ANNEX 1 DRAFT: PERFORMANCE MEASUREMENT FRAMEWORK

Acronyms
BEST: Basic Education Statistics in Tanzania (annual government publication)
DPs: Development Partners (donor agencies)
EGRA: Early Grade Reading Assessment
EGMA: Early Grade Mathematics Assessment
EMIS: Education Management Information System
GOT: Government of Tanzania
ICT: Information and Communication Technology
MOEST: Ministry of Education, Science and Technology
NACTE: National Council for Technical Education
TBD: To be determined
TDMS: Teacher Development and Management Strategy
TED: Teacher Education Department

EXPECTED RESULTS	INDICATORS	BASELINE DATA	TARGETS	DATA SOURCES	DATA COLLECTION METHODS	FREQUENCY	RESPONSIBILITY
ULTIMATE OUTCOME							
1000 Improved basic education for girls and boys in Tanzania	Mean number of correct familiar words read per minute (disaggregated by sex)	M: 20 (2014) F: 24 (2014)	TBD	EGRA	EGRA	Annual	MOEST/DPs
	Average % Correct on EGMA Level II Addition questions (disaggregated by sex)	M: 27% (2014) F: 25% (2014)	TBD	EGMA	EGMA	Annual	MOEST/DPs
	Certificate of Secondary education Exam pass rate (disaggregated by sex)	M: 60% (2013) F: 57%(2013)	TBD	BEST	EMIS	Annual	NACTE
INTERMEDIATE OUTCOMES							
1100 Improved quality and relevance of gender-sensitive instruction for student teachers at Government Teacher Training Colleges	% of Trainees (M/F) who obtain a pass with credit/distinction on final exams	M: TBD% F: TBD%	TBD	BEST	TBD	Annual	NACTE
	% of trainees (M/F) using and applying gender sensitive	N/A	TBD	To be incorporated into Teacher Practice Assessment Form	Teacher Practice Assessment	Annual	MOEST

EXPECTED RESULTS	INDICATORS	BASELINE DATA	TARGETS	DATA SOURCES	DATA COLLECTION METHODS	FREQUENCY	RESPONSIBILITY
	teaching techniques						
	% of trainees (M/F) integrating environmental education curriculum in teaching	N/A	TBD	To be incorporated into Teacher Practice Assessment Form	Teacher Practice Assessment	Annual	MOEST
	Trainee (M/F) practice teaching assessment grades[1]	TBD	TBD	Trainee assessment reports	Teacher Practice Assessment	Annual	MOEST
1200 More effective management of teacher education and professional development	National Average of 34 College Inspection Scores (%)	TBD	TBD	College inspection reports	College Inspections	Annual	MOEST
	Number of coherent costed five-year plans for the Teacher Education Department	0	1 plan by 2017	Five Year Plan	Submission of document by MOEST	Annual	MOEST
	Extent to which College Development Plans are implemented (%)[2]	N/A	Annual plans 60% implemented by end of project	College inspection reports	College Inspections	Annual	MOEST
IMMEDIATE OUTCOMES							
1110 Increased access to teaching and learning materials for Instructors and Trainees	Trainee/Textbook Ratio	TBD	TBD	College inspection reports	College Inspections	Annual	MOEST
	Average amount spent on teaching supplies per Trainee	TBD	TBD	TBD	TBD	Annual	MOEST
	Ratio of trainees to number of functioning computers for training	TBD	TBD	TBD	TBD	TBD	MOEST
1120 Improved skills of Instructors and Trainees to provide better quality and gender sensitive instruction on relevant curricula	Average degree of implementation of teacher training curricula by Instructors (Scale: 1=not at all implemented; 4=fully implemented)	M: N/A F: N/A	3.5	College Inspection reports	College Inspections	Annual	MOEST

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[1] Assessments include evaluation of degree to which trainees are demonstrating appropriate techniques, such as appropriately integrating gender sensitivity and using effective methods for teaching reading, writing and numeracy skills as per the revised teacher training curricula.

[2] Plans should include College costed activities throughout the academic year, implementation plans (Instructor scheduling including for practice teaching periods), budgets.

EXPECTED RESULTS	INDICATORS	BASELINE DATA	TARGETS	DATA SOURCES	DATA COLLECTION METHODS	FREQUENCY	RESPONSIBILITY
	Trainee (M/F) mean scores on selected subject knowledge tests	M: TBD F: TBD	TBD	Project reports	Project monitoring	Annual	MOEST
	% of training modules reviewed to ensure incorporation of best practices in gender-sensitive teaching approaches, literacy and numeracy, and environmental integration	0%	100%	Project reports	Project monitoring	Annual	MOEST
1210 Improved capacity of MOEST to manage Teacher Education and Professional Development	% of M/F professional staff who successfully complete the pedagogical leadership, administration and financial management training	M: 0% F: 0%	70%	Project reports	Project monitoring	Annual	MOEST
	% of funds expended as planned, annually	N/A	95% per college by 4th year of project	College inspection reports	College Inspections	Annual	MOEST
OUTPUTS							
1111 Textbooks, reference books, and teaching aids supplied to Teachers' Colleges	Number of textbooks, reference books and teaching aids provided to Teacher's College	0	TBD	Project reports	Project monitoring	Annual	MOEST
1112 ICT Equipment for teaching and learning supplied to Teachers' Colleges	Numbers of ICT equipment provided to Teacher Colleges	0	TBD	Project reports	Project monitoring	Annual	MOEST
1121 Instructors upgraded through the Tutors Education Program and other training to improve instruction in gender-sensitive teaching approaches, ICTs, literacy and numeracy, and protecting the environment.	Number of M/F Instructors trained in updated gender-sensitive pedagogy, numeracy, literacy, environmental integration and use of ICTs	M: 0 F: 0	TBD	Project reports	Project monitoring	Annual	MOEST
1122 College Teacher Training curricula reviewed and updated to reflect latest best practices for gender-sensitive teaching approaches, integration of	Number of curricula and frameworks updated to reflect latest best practices for gender-sensitive teaching approaches, integration of environmental education, and teaching of literacy and numeracy.	0	2	Project reports	Project monitoring	Annual	MOEST

EXPECTED RESULTS	INDICATORS	BASELINE DATA	TARGETS	DATA SOURCES	DATA COLLECTION METHODS	FREQUENCY	RESPONSIBILITY
environmental protection, and teaching of literacy and numeracy.							
1123 Remedial and/or additional courses designed and delivered to support Instructors' and Trainees' specific needs	Types of remedial or additional courses being requested by M/F teachers.	0	TBD	Project reports	Project monitoring	Annual	MOEST
1211 Recommendations from TDMS Evaluation implemented	Percentage of total recommendations implemented	0%	75% of prioritized recommendations implemented	Project reports	Project monitoring	Annual	MOEST
1212 Training provided to MOEST officials in evidence-based planning, monitoring, evaluation and strategic management	Percentage of officials (M/F) trained in evidence-based planning, monitoring, evaluation and strategic management	M: 0% F: 0%	40% of M/F staff trained	Project reports	Project monitoring	Annual	MOEST
1213 Training provided to Teachers' College management teams in pedagogical leadership, planning, administration and financial management	Number of teams trained in pedagogical and gender-sensitive leadership, planning, administration and financial management	0	1 team trained per college	Project reports	Project monitoring	Annual	MOEST
	Number of female/male team members trained	M: 0 F: 0	TBD				

NOTE: TBD items are to be established during inception phase of the project.