	Days	Amount (US\$)
1	DSA for regional officers	120	30	6	21,600
2	Computer learning center (30 computers)	4	900	5	18,000
3	Hall, teaching/learning materials, honoraria, Refreshment, Stationery, and Fuel				3,960
Total					43,560

In 2008 , 58 district officers are trained for 5 days in 2 groups.

No.	Item	Qty.	Unit cost (US\$)	Days	Amount (US\$)
1	DSA for regional officers	120	30	6	21,600
2	Computer learning center (30 computers)	2	900	5	9,000
3	Hall, teaching/learning materials, honoraria, Refreshment, Stationery, and Fuel				3,060
Total					33,660

C-10 Training central officials/ key policy makers on how to retrieve the data and analyze them in the system

This activity is carried out in the conference room of MOEC with a data projector.

It takes several hours only, therefore there is no cost for this activity

Development of Software system

S-1 Needs assessment

Field survey for needs for data reporting

No.	Item	Qty.	Unit cost (US\$)	Days	Amount (US\$)
1	DSA for EMIS Staff	4	30	7	840
2	Transportation	4	200	-	800
Total					1,640

Two members visits 4 districts to check what kind of data and information are required at district, ward and school level. To check the condition of communication infrastructure, EMIS Staf needs to make one page questionnaire and send it to regions and districts.

S-2 Development of data collection standard form (data form)

5 day workshop can be conducted in the suburb of Dar es Salaam with highly technical staff from MOEC and other organizations

No.	Item	Qty.	Unit cost (US\$)	Days	Amount (US\$)
1	Lunch	15	10	5	750
2	Hall	1	100	5	500
3	Accomodation	15	50	6	4,500
4	Transportation for participants	15	20	-	300
Total					6,050

S-3 Development of software for data input and process

In the case that three local system engineers are engaged in developing the software for data input and process for 3 months

No.	Item	Qty.	Unit cost (US\$)	Days	Amount (US\$)
1	Cost for system engineers	3	200	75	45,000
2	Other technical services (20% of SE)				9,000
Total					54,000

S-4 Development of software for data reporting

In the case that three local system engineers are engaged in developing the software for data reporting for 2 months

No.	Item	Qty.	Unit cost (US\$)	Days	Amount (US\$)
1	Cost for system engineers	3	200	50	30,000
2	Other technical services (20% of SE)				6,000
Total					36,000

S-5 Piloting the software in two districts

No.	Item	Qty.	Unit cost (US\$)	Days	Amount (US\$)
1	DSA for EMIS Staf	2	30	7	420
2	Transportation for the EMIS Staf	2	20	-	40
Total					460

This activity can be done in the district where a computer is equipped and is close to Dar es Salaam. Data forms are filled by some schools. A statistics and logistics officer input the data with the developed software. This activity should be done in two districts.

S-6 Data collection and input

In 2006 (data from 89 districts about 9,500 data forms)

No.	Item	Qty.	Unit cost (US\$)	Days	Amount (US\$)
1	Data input by 20 persons	20	10	25	5,000
2	Other cost (using computers etc)				2,500
Total					7,500

Supposed that about 20 forms can be input by one person per day, which costs US10\$.

In 2007 (data from 29 districts about 3,800 data forms)

No.	Item	Qty.	Unit cost (US\$)	Days	Amount (US\$)
1	Data input by 20 persons	20	10	15	3,000
2	Other cost (using computers etc)				1,500
Total					4,500

S-7 Design and development of web pages for data dissemination

In the case that one local web page developer are engaged in developing the software for data input and process for 1 month

No.	Item	Qty.	Unit cost (US\$)	Days	Amount (US\$)
1	Cost for web page developer	1	200	25	5,000
2	Other technical services (20% of SE)				1,000
Total					6,000

S-8 Upload and maintain the developed web pages on Internet

The cost to upload web pages and maintain them is included in Recurrent cost of EMIS office under M 7.

S-9 Development of linkage with other governmental database systems

There will be no particular cost considered. However, when development of infrastructure is agreed after the discussion with other governmental organizations, its cost could be charged under this activity S-8.

Hardware procurement and installation

H-1 Procurement and installation of necessary equipment and software for EMIS center in MOEC

No.	Item	Qty.	Unit cost (US\$)	Amount (US\$)
Central EMIS system				
1	File /Print server	1	6,500	6,500
2	Database server	1	6,500	6,500
3	Data storage devise	2	1,200	2,400
4	Personal computer	8	1,200	9,600
5	Laptop computer	5	2,000	10,000
6	Laser printer (with 2 extra cartriges)	2	2,100	4,200
7	Ink jet color printer (extra cartriges)	1	500	500
8	Data projector	3	2,700	8,100
9	Auto scanner	4	400	1,600
10	Hub (16 ports) and Router	3	545	1,635
11	Uninterruptible power supply (UPS)	1	550	550
12	Uninterruptible power supply (UPS)	4	380	1,520
13	Network cable	25	5	125
14	Windows SQL server (software)	1	1,750	1,750
15	Web page developer (software)	1	150	150
16	Windows NT (Licence for 20)	2	400	800
17	Photocopier	2	8,000	16,000
18	Cupboards and shelves	5	120	600
19	Landcruiser Hardtop(4WD)Diesel	1	56,000	56,000
			VAT(20%)	25,706
Total				154,236

H-2 Needs assessment of equipment in regional offices

Needs assessment shall be done physically by sending to regions and councils 7 Emis staff to minimise loss, risks and delays. 1 staff shall cover 3 regions and their councils

No.	Item	Qty.	Unit cost (US\$)	Days	Amount (US\$)
1	DSA for EMIS Staff	7	30	10	2,100
2	Transportation Fuel Lt 600	7	9	-	37,800
3	DSA for Driver	7	20	10	1,400
Total					39,900

H-3 Procurement and installation of necessary equipment for regional office

No.	Item	Qty.	Unit cost (US\$)	Amount (US\$)
1	Personal computer	42	1,400	58,800
2	Laser printer with 2 extra cartridges	21	800	16,800
3	Uninterruptible power supply (UPS)	21	380	7,980
4	Network cable (cross)	21	5	105
5	USB data stick	21	40	840
6	Deliver and Installation (5% of the total cost)			4,226
			VAT(20%)	17,750
			Total	106,502

H-4 Needs assessment of equipment in district offices

Needs assessment in councils shall be done concurrently with Regional need assessment under H2

H-5 Procurement and installation of necessary equipment for district office

The exact numbers for procurement are determined after the needs assessment. The costs below are estimated under the assumption that a minimum package is delivered to all districts in 3 years.

In 2006, Procurement for 30 districts

No.	Item	Qty.	Unit cost (US\$)	Amount (US\$)
1	Personal computer	60	1,400	84,000
2	Laser printer with 2 extra cartridges	30	800	24,000
3	Uninterruptible power supply (UPS)	30	380	11,400
4	Network cable (cross)	30	5	150
5	USB data stick	30	40	1,200
6	Deliver to districts and installation (5 % of the total cost)			6,038
			VAT(20%)	25,358
			Total	152,145

In 2007, Procurement for 60 districts

No.	Item	Qty.	Unit cost (US\$)	Amount (US\$)
1	Personal computer	120	1,400	168,000
2	Laser printer with 2 extra cartridges	60	800	48,000
3	Uninterruptible power supply (UPS)	60	380	22,800
4	Network cable (cross)	60	5	300
5	USB data stick	60	40	2,400
6	Deliver to districts and installation (5 % of the total cost)			12,075
			VAT(20%)	50,715
			Total	304,290

In 2008, Procurement for 29 districts

No.	Item	Qty.	Unit cost (US\$)	Amount (US\$)
1	Personal computer	58	1,400	81,200
2	Laser printer with 2 extra cartridges	29	800	23,200
3	Uninterruptible power supply (UPS)	29	380	11,020
4	Network cable (cross)	29	5	145
5	USB data stick	29	40	1,160
6	Deliver to districts and installation (5 % of the total cost)			5,836
			VAT(20%)	24,512
			Total	147,074

Program management and monitoring

M-1 Making a monthly progress report on the plan implementation

Costs included under M7

M-2 Conducting quarterly meetings to present the progress

Quarterly meetings will be conducted in the conference room in MOEC, costs included under M7.

M-3 Monitoring of data process and data validity

In 2006, 2007, 2008

No.	Item	Qty.	Unit cost (US\$)	Days	Amount (US\$)
1	DSA for EMIS Staff	10	30	42	12,600
2	Transportation for participants	10	200	-	2,000
				Total	14,600

4 members of EMIS Staff travel different districts and regions for 2 weeks.

M-4 Recruiting an international expert

In 2006

No.	Item	Qty.	Unit cost (US\$)	Months	Amount (US\$)
1	Remuneration	1	8,800	8	70,400
2	Welfare, benefits, home leave travel (20%)				14,080
3	Others (subsidy for housing)	1	1,500	8	12,000
				Total	96,480

In 2007, 2008, 2009

No.	Item	Qty.	Unit cost (US\$)	Months	Amount (US\$)
1	Remuneration	1	8,800	12	105,600
2	Welfare, benefits, home leave travel (20%)				21,120
3	Others (subsidy for housing)	1	1,500	12	18,000
				Total	144,720

M-5 Recruiting local technical experts/company

No.	Item	Qty.	Unit cost (US\$)	Days	Amount (US\$)
1	Cost for technical assistant	4	400	20	32,000
2	Travel cost, Per Diem,	4	300	20	24,000
3	Other technical services (20% of SE)				6,400
				VAT (20%)	12,480
				Total	74,880

In the case that one system engineer is hired to set up the EMIS center for one month in 2005.

M-6 Assigning tasks to EMIS Staff

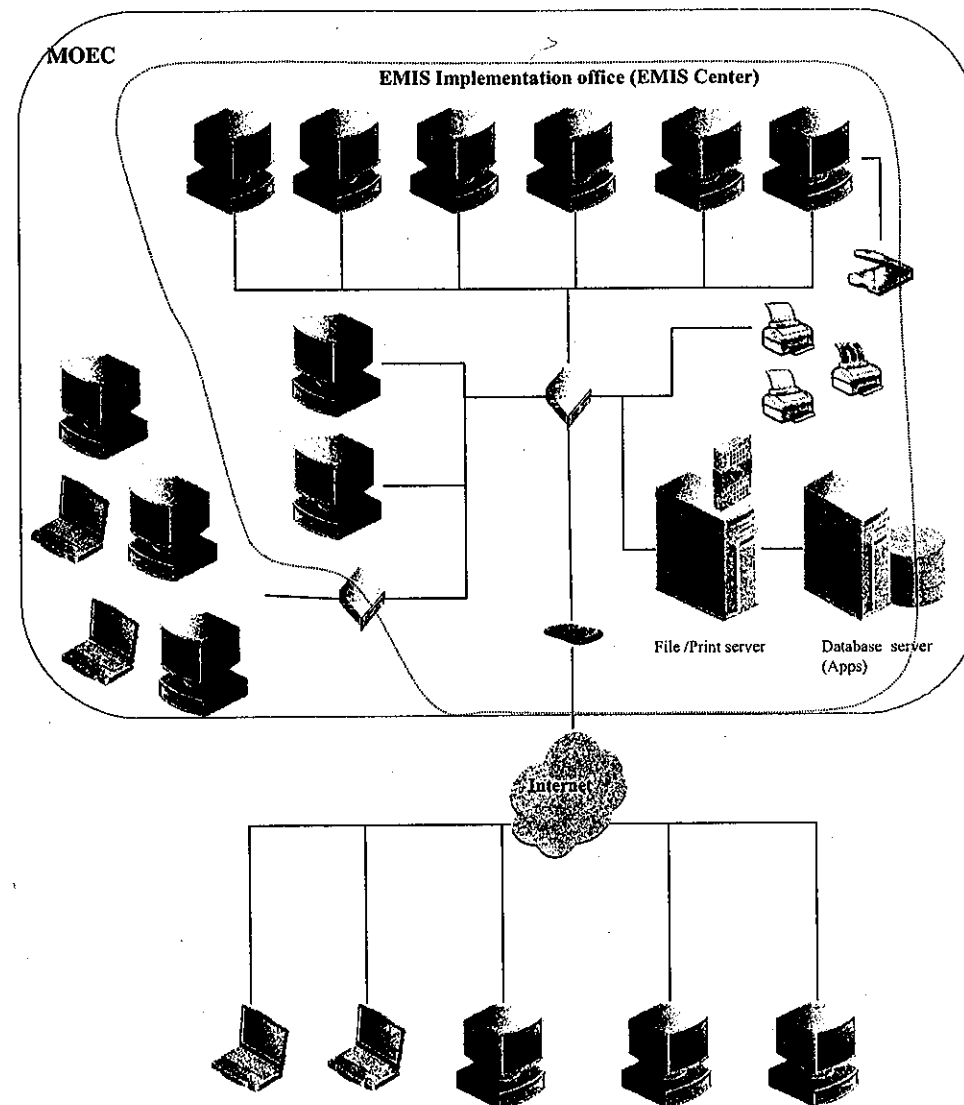
No.	Item	Qty.	Unit cost (US\$)	Month	Amount (US\$)
1	Remuneration for Driver	1	100	12	1,200
2	Others (welfare, insurance, etc.) 20% of remuneration				240
				Total	1,440

M-7 To meet administrative cost to run EMIS office

For each year

No.	Item	Qty.	Unit cost (US\$)	Month	Amount (US\$)
1	Telephone	1	80	12	960
2	Internet Service Provider	1	100	12	1,200
3	Rent of copy machine	1	400	12	4,800
4	Stationaries (including toner for printers)	1	300	12	3,600
5	Fuel for a vehicle	1	200	12	2,400
6	Maintenance service for a vehicle	1	100	12	1,200
7	Upload and Maintain the development of Web Pages on internet (Hosting costs)	1	315	48	15,120
				Total	29,280

Annex 6 The outline of EMIS central system



Specifications for main devices

These specifications need to be revised again before tendering.

File/Print server	
Processor	Intel Pentium IV or more
Memory	1 GB or more (expandable 2 GB or more)
Disk controller	Ultra SCSI
Hard Disk	5 x 36 GB or more (RAID5)
Communication	Ethernet 10/100MBs , Full Duplex, Auto configurable
DVD R+ WR	Read and write (52X or more)
USB flash disk	1GB
Operation System	Windows NT/Windows Server
PLT Tape	40 x 80 GB
Power supply	230-240 V

Database server	
Processor	Intel Pentium IV or more
Memory	1 GB or more (expandable 2 GB or more)
Disk controller	Ultra SCSI
Hard Disk	5 x 36 GB or more (RAID5)
Communication	Ethernet 10/100MBs , Full Duplex, Auto configurable
DVD R+ WR	Read and write (52X or more)
USB flash disk	1GB
Operation System	Windows NT/Windows Server
Power supply	230-240 V

Workstation in EMIS center	
Processor	Intel Pentium IV or more
Memory	512 MB or more (expandable 1 GB or more)
Disk controller	Ultra SCSI
Hard Disk	80 GB or more
Communication	Ethernet 10/100MBs , Full Duplex, Auto configurable Parallel, Serial
DVD R+ WR	Read and write (52X or more)
Floppy Disk	Internal 1.44 MB
USB flash disk	1GB
Monitor	SVGA 17 inch
Operation System	Windows XP
Application software	Windows Office professional (Word, Excel, Access, Power point, Outlook) Norton antivirus
Others	Keyboard, mouse, speakers included. Parallel, Serial, USB2 terminals
Power supply	230-240 V

Laser Printer	
Type	Laser (white and black)
Printing speed	25 pages per minute(ppm) or more
Resolution	1200 x 1200 dpi or more
Memory	8MB or more
Interface	Ethernet 10/100 MB and USB
Communication	Ethernet card 10/100MB, Full duplex, Auto configurable
Paper size	A4
Power supply	230-240 V

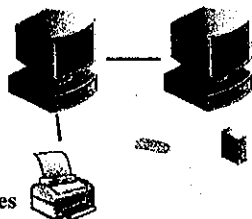
Babble Jet Printer	
Type	Bubble Jet (color)
Printing speed	15 pages per minute(ppm) or more
Resolution	800 dpi or more
Memory	8MB or more
Interface	USB and Parallel
Paper size	A4
Power supply	230-240 V

Scanner	
Type	Flatbed, Auto feeder
Scan resolution	12 – 999,999 dpi
Enhanced scan resolution	2400 x 2400 or more
Scan speed	Faster than 30 seconds to scan 4x6 photo or A4 document
Max size to scan	8.5 x 11 or bigger
Interface	USB
Power supply	230-240 V

Data projector	
Type	Portable
Brightness	1800 lumens or more
Display resolution	XGA or SXGA (1024x768)
Lens	F/2.4-2.6
Light source	150-250 watt P-VIP lamp or UHP lamp
Projection distance	1m – 10 m
Zoom capability	Optical and digital
Power supply	230-240 V

Annex 7 EMIS regional and district system and specifications

Main components are, two computers, a laser printer, a cross cable, USB memory stick, and UPS.



Specifications for main devices

Workstation (Computer) in district and region	
Processor	Intel Pentium IV or more
Memory	512 MB or more (expandable 1 GB or more)
Disk controller	Ultra SCSI
Hard Disk	80 GB or more
Communication	Ethernet 10/100MBs , Full Duplex, Auto configurable Parallel, Serial
DVD R+ WR	Read and write (52X or more)
Floppy Disk	Internal 1.44 MB
USB flash disk	1GB
CDRW	Read (32X or more) Write (16X or more)
Floppy Disk	Internal 1.44 MB
Monitor	SVGA 17 inch
Operation System	Windows XP
Application software	Windows Office professional (Word, Excel, Access, Power point, Outlook, Publisher), Norton antivirus
Others	Keyboard, mouse, speakers included. Parallel, Serial, USB2 terminals
Power supply	230-240 V

Laser Printer	
Type	Laser (white and black)
Printing speed	20 pages per minute(ppm) or more
Resolution	1200 x 1200 dpi or more
Memory	8MB or more
Interface	USB and Parallel
Paper size	A4
Power supply	230-240 V

Appendix 18 Participant List for Sensitization Seminar, Facilitator Training, Seminar on Term 1 Results, Seminar on Term 2 Results

Sensitization Seminar (Term 1)

Date: 04 March 2003

Venue: Courtyard Hotel

Attendants:

	Name	Position	Division// District// Organization
MOEC	Cyprian Miyedu	Principal Education Officer	Department of Policy and Planning
	Timothy Lyanga	Senior Education Officer	Department of Policy and Planning
	Godwin Sifuel Noah	Senior Education Officer	Department of Policy and Planning
	Francis Mkamati	Principal Education Officer	Department of Policy and Planning
	Oliver Mhaiki	Director	Department of Primary Education
	Khamisi	Accountant	Department of Administrations
PO-RALG	Mbwana S. Magotta	Education Officer	Department of Institutional Development
District	Esther Mwangamila	District Education Officer	Kigoma Rural
	Mahanyu A.	District Treasurer	Kigoma Rural
	Floriana Ntikahamye	District Education Officer	Kasulu
	S.M. Kilozo	District Education Officer	Lindi
	R. Mbegumoja	District Treasurer	Lindi
	Fredrick Shuma	District Education Officer	Liwale
	Seben Mwalutamwa	District Treasurer	Liwale
	Zarafi M. A. Yango	District Education Officer	Nachingwea
	A.B.J. Kihamia	District Treasurer	Nachingwea
	G.D. Ngonyani	District Education Officer	Mbeya Urban
	Rajabu A. Soga	District Education Officer	Rungwe
	Allen M. Kalumbete	District Treasurer	Rungwe
	Wariambora Nkua	District Education Officer	Songea
	Jonas E. Mallosa	District Treasurer	Songea
	W.M. Mabuba	District Education Officer	Sumbawanga
	Paul Ntiringa	District Treasurer	Sumbawanga
	Kinago H. Kinago	District Education Officer	Handeni
	Joseph Kaika	District Treasurer	Handeni
	Hassan Mhina	District Education Officer	Korogwe
	Joseph Masanja	District Treasurer	Korogwe
	Robert Hyera	District Education Officer	Lushoto
	Juma Kisowile	District Treasurer	Lushoto
Hassan Njama	District Education Officer	Muheza	
Sub-Contractor	Ndelle Mbwete	Chief Exective Officer	ENV CONSULT (T) LTD.
	Lucy Mrikaria	Accountant	ENV CONSULT (T) LTD.
	T.S.A. Mbwete	Project Manager	ENV CONSULT (T) LTD.
	F. S. Mganwa	Cordinator	ENV CONSULT (T) LTD.
	Mnyau I. R.	Asst. Coordinator	ENV CONSULT (T) LTD.
	Ernest Frgrance	Facilitator	ENV CONSULT (T) LTD.
	Sebath Mbuguma	Facilitator	ENV CONSULT (T) LTD.

Final Report

Appendix 18: Participant List for Sensitization Seminar, Facilitator Training,
Seminar on Term 1 Results, Seminar on Term 2 Results

	Name	Position	Division / District / Organization
	Charles Kadonya	Facilitator	ENV CONSULT (T) LTD.
	Joseph. Ng'wanisanda	Facilitator	ENV CONSULT (T) LTD.
	Florescence K. Mukyanuzi	Facilitator	ENV CONSULT (T) LTD.
	Stephen S. Katende	Facilitator	ENV CONSULT (T) LTD.
	Francis S. Kassaka	Facilitator	ENV CONSULT (T) LTD.
	Kokushubira Fortunata	Facilitator	ENV CONSULT (T) LTD.
	Ernest Bitegeko	Facilitator	ENV CONSULT (T) LTD.
	Rose Acen Upor	Facilitator	ENV CONSULT (T) LTD.
	Tunsubilege M. Alexander	Facilitator	ENV CONSULT (T) LTD.
	Justin R. Marango	Facilitator	ENV CONSULT (T) LTD.
	Ernest M. Wamlyoma	Facilitator	ENV CONSULT (T) LTD.
	Mannatte P.L. Medadus	Facilitator	ENV CONSULT (T) LTD.
	Yusto H. Mayani	Facilitator	ENV CONSULT (T) LTD.
	Nuhu R. Ugullum	Facilitator	ENV CONSULT (T) LTD.
	Richard M. Godlays	Facilitator	ENV CONSULT (T) LTD.
	Marry Watondoha	Facilitator	ENV CONSULT (T) LTD.
	Cay Abayo	Facilitator	ENV CONSULT (T) LTD.
	John Makundi	Facilitator	ENV CONSULT (T) LTD.
	J. Mrutu	Facilitator	ENV CONSULT (T) LTD.
	Agnes Munisi	Facilitator	ENV CONSULT (T) LTD.
	Geofrey Kalumuna	Facilitator	ENV CONSULT (T) LTD.
	Wency Dinya	Backstopping Team	ENV CONSULT (T) LTD.
	Moses Mkumbwa	Backstopping Team	ENV CONSULT (T) LTD.
	Gerald Mkusa	Backstopping Team	ENV CONSULT (T) LTD.
	N.J. Karoma	Backstopping Team	ENV CONSULT (T) LTD.
	Tobias Swai	Backstopping Team	ENV CONSULT (T) LTD.
JICA	Satomi Kamei	Education Advisor	JICA Tanzania
JICA Consultant Team	Norimichi Toyomane	Team Leader	JICA Consultant Team
	Paul Gandye	Team Member	JICA Consultant Team
	Yoshio Aizawa	Team Member	JICA Consultant Team
	Ichiro Miyazawa	Team Member	JICA Consultant Team
	Tatsuya Nakai	Team Member	JICA Consultant Team
	Chrispin Mwansanga	Research Assistant	JICA Consultant Team
	Beatrice Ngoda	Secretary	JICA Consultant Team

Facilitator Training for School Mapping (Term 1)

Date: 05-06 March 2003

Venue: Courtyard Hotel

Attendants:

	Name	Position	Division/District/Organization
MOEC	Cyprian Miyedu	Principal Education Officer	Department of Policy and Planning
	Timothy Lyanga	Senior Education Officer	Department of Policy and Planning
	Godwin Sifuel Noah	Senior Education Officer	Department of Policy and Planning
PO-RALG	Mbwana S. Magotta	Education Officer	Department of Institutional Development
Sub-Contractor	Ndelle Mbwete	Chief Exective Officer	ENV CONSULT (T) LTD.
	Lucy Mrikaria	Accountant	ENV CONSULT (T) LTD.
	T.S.A. Mbwete	Project Manager	ENV CONSULT (T) LTD.
	F. S. Mganwa	Cordinator	ENV CONSULT (T) LTD.
	Mnyau I. R.	Asst. Coordinator	ENV CONSULT (T) LTD.
	Ernest Frgrance	Facilitator	ENV CONSULT (T) LTD.
	J. Mrutu	Facilitator	ENV CONSULT (T) LTD.
	Charles Kadonya	Facilitator	ENV CONSULT (T) LTD.
	Joseph. Ng'wanisanda	Facilitator	ENV CONSULT (T) LTD.
	Florescence K. Mukyanuzi	Facilitator	ENV CONSULT (T) LTD.
	Stephen S. Katende	Facilitator	ENV CONSULT (T) LTD.
	Francis S. Kassaka	Facilitator	ENV CONSULT (T) LTD.
	Kokushubira Fortunata	Facilitator	ENV CONSULT (T) LTD.
	Ernest Bitegeko	Facilitator	ENV CONSULT (T) LTD.
	Rose Acen Upor	Facilitator	ENV CONSULT (T) LTD.
	Tunsubilege M. Alexander	Facilitator	ENV CONSULT (T) LTD.
	Justin R. Marango	Facilitator	ENV CONSULT (T) LTD.
	Ernest M. Wamlyoma	Facilitator	ENV CONSULT (T) LTD.
	Mannatte P.L. Medadus	Facilitator	ENV CONSULT (T) LTD.
	Yusto H. Mayani	Facilitator	ENV CONSULT (T) LTD.
	Nuhu R. Ugullum	Facilitator	ENV CONSULT (T) LTD.
	Richard M. Godlays	Facilitator	ENV CONSULT (T) LTD.
	Agnes Munisi	Facilitator	ENV CONSULT (T) LTD.
	Cay Abayo	Facilitator	ENV CONSULT (T) LTD.
	John Makundi	Facilitator	ENV CONSULT (T) LTD.
	Geofrey Kalumuna	Facilitator	ENV CONSULT (T) LTD.
	Moses Mkumbwa	Backstopping Team	ENV CONSULT (T) LTD.
Gerald Mkusa	Backstopping Team	ENV CONSULT (T) LTD.	
N.J. Karoma	Backstopping Team	ENV CONSULT (T) LTD.	
Tobias Swai	Backstopping Team	ENV CONSULT (T) LTD.	
Abbas Mbwette	Backstopping Team	ENV CONSULT (T) LTD.	
Wency Dinya	Backstopping Team	ENV CONSULT (T) LTD.	

Final Report

Appendix 18: Participant List for Sensitization Seminar, Facilitator Training,
Seminar on Term 1 Results, Seminar on Term 2 Results

	Name	Position	Division / District / Organization
JICA Consultant Team	Norimichi Toyomane	Team Leader	JICA Consultant Team
	Paul Gandye	Team Member	JICA Consultant Team
	Yoshio Aizawa	Team Member	JICA Consultant Team
	Ichiro Miyazawa	Team Member	JICA Consultant Team
	Tatsuya Nakai	Team Member	JICA Consultant Team
	Chrispin Mwansanga	Research Assistant	JICA Consultant Team
	Beatrice Ngoda	Secretary	JICA Consultant Team

Facilitator Training for Micro-Planning (Term 1)

Date: 30 June - 04 July 2003

Venue: Courtyard Hotel

Attendants:

	Name	Position	Division / District / Organization
MOEC	Amos G. Mwakalinga	Director	Department of Policy and Planning
	Cyprian Miyedu	Principal Education Officer	Department of Policy and Planning
	Godwin Sifuel Noah	Senior Education Officer	Department of Policy and Planning
	Timothy Lyanga	Senior Education Officer	Department of Policy and Planning
PO-RALG	Mbwana S. Magotta	Education Officer	Department of Institutional Development
District	Esther Mwangamila	District Education Officer	Kigoma Rural
	Mwinda Ramadhan	District Statistics and Logistics Officer	Kasulu
	S.M. Kilozi	District Education Officer	Lindi
	Peter Kanyamala	District Education Officer	Liwale
	Zarafi M. A. Yango	District Education Officer	Nachingwea
	G.D. Ngonyani	District Education Officer	Mbeya Urban
	Benedict Kibodya	District Statistics and Logistics Officer	Mbozi
	Rajabu A. Soga	District Education Officer	Rungwe
	Generosa Nyoni	District Statistics and Logistics Officer	Songea
	M. Abdallah	District Education Officer	Mpanda
	W.M. Mabuba	District Education Officer	Sumbawanga
	Kinago H. Kinago	District Education Officer	Handeni
	Hassan Mhina	District Education Officer	Korogwe
	A. Gabriel	District Planning Officer	Kilindi
	Robert Hyera	District Education Officer	Lushoto
S. Shemzighwa	District Education Officer	Muheza	
Sub-Contractor	Ndelle Mbvette	Chief Executive Officer	ENV CONSULT (T) LTD.
	T.S. Mbvette	Project Manager	ENV CONSULT (T) LTD.
	F. S. Mganwa	Coordinator	ENV CONSULT (T) LTD.
	Mnyau Iddi	Asst. Coordinator	ENV CONSULT (T) LTD.
	T.S. Mwogoro	Coordinator	ENV CONSULT (T) LTD.
	Lucy Makaria	Accountant	ENV CONSULT (T) LTD.
	Ukashu. P.Y	Accountant	ENV CONSULT (T) LTD.
	Tobias Swai	Accountant	ENV CONSULT (T) LTD.
	F. Nyabamba	IT Programmer	ENV CONSULT (T) LTD.
	S. Mwakalila	IT Programmer	ENV CONSULT (T) LTD.
	E. Bitegeko	Facilitator	ENV CONSULT (T) LTD.
	Mannatte P.L.	Facilitator	ENV CONSULT (T) LTD.
	Florescence K	Facilitator	ENV CONSULT (T) LTD.
	Engles Mlikaria	Facilitator	ENV CONSULT (T) LTD.
	Y. H. Mayani	Facilitator	ENV CONSULT (T) LTD.
Fortunata K.	Facilitator	ENV CONSULT (T) LTD.	

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 Appendix 18: Participant List for Sensitization Seminar, Facilitator Training,
 Seminar on Term 1 Results, Seminar on Term 2 Results

	Name	Position	Division//District//Organization
	J. Mrutu	Facilitator	ENV CONSULT (T) LTD.
	C. L. Abayo	Facilitator	ENV CONSULT (T) LTD.
	J. Marango	Facilitator	ENV CONSULT (T) LTD.
	Geofrey K.	Facilitator	ENV CONSULT (T) LTD.
	E. Wamlioma	Facilitator	ENV CONSULT (T) LTD.
	Fragrance K.	Facilitator	ENV CONSULT (T) LTD.
	J. Ng'wanisanda	Facilitator	ENV CONSULT (T) LTD.
	F.J. Mkwawa	Facilitator	ENV CONSULT (T) LTD.
	Agnes Munisi	Facilitator	ENV CONSULT (T) LTD.
	T. Alexander	Facilitator	ENV CONSULT (T) LTD.
	H. Kisaka	Facilitator	ENV CONSULT (T) LTD.
	Mahundi M.P.	Facilitator	ENV CONSULT (T) LTD.
	G. Mkusa	Facilitator	ENV CONSULT (T) LTD.
	R.A. Upor	Facilitator	ENV CONSULT (T) LTD.
	F. Mukyanuzi	Facilitator	ENV CONSULT (T) LTD.
JICA Consultant	Paul Gandye	Team Member	JICA Constultant Team
Team	Yoshio Aizawa	Team Member	JICA Constultant Team
	Chrispin Mwansanga	Research Assistant	JICA Constultant Team
	Beatrice Ngoda	Secretary	JICA Constultant Team

Seminar on Term 1 Results (Term 1)

Date: 06 February 2004

Venue: Courtyard Hotel

Attendants:

	Name	Position	Division / District / Organization
MOEC	Cyprian Miyedu	Principal Education Officer	Department of Policy and Planning
	G.E. Ponera	Information Officer	Department of Policy and Planning
	G.R. Shirima	Education Officer	Department of Policy and Planning
	A.M. Luena	Education Officer	Department of Policy and Planning
PO-RALG	Mbwana S. Magotta	Education Officer	Department of Institutional Development
District	S.M. Kilozi	District Education Officer	Lindi
	G. Nyoni	District Statistics and Logistics Officer	Songea
Sub-Contractor	Ndelle Mbwete	Chief Executive Officer	ENV CONSULT (T) LTD.
	Benedict Malongo	Accountant	ENV CONSULT (T) LTD.
	F. S. Mganwa	Cordinator	ENV CONSULT (T) LTD.
	Swevw Ens	Asst. Coordinator	ENV CONSULT (T) LTD.
	Francis J. Mkwawa	Facilitator	ENV CONSULT (T) LTD.
	M.C. Katete	Facilitator	ENV CONSULT (T) LTD.
	Athanas Masao	Marketing and Sales	ENV CONSULT (T) LTD.
	Joseph. Ng'wanisanda	Facilitator	ENV CONSULT (T) LTD.
	Ernest Bitegeko	Facilitator	ENV CONSULT (T) LTD.
	Tunsubilege M. Alexander	Facilitator	ENV CONSULT (T) LTD.
	Justin R. Marango	Facilitator	ENV CONSULT (T) LTD.
	Ernest M. Wamlyoma	Facilitator	ENV CONSULT (T) LTD.
	Agnes Munisi	Facilitator	ENV CONSULT (T) LTD.
	Cay Abayo	Facilitator	ENV CONSULT (T) LTD.
	Geofrey Kalumuna	Facilitator	ENV CONSULT (T) LTD.
Dominic Mbwette	Backstopping Team	ENV CONSULT (T) LTD.	
Development	Benard M. Makali	Duputy Principal	Dar es Salaam Teacners College
Partner	Fizza Moloo	Education Officer	Aga Khan Foundation
	Anne Hassberger	JPJ	UNFPA
	Makonga	member	TENMET
	G. Wanga	Researcher	ESRF
JICA	Satomi Kamei	Education Advisor	JICA Tanzania Office
JICA Consultant Team	Paul Gandye	Team Member	JICA Consultant Team
	Yoshio Aizawa	Team Member	JICA Consultant Team
	Masami Watanabe	Team Member	JICA Consultant Team
	Beatrice Ngoda	Secretary	JICA Consultant Team

Sensitization Seminar and Facilitator Training for School Mapping and Micro-Planning (Term 2)

Date: 24 - 28 May 2004

Venue: Courtyard Hotel

Attendants:

	Name	Position	Division / District / Organization
MOEC	Amos G. Mwakalinga	Director	Department of Policy and Planning
	Oliver Mhaiki	Director	Department of Primary Education
	Cyprian Miyedu	Principal Education Officer	Department of Policy and Planning
	Godwin Sifuel Noah	Principal Education Officer	Department of Policy and Planning
	Danstan L. Mallya	Senior Education Officer	Department of Policy and Planning
	Francis Mkamati	Principal Education Officer	Department of Policy and Planning
PO-RALG	Francis M. Liboy	Senior Education Officer / Education Coordinator	Department of Institutional Development
	Mbwana S. Magotta	Education Officer	Department of Institutional Development
District	Benedict M Masaga	District Education Officer	Sengerema
	Mbanga R.N.	District Planning Officer	Sengerema
	Asseria M. Kishamba	District Treasurer	Sengerema
	William Itule	District Education Officer	Kwimba
	Kalebu Swema	District Planning Officer	Kwimba
	Huale. A	District Treasurer	Kwimba
	Christian Lauzer	District Education Officer	Hanang
	Rimoi G.M.	District Planning Officer	Hanang
	Deugratus Philbert	District Treasurer	Hanang
	Frederick Shuma	District Education Officer	Kiteto
	Mohamed Bangula	District Planning Officer	Kiteto
	Issai J. Mbilu	District Treasurer	Kiteto
	Adam M Msimbe	District Education Officer	Monduli
	Esdu S.	District Planning Officer	Monduli
	Laston Kalembe	District Treasurer	Monduli
	Lema Aip	District Education Officer	Ngorongoro
	Kaiza V.B	District Planning Officer	Ngorongoro
	R.D. Mwanga	District Treasurer	Ngorongoro
	A.R.Sekuro	District Education Officer	Igunga
	P.P.Kweyamba	District Planning Officer	Igunga
	Joyce N.S. Mlemeta	District Treasurer	Igunga
	Edward L. Kaswizza	District Education Officer	Urambo
	Nyabukika M.L.D	District Planning Officer	Urambo
	D.F. Mwaluli	District Education Officer	Dodoma
	Edina Mwaipopo	District Planning Officer	Dodoma
	Wage MK	District Treasurer	Dodoma
J.J. Selemani	District Education Officer	Kondoa	
Joseph Mkude	District Planning Officer	Kondoa	
A.T. Mgonela	District Treasurer	Kondoa	

Final Report
Appendix 18: Participant List for Sensitization Seminar, Facilitator Training,
Seminar on Term 1 Results, Seminar on Term 2 Results

	Name	Position	Division//District//Organization
	M.T. Mlangi	District Education Officer	Mpwapwa
	R.M. Magesa	District Planning Officer	Mpwapwa
	P.M. Mashauri	District Treasurer	Mpwapwa
	E. M Mbaga	District Education Officer	Same
	H. Singano	District Planning Officer	Same
	Dorcas M.	District Treasurer	Same
	Evarist Munaranara	District Education Officer	Singida
	Mary S.	District Planning Officer	Singida
	Beritha R. Mugwe	District Treasurer	Singida
	Mdegembwani Chanja	District Education Officer	Iramba
	Lt. Martin Nkumbi	District Planning Officer	Iramba
	John K. Manyama	District Treasurer	Iramba
	Ester Tylumanywa	District Education Officer	Kilwa
	Gabriel J. Sanga	District Planning Officer	Kilwa
Sub-Contractor	Ndelle Mbvette	Chief Executive Officer	ENV CONSULT (T) LTD.
	Bakari Ndunduma	Project Manager	ENV CONSULT (T) LTD.
	Dalotta M.J.L.	Team Leader	ENV CONSULT (T) LTD.
	Fabian S.M. Mganwa	Coordinator	ENV CONSULT (T) LTD.
	Abayo C.L.	Asst. Coordinator	ENV CONSULT (T) LTD.
	Theresia Rugaimukamu	Facilitator	ENV CONSULT (T) LTD.
	Rose A. Upor	Facilitator	ENV CONSULT (T) LTD.
	Geofrey F. Kalumuna	Facilitator	ENV CONSULT (T) LTD.
	Francis J. Mkwawa	Facilitator	ENV CONSULT (T) LTD.
	Huruma Kisaka	Facilitator	ENV CONSULT (T) LTD.
	D.R. Marango	Facilitator	ENV CONSULT (T) LTD.
	John Nshimba	Facilitator	ENV CONSULT (T) LTD.
	Mrutu J.A.	Facilitator	ENV CONSULT (T) LTD.
	Ibrahim Nzowah	Facilitator	ENV CONSULT (T) LTD.
	Jane Mazanda	Facilitator	ENV CONSULT (T) LTD.
	Agnes Munisi	Facilitator	ENV CONSULT (T) LTD.
	M.S. Mwaselela	Facilitator	ENV CONSULT (T) LTD.
	Ernest Bitegeko	Facilitator	ENV CONSULT (T) LTD.
	Joseph Ngwanisanda	Facilitator	ENV CONSULT (T) LTD.
	E.M. Wamlyoma	Facilitator	ENV CONSULT (T) LTD.
	Hiltruda Mbuya	Facilitator	ENV CONSULT (T) LTD.
	Phillip Kamwela	Facilitator	ENV CONSULT (T) LTD.
	Lushino J. Mshana	Facilitator	ENV CONSULT (T) LTD.
	Yusto Mayani	Facilitator	ENV CONSULT (T) LTD.
	Tunsubilage Alexander	Facilitator	ENV CONSULT (T) LTD.
	Benedict John	Chief Accountant	ENV CONSULT (T) LTD.
	Linus Leonce	Accountant	ENV CONSULT (T) LTD.

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Appendix 18: Participant List for Sensitization Seminar, Facilitator Training,
Seminar on Term 1 Results, Seminar on Term 2 Results

	Name	Position	Division / District / Organization
	Nicholas Bhahebuza	Accountant	ENV CONSULT (T) LTD.
	Hanifa Ramadhani	Asst. Accountant	ENV CONSULT (T) LTD.
	Louis Nnunduma	Asst. Accountant	ENV CONSULT (T) LTD.
	Exavery Ngowi	Asst. Accountant	ENV CONSULT (T) LTD.
	Richard Lunaga	Asst. Accountant	ENV CONSULT (T) LTD.
	Athanas Masao	Asst. Accountant	ENV CONSULT (T) LTD.
	Stella Wilfred	Asst. Accountant	ENV CONSULT (T) LTD.
	Anwar Mnyau	Asst. Accountant	ENV CONSULT (T) LTD.
	Alice Ngamgalilka	Asst. Accountant	ENV CONSULT (T) LTD.
	Chrispin Magessa	Asst. Accountant	ENV CONSULT (T) LTD.
	E. Sweve	Asst. Accountant	ENV CONSULT (T) LTD.
	Dawford Mhoja	Asst. Accountant	ENV CONSULT (T) LTD.
	Richard Andrew	Asst. Accountant	ENV CONSULT (T) LTD.
	M.H. Mkumbwa	C. Engineer	ENV CONSULT (T) LTD.
	Shadrack Mshana	IT	ENV CONSULT (T) LTD.
	Wency	IT	ENV CONSULT (T) LTD.
	Kathren Charles	Advisory Consultant	ENV CONSULT (T) LTD.
	Domice Mbette	Asst. Manager	ENV CONSULT (T) LTD.
	Joyce Mbwette	Administrator	ENV CONSULT (T) LTD.
JICA	Satomi Kamei	Education Advisor	JICA Tanzania Office
	Tomoki Kobayashi	Assistant Resident Representative	JICA Tanzania Office
JICA Consultant Team	Norimichi Toyomane	Team Leader	JICA Consultant Team
	Paul Gandye	Team Member	JICA Consultant Team
	Masami Watanabe	Team Member	JICA Consultant Team
	Yoshio Aizawa	Team Member	JICA Consultant Team
	Kai Utsugi	Team Member	JICA Consultant Team
	Beatrice Ngoda	Secretary	JICA Consultant Team

Seminar on Term 2 Results (Term 2)

Date: 04 March 2005

Venue: Courtyard Hotel

Attendants:

	Name	Position	Division / District / Organization
MOEC	Amos G. Mwakalinga	Director	Department of Policy and Planning
	Godwin Sifuel Noah	Principal Education Officer	Department of Policy and Planning
	Timothy Lyanga	Senior Education Officer	Department of Policy and Planning
	Francis Mkamati	Principal Education Officer	Department of Policy and Planning
PO-RALG	Salock Musese	Acting Director	Department of Institutional Development
	Mbwana S. Magotta	Education Officer	Department of Institutional Development
District	Benedict M Masaga	District Education Officer	Sengerema
	William Itule	District Education Officer	Kwimba
	Christian Lauzer	District Education Officer	Hanang
	Rimoi G.M.	District Planning Officer	Hanang
	Frederick Shuma	District Education Officer	Kiteto
	Adam M Msimbe	District Education Officer	Monduli
	T.S. Fue	District Education Officer	Ngorongoro
	A.R.Sekuro	District Education Officer	Igunga
	Edward L. Kaswizza	District Education Officer	Urambo
	Nyabukika M.L.D	District Planning Officer	Urambo
	D.F. Mwaluli	District Education Officer	Dodoma
	Juma R. Iddi	District Planning Officer	Dodoma
	J.J. Selemani	District Education Officer	Kondoa
	M.T. Mlangi	District Education Officer	Mpwapwa
	E. M Mbaga	District Education Officer	Same
	Evarist Munaranara	District Education Officer	Singida
	Mdegembwani Chanja	District Education Officer	Iramba
Ester Tilumanywa	District Education Officer	Kilwa	
Martha Mtewi	Acting District Education Officer	Ludewa	
Sub-Contractor	Ndelle Mbvette	Chief Exective Officer	ENV CONSULT (T) LTD.
	Fabian S.M. Mganwa	Coordinator	ENV CONSULT (T) LTD.
	Abayo C.L.	Asst. Coordinator	ENV CONSULT (T) LTD.
	D.R. Marango	Facilitator	ENV CONSULT (T) LTD.
	E.M. Wamlyoma	Facilitator	ENV CONSULT (T) LTD.
Development Partner	Victoria Mushi	Senior Development Officer	CIDA
	Solemani Sumra	Professor	University of Dar es Salaam
	Richard Mushi	Teacher	University of Dar es Salaam
	James Sangoro	PA-ERH	OX-FAM
	Peter Potter	Advisor	RNE
	Hans Peterson	RO	SIDA
	Cecilia Jeremiah	Journalist	Uhuru

Final Report
 Appendix 18: Participant List for Sensitization Seminar, Facilitator Training,
 Seminar on Term 1 Results, Seminar on Term 2 Results

	Name	Position	Division/ District/ Organization
	Kandi E. Saidi	member	FAWE
	Imma Kulata Komba	Programme Officer Member	Actionaid
	Leovander Zwai	Education Advisor	RNE
	Blastus Muzabi	Education Section Coordinator	CARE
	Kulwa S.E.	Trainer	ADEM
	Marta Moroni	APO Education	UNICEF
	Kabani Rutachimwaga	Coordinator	ICD
	Nathalia Houbu	Programme Officer	EC Deligate
	Douglas Carpenter	Counsellor	EC Deligate
	Masanja Sostenes	Trainer	ADEM
	Lucas J. Mzelela	Trainer	ADEM
	M. Kieman	DTC	ADEM
	S.S. Masunza	Ag. CE	ADEM
	S.C. Nguni	Trainer	ADEM
	E.H. Mhina	Training Consultant	GAD Consult
	A. Mahali	Associate Consultant	GAD Consult
	Naoki Yokobayashi	First Secretary	Embassy of Japan
JICA	Kazuo Kuroda	Chairman	JICA Advisory Committee for SMMP2
	Hiroyuki Yakushi	Staff	JICA HQs
	Kazuyo Igarashi	Education Advisor	JICA Tanzania Office
	Tomoki Kobayashi	Assistant Resident Representative	JICA Tanzania Office
	Yuri Sato	Senior JOCV	JICA Tanzania Office
	Kentaro Kamiya	JOCV	JICA Tanzania Office
	Ryohei Ishii	JOCV	JICA Tanzania Office
	Michi Yamasaki	JOCV	JICA Tanzania Office
	Chika Inamori	JOCV	JICA Tanzania Office
	Takako Kawade	JOCV	JICA Tanzania Office
JICA Consultant	Norimichi Toyomane	Team Leader	JICA Consultant Team
Team	Paul Gandye	Team Member	JICA Consultant Team
	Masami Watanabe	Team Member	JICA Consultant Team
	Yoshio Aizawa	Team Member	JICA Consultant Team
	Beatrice Ngoda	Secretary	JICA Consultant Team

**Appendix 19 Training and Implementation Cost per District of
School Mapping and Micro-Planning**

This table below shows the average direct cost per district of the School Mapping and Micro-planning exercise. The figures are based on real expenditures on Item 1 ~ 4.

“Training and Activity Costs” cover district training, ward training, data collection and district micro-planning. “Other Direct Costs” mainly include per diems for facilitators, computer hire, photocopies and scanning materials.

**Table: Training and Implementation Costs of School Mapping and Micro-planning
in Term 1 and Term2**

(US\$)

Item	Term 1		Term 2	
	Amount	Sub Total	Amount	Sub Total
1. Training and Activity Costs (mainly DSA)	/	170,231	/	386,954
2. Remuneration for Facilitators and Assistant Accountant	16 Facilitator	86,880	16 Facilitators	80,000
	/	/	16 Assistant Accountants	20,000
3. Remuneration for Backup Team	/	41,000	/	49,500
4. Other Direct Costs	/	143,628	/	132,100
Grand Total	/	441,739	/	668,554
Per District Average	/	27,609	/	41,785

