


# TANZANIA INSTITUTE OF EDUCATION



## GUIDELINES FOR EVALUATION OF ELECTRONIC TEACHING AND LEARNING CONTENTS

**Endorsed by:**

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Signature: 

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## PREFACE

These guidelines for evaluation of school and college **Electronic Teaching and Learning Contents (ETLC)** are lawfully issued under Government authority, pursuant to Sections 4(d) and 21 (1) of the Tanzania Institute of Education Act (CAP 142 R.E. 2002). The guidelines generally set procedures and standards that must be adhered to in the process of developing and approving ETLCs intended to be used in schools and teachers' training colleges in Tanzania mainland, or part of the United Republic of Tanzania where the said act applies. The guidelines shall become effective upon approval by the TIE Council.

It is considered paramount to highlight the fact that quality teaching and learning materials, with ETLCs forming the core, are a cornerstone of quality education. These guidelines are, therefore, a yardstick purposely designed to develop and control the quality of ETLCs approved for use in schools and teacher training colleges. Their ultimate objective is to facilitate the provision of quality education in a fair and equitable manner.

While effort has been made to address key components relating to procedures, standards, and checks on the quality of ETLCs, it remains true that these guidelines may not necessarily cover every and circumstance that may arise on the ground. Should any circumstances thus arise, under which these guidelines are rendered inappropriate or inadequate, a proposal may be sent in writing to the Director General of the Tanzania Institute of Education, detailing the required variation in any provision or provisions; and the Director General of the Institute, after due consideration of the case, may initiate the amendment process pursuant to provisions of these guidelines. However, any such amendment shall not be authoritative unless it is passed and approved by the Council, and endorsed by the TIE Council Chairperson.



Prof. Bernadeta Killian

**Chairperson**

**COUNCIL OF TANZANIA INSTITUTE OF EDUCATION**

## ACKNOWLEDGEMENTS

The Tanzania Institute of Education (TIE) would like to acknowledge the contributions of all education stakeholders who participated in the development of these guidelines.

Firstly, TIE extends sincere gratitude to education leaders from both the Ministry of Education, Science and Technology (MoEST) and the Minister of State in the President's Office – Regional Administration and Local Governments (PO-RALG) for their invaluable contributions during the guidelines development process.

Secondly, the Institute extends special appreciation to other stakeholders for their constructive comments and recommendations in the validation workshops. Indeed, their inputs greatly enriched the guidelines.

Lastly, the Institute would like to thank the TIE Instructional Technology Unit team for their commitment and hard work in developing these guidelines.



**Dr. Aneth A. Komba**

**DIRECTOR GENERAL**

**TANZANIA INSTITUTE OF EDUCATION**

## DEFINITION OF TERMS

Digital Learning	A type of learning facilitated by technology that gives students some elements of control over time, place, path and/or pace.
Digital Learning Content	A type of academic material which is delivered through technology. It is what students learn. It ranges from new engaging, interactive and adaptive software to video lectures and electronic games. Therefore, it is not only a PDF digital text or a power-point presentation.
e-Book	An electronic version of a printed book that can be read on a computer or hand-held device designed specifically for this purpose.
e-Learning Content	A type of content which is used in digital learning.
Reference Book	A book in print, electronic, or both forms intended as a source of information, some of which may not be specific to a particular subject or level. Reference books include dictionaries and other non-fiction materials.
Supplementary Book	A book in print, electronic, or both forms intended to be used by all learners in the class to supplement the textbook. It may or may not cover the entire syllabus for the year. It may be accompanied by a Teacher's Guide.
Supplementary Reader	A story book in print, electronic, or both forms intended to promote reading skills. May be fiction or non-fiction.
Teacher's Guide	A book in print, electronic, or both forms that provides assistance and guidance to teachers on how to use the accompanying Book.
Teacher's Manual	A book or electronic material that guides teachers on how to implement a specific syllabus and is usually written by the syllabus designers.



## Textbook

A comprehensive learning resource that is in print, electronic, or both forms that is designed to fully support the syllabus of a given level and subject. Such a resource is intended for use by an entire class or group of students. It must be accompanied by a Teacher's Guide.

## ABBREVIATIONS

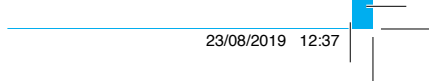
BAKITA	Baraza la Kiswahili la Taifa
CSO	Civil Society Organization
ETLC/eB	Electronic Teaching and Learning Contents / Electronic Books
ETLC/EP	Electronic Teaching and Learning Contents / Evaluation Panel
ETLC/ES	Electronic Teaching and Learning Contents / Evaluation Secretariat
ETLCs	Electronic Teaching and Learning Contents
ICT	Information and Communication Technology
NACTE	National Council for Technical Education
NECTA	National Examinations Council of Tanzania
NGO	Non-Governmental Organization
PATA	Publishers Association of Tanzania
TAMONGSCO	Tanzania Association of Managers and Owners of Non-Government Schools and Colleges
TEHAMA	Teknolojia ya Habari na Mawasiliano
TIE	Tanzania Institute of Education

## METHODOLOGY

The preparation of the Guideline for Evaluation of Electronic Teaching and Learning Contents went through several stages including review of relevant guidelines, gathering of information from key stakeholders and conducting a stakeholders workshop for more inputs.

Consultation and discussions were conducted, targeting various key stakeholders, including SMART SCHOOL, SHULE DIRECT, TESEA, VODACOM FOUNDATION, DIT, COICT, and DIGITAL-ACADEMIA. In the same way, discussions were held with TIE curriculum coordinators and instructional technology unit team, who are experts of e-content development. The guidelines draft was reviewed by two external experts who provided critical comments on the guidelines writing process.

The guidelines draft was tested and finally presented to various stakeholders for more input, that was subsequently incorporated.



# 1. INTRODUCTION

## 1.1 Citation and Interpretation

- (a) These Guidelines shall be cited as the Tanzania Institute of Education Guidelines for Evaluation of ETLC.
- (b) In these Guidelines, unless the content otherwise requires, the terms and words applied shall have the meaning as described hereunder:

**“The Act”:** Refers to the Tanzania Institute of Education Act (CAP 142 R.E. 2002) as amended from time to time.

**“The Council”:** Refers to the Council of Tanzania Institute of Education established under Section 5 (1) of the Act, and in relation to its powers, includes such bodies and persons to whom such powers are delegated.

**“The Director General”:** Refers to the Director General of the Tanzania Institute of Education and includes a person or group of persons delegated with the powers and responsibilities of the Director General.

**“Evaluator”:** Refers to the Subject panel member or any other competent and vetted subject expert.

**“Institute”:** Refers to the Tanzania Institute of Education.

## 1.2 About Tanzania Institute of Education

- (a) The Tanzania Institute of Education was established by Act No. 13 of 1975 (CAP 142 R.E. 2002). It is a public Institution under the Ministry of Education, Science and Technology. The main functions of the Institute are as follows:
  - (i) to assume responsibility for the development of educational programmers within the United Republic regarding objectives specified by the Government and to undertake the evaluation of courses of study and practices on the basis of such objectives;

- (ii) to undertake analysis, review and revision of curricula and syllabi;
- (iii) to initiate, promote and supervise such changes in the syllabi and educational programmers as necessary for the implementation of the national policy on education;
- (iv) to specify the standards of equipment, instruments and other devices which may be used for educational purposes in schools, colleges and other institutions of learning or training.
- (v) to provide facilities for and to undertake the production of equipment, instruments and other devices for educational use;
- (vi) to conduct training programs in such subjects associated with the development of curricula and syllabi as the Council may from time to time decide;
- (vii) to collect and make available to the Government and other public authorities information on methods of teaching, content of courses of study and current technological developments in education;
- (viii) to give advice and make recommendations on such matters relating to curriculum reform as the Minister may ask
- (ix) to sponsor, arrange and provide facilities for in-service training courses, conferences, workshops and seminars for discussion of matters relating to its work and activities;
- (x) to manage the affairs of any institute, college, training establishment or other educational institution whose interests transferred to or otherwise acquired by the Institute;
- (xi) to do anything or enter into any transaction which, in the opinion of the Council, is calculated to facilitate the proper and efficient carrying on of its activities and the proper performance of its functions, as specified under this section

- (b) The mandate of the Institute covers pre-primary, primary, secondary schools' levels, as well as the teacher education levels.

### **1.3 Rationale and Objective**

These Guidelines are an essential tool for implementation of the Institute's mandate on quality assurance of curriculum support materials. In order for this role to be executed professionally, effectively and with fairness, clear rules of play specifying procedures, standards and specifications are necessary. This rather logical and professional viewpoint enjoys the legal permissibility from Section 21 of the Act, which provides that the Council, with the consent of the Minister, may make regulations for effective implementation of the functions of the Institute. These Guidelines, therefore, are intended to facilitate quality assurance in education, with special focus on ETLC, which is the main source of knowledge and skills in the teaching and learning process. Furthermore, the Guidelines are published in accordance with Circular Number 4 of 2014, which was released by the Commissioner for Education. The circular authorizes the Tanzania Institute of Education to be the sole developer of ETLC for all subjects in the Basic Education level.

### **1.4 Application**

These Guidelines shall apply to all persons and institutions engaging in the development of electronic textual and non-textual teaching and learning materials for use in schools and teachers' colleges in Tanzania mainland. Specific levels of education to which the Guidelines shall apply are pre-primary, primary, secondary schools and teacher education.

### **1.5 Procedure for Development and Amendment of Guidelines**

Development and amendment of these Guidelines shall follow a sequential procedure outlined below:

- (a) The Director General of the Institute shall prepare the initial draft of the Guidelines or amendments thereto and submit the draft to the Academic Committee of the Council for scrutiny, improvement and onward transmission to the Council for further action.

- (b) The Chairperson of the Academic Committee shall table the said draft before the meeting of the Council and the Council shall consider the draft for approval. The Council may improve or vary the draft as it may deem appropriate.
- (c) Upon receipt of the draft document, the council chairperson shall consider and approve the Guidelines with or without variations as he/she may deem fit.

### **1.6 Effective Date**

These Guidelines, including amendments thereto, shall become effective upon approval by the Council Chairperson on such a date as may be chosen.

## **2. ELIGIBILITY, LEVEL OF COVERAGE AND CATEGORIES OF ETLC**

### **2.1 Introduction**

These Guidelines provide detailed procedures for submitting Digital Curriculum Support Materials for Evaluation and Approval *Appendix 4*. The materials referred to, hereby, are those intended to be used to support the delivery of Basic Education. As such the materials can be used in one of the following levels: Pre-Primary school level, Primary and Secondary School Levels, as well as the Certificate and Diploma Teacher Education levels.

### **2.2 Eligibility**

Submission of ETLC shall only be accepted from Authors or Publishers who are legally incorporated and registered in the United Republic of Tanzania and, as such, shall be provided with valid certification of such incorporation or company registration and legal operation. Membership of the Authors or Publishers Association of Tanzania is a pre-requisite for Authors or Publishers who wish to submit Digital materials on behalf of firms that are not locally registered and shall make available a certified copy of the Agency Agreement or Representation Authority.



## 2.3 Level of Coverage

Submitted textual or non-textual teaching and learning digital materials shall be at the levels and in subjects specified hereunder:

### 2.3.1 Curriculum Subjects:

#### (a) Pre-Primary Schools Level

- (i) Kuhusiana
- (ii) Kuwasiliana
- (iii) Kutunza Afya
- (iv) Kutunza Mazingira
- (v) Kumudu Stadi za Kisanii
- (vi) Kutumia Dhana za Kihisabati

#### (b) Primary School Level (Standard I-II)

- (i) Writing
- (ii) Reading
- (iii) Arithmetic
- (iv) Healthcare and Environment
- (v) Developing Sports and Arts
- (vi) Religious Studies

#### (c) Primary School Level (Standard 3 – 7)

- (i) English
- (ii) Kiswahili
- (iii) Hisabati/ Mathematics
- (iv) Maarifa ya Jamii/Social Studies
- (v) Sayansi na Teknolojia/Science and Technology
- (vi) Uraia na Maadili/ Civic and Moral Education
- (vii) Stadi za Kazi/ Vocational Skills
- (viii) Dini/Religion

#### (d) Secondary School Level (Form 1 – 4)

- (i) English
- (ii) Kiswahili
- (iii) French
- (iv) Arabic
- (v) Mathematics
- (vi) Geography

- (vii) History
- (viii) Biology
- (ix) Civics
- (x) Physics
- (xi) Chemistry
- (xii) Home Economics
- (xiii) Agricultural Science
- (xiv) Bible Knowledge/ Elimu ya Dini ya Kiislamu
- (xv) ETLC/eB Keeping
- (xvi) Commerce
- (xvii) Physical Education and Sports
- (xviii) Music
- (xix) Fine Arts
- (xx) Theatre Arts
- (xxi) Information and Computer Studies
- (xxii) Technical Subjects (Including: Metal Work, Electricity, Wood Work, Building Construction, Drawing & Design).

**(e) Advanced Secondary School Level (Form 5-6)**

- (i) English
- (ii) Kiswahili
- (iii) French
- (iv) Arabic
- (v) Chinese
- (vi) Advanced Mathematics
- (vii) Basic Applied Mathematics
- (viii) Geography
- (ix) History
- (x) Biology
- (xi) General Studies
- (xii) Physics
- (xiii) Chemistry
- (xiv) Food and Human Nutrition
- (xv) Textile Technology
- (xvi) Home Management
- (xvii) Agriculture

- (xviii) Divinity/Islamic Knowledge
- (xix) Accountancy
- (xx) Commerce
- (xxi) Economics
- (xxii) Physical Education and Sports
- (xxiii) Music
- (xxiv) Fine Arts
- (xxv) Theatre Arts
- (xxvi) Information and Computer Studies
- (xxvii) Computer Science

**(f) Certificate in Teacher Education for Primary School Teachers (Certificate in Primary Education)**

All teaching subjects will have two components, namely; Academic and professional studies (Pedagogy). The current teaching subjects are as indicated below:

- (i) English Pedagogy
- (ii) English Academics
- (iii) Kiswahili Taaluma
- (iv) Kiswahili Ufundishaji
- (v) Hisabati/ Mathematics
- (vi) Sayansi/ Science
- (vii) Jiografia/ Geography
- (viii) Historia/ History
- (ix) Uraia/ Civics
- (x) Stadi za Kazi/ Vocational Skills
- (xi) Haiba na Michezo/ Personality and Sports
- (xii) TEHAMA/ICT
- (xiii) Elimu ya Dini ya Kiislam/ Divinity Knowledge
- (xiv) French/Kifaransa

In addition to teaching subjects, the curriculum for certificate in teacher certificate has the following professional subjects;

- (i) Vielelezo na Teknolojia
- (ii) Communication Skills
- (iii) Elimu kwa Michezo–Usimamizi na Usalama

- (iv) Elimu ya Ualimu
- (v) Elimu kwa Michezo
- (vi) Elimu ya Awali–Vitendo vya Masomo
- (vii) Elimu ya Awali – Ualimu

**(g) Diploma in Teacher Education (Secondary School Teachers)**

All teaching subjects will have two components, namely; Academic and Pedagogy, the current teaching subjects are as indicated below:

- (i) English
- (ii) Kiswahili
- (iii) Mathematics
- (iv) Geography
- (v) History
- (vi) Biology
- (vii) Physics
- (viii) Chemistry
- (ix) Home Economics
- (x) Agriculture
- (xi) Divinity Knowledge/Islamic Knowledge
- (xii) ETLC/eB Keeping
- (xiii) Civics
- (xiv) Development Studies
- (xv) Commerce
- (xvi) Physical Education
- (xvii) Information and Computer Studies
- (xviii) Information and Computer Technology
- (xix) Technical Subjects (Including: Metal Work, Electricity, Wood Work, Building Construction, Drawing & Design)

In addition to teaching subjects, the curriculum for Diploma in Teacher Education has the following professional subjects;

- (i) Curriculum and Teaching
- (ii) Educational Psychology, Guidance and Counseling

- (iii) Educational Research, Measurement, Assessment and Evaluation
- (iv) Foundations of Education
- (v) Communication Skills
- (vi) Education Media and Technology

## **2.4 Categories of Materials**

Digital Materials submitted from Authors/Publishers for evaluation shall be of the following categories; Text ETLC, Reference ETLC, Supplementary ETLC, and Supplementary reader in electronic form. The choice of education level, subject area and category of material(s) to submit is entirely at the discretion and judgment of the submitting author or publisher. An Author or Publisher can submit in as many subjects and categories as possible. Each Submission, however, will be evaluated solely in terms of its relevance and suitability for the requirements of the specific curriculum area and categorization as outlined in the necessary Evaluation Criteria. Each submission will be discrete and shall follow all of the requirements of submission, including payment of evaluation and testing fees.

The Tanzania Institute of Education shall hold the autonomous role of developing and digitizing ETLC for all subjects specified in the Basic Education level.

## 3. SUBMISSION REQUIREMENTS

### 3.1 General Conditions

- (a) For evaluation, the client shall submit ETLC through the TIE online electronic content evaluation platform, a memory stick, or a CD/DVD.
- (b) The submission must clearly indicate the subject and the targeted level.
- (c) The author or publisher shall indicate whether the digital materials are intended to be used as a text ETLC, reference ETLC, supplementary ETLC or supplementary reader.
- (d) The submission of ETLC shall be accompanied with:
  - (i) Headed letter of submission that provides a full physical and postal address, mobile number, e-mail address and fax, Uniform Resource Locator (URLs) and its credentials for close monitoring and updates.
  - (ii) Evidence of payment of evaluation and report of testing.
  - (iii) Certificate from a recognised strong editorial body (for example BAKITA) showing that Kiswahili used in the ETLC has been approved. In the case of Electronic Teaching and Learning contents written in English the submission must be accompanied by a certificate from a recognised editor. The edited digital contents must also be digitally stamped or water marked in at least four pages, including the inner outer page.
  - (iv) Any material that an author or publisher intends to be evaluated and considered for more than one level/class should be submitted in the distinct sets for each level/class, each set constituting a submission.
  - (v) All the accompanying documents must be securely packed and properly addressed. In case of online submission, all ETLCs and supporting document must be uploaded through TIE online evaluation platform *appendix 4*.

### 3.2 Evaluation Fee

- (a) ETLC will be received, evaluated, and tested at a cost shared between TIE and authors or publishers. The evaluation process will entail scrutiny by an e-content panel of experts, using a well-articulated ETLC evaluation framework. The e-content panel of experts shall be composed of subject/discipline experts from the field and e-content experts including teachers, tutors, curriculum experts, University lecturers and any relevant representation from professional associations. The panel shall subject each submitted publication to a rigorous assessment procedure and avail a professional report on its suitability. The evaluation fees are intended to support this detailed process.
- (b) The amount of the evaluation fees, which are non-refundable, shall be amended from time to time, as need may arise.
- (c) The rates of the evaluation fees shall depend on the class level at which the ETLC is intended to be used.
- (d) The rates of the evaluation fees must be approved by the Council of the Tanzania Institute of Education before being applicable.
- (e) Authors and Publishers are notified that ETLCs shall not be processed or evaluated unless the author or publisher has paid all the required fees.

### 3.3 Minimum Physical Production Specifications

The following minimum conditions shall apply:

- (a) Type face: This is left to the discretion of the submitting Author or Publisher, but should be guided by Section 3.4 of this guide. However, materials of lower class levels of pre-primary and primary schools require specific type face that must be observed.
- (b) Electronic page size standard. 720.
- (c) Video standard H.264 (MP4)
- (d) Video resolution PAL DV 25 frame rate.
- (e) Audio format MP3

- (f) Smart phones 320 x 480.
- (g) Tablets 480 x 720.
- (h) Image format Bitmap, Jpeg (png may be used where necessary)
- (i) Audio Signal to noise ratio (SNR) -4 dB, at 1Khz

### 3.4 Type Faces and Type Sizes for Textual Materials

#### (a) Type faces

It is required that from Pre-Primary to Lower Primary (Standard 1- 2), all typefaces must be *Sassoon Sans or Sassoon primary*, using an open and simplified “a”, “f”, “g”, “l”, “4” and “9”. From standard III upwards, typefaces may be at the discretion of the Author or Publisher. Author or Publishers should ensure that the typeface and line spacing selected will provide for maximum readability.

#### (b) Type sizes

**Type sizes shall be as specified hereunder:**

Level	Minimum Type Size
Pre-Primary Level	Not less than 18 pt
Standard 1 and 2	Not less than 16 pt
Standard 3 and 4	Not less than 14 pt
Standard 5 to 7	Not less than 12 pt
Secondary level and above	Not less than 12 pt

#### (c) Contents structure/ organization

The presentation of e-contents should follow online or computer based instructional standards

i.e

- Title
- List of Contents
- Introduction
- Objectives
- Body
- Summary
- Reflections
- References /Further readings



## **4. STRUCTURE OF THE ELECTRONIC TEACHING AND LEARNING CONTENTS EVALUATION PROCESS.**

### **4.1 ETLC Evaluation Secretariat**

There shall be an ETLC Evaluation Secretariat comprising three to four members who will be appointed by the Director General from among the institute's academic staff. The Head of the Quality Assurance Unit shall be the Registrar.

The Secretariat shall be responsible for:

- (a) Receiving and recording ETLC from authors or publishers.
- (b) Coding of ETLC before assigning the same to Assessors.
- (c) Dispatching/ granting access of ETLCs to selected Assessors from the list of ETLC vetted Evaluators.
- (d) Receiving back ETLC assessors, reports and compiling an evaluation report for each ETLC authors.
- (e) Submitting the evaluation reports to the ETLC Evaluation Panel.
- (f) Scheduling ETLC Evaluation Panel meetings and preparing evaluation reports.

### **4.2 ETLC Evaluation Panel**

- (a) There shall be ETLC Evaluation Panels formed and members shall be appointed by the Director General of TIE.
- (b) The Chairperson of Subject Panels of the Tanzania Institute of Education shall automatically serve as the ETLC Evaluation Panel for the particular subject.
- (c) The ETLC Evaluation Panels shall be formed subject wise and shall comprise the following members.
  - (i) A Curriculum Development Specialist of the subject, who must have knowledge of the curriculum for which the ETLC is intended.
  - (ii) A Subject Specialist Teacher Educator nominated by TIE from among the Teacher Education Colleges or Universities.

- (iii) A Subject Specialist from the National Examinations Council of Tanzania (NECTA)
  - (iv) At least two (2) experienced actively practising Subject Specialist Teachers.
- (d) The ETLC Evaluation Panel shall serve for a period of three (3) years. A member may be eligible for reappointment after the expiry of his/her tenure. If a member fails to attend three (3) consecutive meetings of the committee without reasonable cause, the Director General of TIE may terminate the member and appoint another person to fill the vacancy.
- (e) When need arises, the committee can also co-opt any other member who will be known as “**Co-opted Member**” Considerations will be given to teachers and key expert stakeholders with expertise in the subject matter or discipline under review.

#### **4.2.1 Responsibilities of the ETLC Evaluation Panel**

The ETLC Evaluation Panel will be responsible for:

- (a) Receiving the evaluation reports from the Secretariat
- (b) Assessing the evaluation reports and making recommendations accordingly. The results of the assessment shall fall into the following categories:
  - (i) Accept the ETLC with minor conditions
  - (ii) Accept the ETLC with major conditions
  - (iii) Reject the ETLC
- (c) Compiling evaluation reports that will be presented before the Academic Affairs Committee of the Council for the recommendation that will be forwarded to the Council.

## 5. ASSESSORS OF THE ETLCs

There shall be an established team of assessors from among professional experts, including educational technology, school teachers and academicians with outstanding skills/expertise and experience in the learning areas, who shall be oriented in evaluation of educational materials.

### 5.1 Selection and Orientation of Evaluators

- (a) The Director General of TIE shall appoint a search team that will solicit names of potential evaluators.
- (b) The search team shall interview the short-listed candidates and submit the list of recommended evaluators to the Director General.
- (c) Appointed evaluators shall be oriented and, in due course sign a covenant form set out in *Appendix 1*.

### 5.2 Roles of Evaluators

The Evaluators shall be responsible for:

- (a) Evaluation of the ETLC in accordance with the standards set forth in this guideline.
- (b) Preparation and submission of evaluation reports to the Secretariat.

### 5.3 Evaluation by Independent Experts

- (a) Evaluation procedure shall be as follows:
  - (i) The ETLCs shall be contracted to three (3) independent vetted expert evaluators. A maximum period of fourteen (14) days is set for this task.
  - (ii) Evaluation of the ETLCs shall solely be based on the issued TIE evaluation instruments (*Appendix 2*).
  - (iii) An evaluator will assess the ETLCs and award points against each element.
  - (iv) The evaluator shall also provide comments to justify points awarded. The comments will be made available to the client when notified on the final decision.

The evaluator shall submit to the Secretariat a detailed evaluation report with recommendations. The secretariat will in turn compile evaluators' report and table the same to the relevant ETLC Evaluation Panel.

## 6. EVALUATION CRITERIA

The approval of any ETLC, be it text ETLC, reference ETLC, supplementary ETLC, supplementary reader or teacher's guides, shall be based on the extent to which it adheres to the following criteria:

### 6.1 Learner's ETLCs

#### a. Digital Quality Standards

- (i) Digital front-page quality and size
- (ii) Digital pages quantity/quality
- (iii) Digital content structure/ styles
- (iv) Deployment system requirements
- (v) Colour profiles
- (vi) Portability and memory requirements
- (vii) Compatibility with e-learning platforms

#### b. Digital Content Layout

- (i) General visibility audibility and readability
- (ii) Content layout and interactivity
- (iii) Space and margins (breathing)

#### c. Content Quality Standards

- (i) Adequacy in terms of objectives, topics and sub-topics
- (ii) Relevance to the learners' experience
- (iii) Organization and presentation (i.e. from simple to complex)
- (iv) Depth and breadth of the content in relation to the level of the learners (i.e. adherence to action verbs in the specific objectives)
- (v) Correctness of facts and concepts

#### d. Pedagogical Quality Standards

- (i) Relationship to the learners' life experience
- (ii) Linkage to prior-knowledge
- (iii) Adequacy of the presentation techniques used
- (iv) Adequacy and relevance of examples and connections to life experience
- (v) Relevance of Content presentation style/techniques
- (vi) Level of Education and entertainment index

### **e. Language**

- (i) Appropriateness to the level of the learner
- (ii) Relevance to the learners' context and level
- (iii) Use of standard and grammatically correct language
- (iv) Clarity of sentences, phrases and paragraphs
- (v) Cultural appropriateness
- (vi) Gender sensitive.
- (vii) Level of inclusion

### **f. Illustrations**

- (i) Quality and forms of the illustrations
- (ii) Accuracy of illustrations
- (iii) Relevancy to the text
- (iv) Adequacy of illustrations
- (v) Clarity of illustrations
- (vi) Presence of captions
- (vii) Conformity to socio-cultural values of Tanzania
- (viii) Level of inclusion (Gender, marginalized, nomads etc.)

### **g. Assessment of E-Learning**

- (i) Appropriateness of the tasks
- (ii) Adequacy of the tasks
- (iii) Suitability of the tasks in addressing different domains
- (iv) Variety of tasks
- (v) Use of variety forms of assessment (online and offline)

## **6.2 Teacher's Guide**

In addition to the qualities described for learners ETLC, the teacher's guide shall have the following attributes:

- (a) Correspondence with the learners' ETLC
- (b) Clarification of lesson objectives and learning outcomes (competences)
- (c) Provision of guidance on teaching methodologies
- (d) Provision of additional knowledge and techniques, especially for challenging areas
- (e) Provision of additional student activities (online and offline)

## 7. THE EVALUATION PROCESS

### 7.1 Submission of Manuscripts

Authors/Publishers shall submit the ETLC to Tanzania Institute of Education through TIE evaluation platform/ stick memory/ CDs/ DVDs upon fulfilling the requirements described in Section 3.1 of these guidelines.

The submitted materials will be subjected to the ETLC Evaluation Secretariat (ETLC/ES), which will record the details of the submission. The ETLC/ES shall dispatch the manuscripts to the selected Assessors, who will evaluate the materials according to the TIE ETLC evaluation instrument shown in *Appendix 2*. A minimum of three (3) assessors shall evaluate the contents. Evaluation reports from the Assessors shall be submitted back to the ES, which will detail a report that shall be tabled before the ETLC Evaluation Panel (EP). The Evaluation Panel shall execute duties as described in Section 4.2.1 of these guidelines. Recommendations from the EP shall be presented before the Academic Affairs Committee of the Council for recommendations to the Council.

### 7.2 Decisions

- a. On the basis of the evaluation reports, the ETLC/Evaluation Panel shall make any one of the following recommendations:

- (i) **Approval with minor corrections**

The ETLCs shall be considered for **approval with minor corrections** if it scores an average of 90% and above. The client shall however correct the minor errors before the certificate is issued.

- (ii) **Approval with Major Corrections**

The ETLCs that scores an average of 70% to 89% overall shall be considered for Approval with major corrections. The author will be obliged to make the major corrections observed.

- (iii) **Rejection**

The ETLCs that scores an average of below 70% shall be rejected outright.

- b. All ETLC awarded the status of Approval, and approval with Minor Corrections or Major corrections shall have the deficiencies corrected before being resubmitted to the Secretariat, which will table the reports to the ETLC Evaluation Panel.

### **7.3 Recommendations of the Council**

Recommendations from the ETLC Evaluation Panel shall be tabled before the Academic Affairs Committee of the Council for scrutiny, improvements and recommendations which will be forwarded to the Council of the Tanzania Institute of Education. The Council shall consider the recommendations of the Academic Affairs Committee and forward its recommendations to the Minister responsible for Education through the Commissioner for Education.

## **8. RESUBMISSION OF CORRECTED ETLCs**

### **8.1 Conditions for Resubmission of ETLCs Approved with Corrections:**

ETLC that are approved with corrections require the client to make corrections on the identified weaknesses and resubmit to TIE ETLC Evaluation Secretariat and later to the ETLC Evaluation Panel. Resubmission for major corrections shall be **two months** and for minor corrections shall be **one month** from the date of collection.

Resubmission shall not be more than two times, otherwise the submission will be released to be a new case and as such, it should follow the normal submission requirements.

### **8.2 Conditions for Resubmission of Rejected ETLCs**

A client may revise rejected ETLCs and resubmit it to TIE Evaluation Committee Secretariat as new ETLCs which shall therefore follow the normal procedures of the evaluation process.

## **9. CERTIFICATION OF APPROVAL**

- (a) All approved ETLCs will bear a certificate of approval scanned and inserted on the first page of the preliminaries or welcome page.
- (b) The certificate shall be black and white or in full colour, as the client may wish.
- (c) The certificate shall indicate the certificate number, title, author, Author or Publisher/copyright holder, date of approval, type of work and grade.
- (d) The certificate shall bear the official signature of the Minister responsible for Education.

## 10. REVISION OF APPROVED ETLCs

- (a) TIE can recommend that a particular ETLC of any author or Publisher be revised if there is a need to do so.
- (b) Any revised ETLC shall have to be submitted to the Secretariat as a new case.

## 11. SUBMISSION OF FINAL APPROVED ETLCs

An Author or Publisher shall provide URL credentials and submit to TIE each approved ETLC bearing a printed Certificate issued by the Minister responsible for education matters for record keeping.

## 12. APPEALS

If an ETLC is rejected due to technical or content deficiencies, the client may appeal to the TIE Director General. The Director General shall appoint an independent body of not more than three (3) experts in ETLC industry to form an Appeals Board.

- (a) Conditions for appeal shall be as follows:
  - (i) The appellant shall clearly state the basis for the appeal.
  - (ii) The appeal shall be submitted within thirty (30) days from the date of notification.
  - (iii) The Director General shall decide on the appeal within thirty (30) days.
- (b) The decision *of the Director General* shall be final and binding.

## 13. TRANSPARENCY AND CONFIDENTIALITY

- (a) Transparency and confidentiality are essential prerequisites for a successful approval system. These prerequisites complement each other and provide the process with properties that the users can trust and be confident in.
- (b) Transparency implies clarity, comprehensibility, candidness and frankness. With such a quality in an evaluation system, the clients will feel confident that their ETLC will receive fair treatment. The TIE Evaluation Committee and the evaluators will feel confident that their decisions are objective and professional.



- (c) Confidentiality implies entrusted and showing certainty. With such quality, the financial and creative investment of the clients will be protected. Moreover, TIE Evaluation Committee and the evaluators will be protected from coercion or other unfair practices of the clients.
- (d) Minutes of the TIE Evaluation Committee shall be treated as confidential.
- (e) Coding System: To safeguard and enhance these qualities, TIE Evaluation Committee Secretariat shall code every ETLC package submitted into a universal directory/ register. The register/ within a directory shall indicate the name of the client, title/item and name of evaluator.
  - (i) The Code Reference Number will be used in all approval procedures and will be used with confidentiality;
  - (ii) Evaluation reports for submission to the TIE Evaluation Committee shall only use the Code Reference Number.

#### **14. DISCLAIMER STATEMENT**

- (a) In all times of undertakings of the process of evaluation of ETLC (text ETLC, reference ETLC, supplementary ETLC, and supplementary reader ETLC), TIE shall not be liable or responsible to third party or anybody whatsoever, with any claims relating to any ETLC evaluated and approved for use in schools and teacher's training colleges in relation to any portion of words or statements contained in the ETLC that has or have been copied or plagiarized from a third party.
- (b) It is hereby expressly stated that, in the process of evaluating ETLC for school and teacher's training colleges use, TIE undertakes it in a bonafide manner. It is and shall never be the duty of TIE to evaluate whether the ETLC in question contain any materials illegally originating from a third party. Any claims of such nature shall in all material times be forwarded to the author or publisher of the said ETLC.

## 15. ENDORSEMENT

This guidelines document for evaluation of ETLC has been endorsed by the Commissioner for Education, Ministry of Education, Science and Technology. By such endorsement, it is hereby legally sanctioned to use all necessary legal forces to guide the undertaking of implementation of the said provisions contained within these guidelines in its totality and or single and every provision therein contained.

Breach of any provision or provisions shall be considered a breach of a legally sanctioned document and shall carry legal actions against a breaching party subject to the legal system of the nation.

## PERSONAL COVENANT

1. I ..... (Name) ..... (Designation) of ..... (name of institution/school) being a member of the *Secretariat to the ETLC Evaluation Committee/Evaluators team/ETLC Evaluation Committee* constituted under paragraphs .....of the Guidelines for Evaluation of ETLC, DO HEREBY State as follows;
- a) That I do not have any interest, pecuniary or otherwise, directly or indirectly in any of the authors or publishers that have submitted an ETLC; ETLC for pre-primary/primary/secondary/teacher College. Furthermore, failure to disclose any interest in the work assigned to me, whether direct or indirect, express or by impression, shall warrant the authority to penalize me accordingly including denouncing the recommendation if it is deemed fit for the interest of the public.
  - b) That, all knowledge, reports or any other materials not within public consumption at the time being which I may acquire/come across/possesses/use for the process of evaluation, by virtue of the performance of my duties as a member of the said *Secretariat to the ETLC Evaluation Committee, Evaluators team, ETLC Evaluation Committee*, shall for all time and for all purpose be regarded by me as strictly confidential, I shall not divulge them to persons not officially concerned with this adjudication process in view of soliciting corruption or otherwise.
  - c) That, as a member of the *Secretariat to the ETLC Evaluation Committee, Evaluators team, Member of the Evaluation Committee*, I shall at all times adhere fully to the terms and conditions contained in the Guidelines and any other provisions which prohibit divulging of confidential information prematurely.

d) That, any breach of this Covenant or any provisions of the Covenant shall not preclude the institution of criminal proceedings pursuant to the Penal code, the Prevention of corruption Act, 1971 or any other written Law, against me. Furthermore, disciplinary actions, including but not limited to termination of my appointment as member to the said *Secretariat to the ETLC Evaluation Committee, Evaluators team and ETLC Evaluation Committee, may be instituted against me.*

2. Signed by the said \_\_\_\_\_  
(Name) this \_\_\_\_\_ day of \_\_\_\_\_ (Month)  
\_\_\_\_\_ (Year).

Signature \_\_\_\_\_

**ETLC EVALUATION FORM  
TANZANIA INSTITUTE OF EDUCATION (TIE)**



**ETLC EVALUATION INSTRUMENT**  
(To be completed by ETLC Evaluator)

This evaluation tool shall be used for text ETLC, reference ETLC, supplementary ETLC and supplementary reader ETLC.

For an ETLC to be accepted, the total score should be 75% and above, whereas other categories the score shall be between 65 -100%, subject to passing of all mandatory sections on accuracy of content, correctness of facts and concepts, gender sensitivity and promotion of positive socio-cultural values of Tanzania.

## GENERAL INFORMATION

Title: .....

Code .....

Level ..... Class .....

Subject .....

Year of Publication .....

Publication style.....

Compatibility.....

Publication format.....

Deployment platform.....

Date of Evaluation .....

*Each textual and non-textual material will be evaluated against the areas listed below. The ratings are indicated in each statement.*

*The mark awarded should be inserted in the box provided.*

### 1.1 RELEVANCE TO CURRICULUM (20 MARKS)

- a) Coverage of relevant syllabus topic(s) in terms of objectives (7 MARKS)

Pick one alternative	Marks
(i) All the intended objectives of the syllabus are covered	7
(ii) More than 80% of the intended objectives of the syllabus are covered	5
(iii) Less than 70% of the intended objectives of the book are covered	3

b) Coverage of relevant syllabus concepts (7 MARKS)

Pick one alternative	Marks
(i) All the concepts for the relevant topic(s) are covered	7
(ii) More than 80% of the concepts for the relevant topic(s) are covered	5
(iii) Less than 70% of the concepts for the relevant topic(s) are covered	3

c) Coverage of relevant competences (6 MARKS)

Pick one alternative	Marks
(i) Adequate coverage of the required knowledge, skills and attitudes	6
(ii) More than 80% of the required knowledge, skills and attitudes are covered	4
(iii) Less than 70% of the required knowledge, skills and attitudes are covered	2

**Total Score**

**1.2: ELECTRONIC TEACHING AND LEARNING CONTENT (30 MARKS)**

For an ETLC to be recommended for approval, it must score 20 marks (65%) in this section.

a) Relevance of the content in regards to the intended objectives (7 MARKS)

- (i) Appropriateness of the examples and content in terms of a learner's environment and experience.

Pick one alternative	Marks
(i) All the examples and descriptions used reflect learners' contexts and experiences	7
(ii) More than 80% of the examples and descriptions used reflect learners' contexts and experiences	5
(iii) Less than 70% of the examples and descriptions used reflect learners' contexts and experiences	3

- (ii) Appropriateness of contents
- a. Appropriateness of the content in terms of teaching and learning activities (5 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>
(i) Full coverage of each of the intended objectives in terms of learning activities	5
(ii) More than 80% coverage of each of the intended objectives in terms of learning activities	3
(iii) Less than 70% of each of the intended objectives in terms of learning activities	1

- b) Relevance of the information (3 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>
(i) All information is contextually relevant and up-to-date	3
(ii) Some of the information is outdated	1

- c) Organization and presentation of the content (3 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>
(i) Logically organized throughout the text	3
(ii) Topics partially logically organized	2
(iii) Topics not logically organized	1



d) Appropriateness of depth and breadth in relation to the level of the learners (3 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>	
(i) The depth and breadth of the content is appropriate	3	
(ii) More than 80% of the depth and breadth of content is appropriate	2	
(iii) Less than 70% of the depth and breadth of content is appropriate	1	<input type="text"/>

e) Promotion of positive socio-cultural values of Tanzania (4 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>	
(i) The material promotes positive socio-cultural values and attitudes	4	
(ii) More than 70% of the materials promotes positive socio-cultural values and attitudes	2	<input type="text"/>
(iii) The material promotes negative socio-cultural values and attitudes	0	

**N.B:** The ETLC that promotes negative values and/or attitudes should be recommended for disqualification.

f) Development of Concepts (3 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>	
(i) There is sufficient development of all concepts	3	<input type="text"/>
(ii) There is sufficient development of some concepts	1	

g) Gender sensitivity (2 MARKS)

There is:

<i>Pick one alternative</i>	<i>Marks</i>	
(i) There is sufficient development of gender balance	2	
(ii) There is some development of gender balance	1	<input type="text"/>

**Total Score**

### 1.3 LANGUAGE USE AND EDITORIAL QUALITY (10 MARKS)

a) Grammatical status (3 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>	
(i) No grammatical errors	3	
(ii) Tolerable grammatical error(s)	1	<input type="text"/>
(iii) Intolerable Grammatical error(s)	0	

b) Typographical status (3 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>	
(i) No typographical error(s)	3	<input type="text"/>
(ii) Contains typographical error(s)	1	

c) Appropriateness for the level of the learner (4 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>	
(i) The vocabulary and sentence structures are within the level of the learner	5	
(ii) Some vocabulary and language structures are not within the level of the learner	2	
(iii) The vocabulary and language structures are not within the level of the learner	0	<input type="text"/>

**Total Scores**

**1.4 ASSESSMENT ACTIVITIES (20 MARKS)**

Supplementary ETLC should have questions and/or activities.

a) Relevance of the activities to the related topics (2 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>	
(i) The exercises or activities are relevant to the topics	2	
(ii) Some exercises or activities are irrelevant	1	<input type="text"/>

b) Appropriateness of activities to the level of the target learner (2 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>	
(i) Exercises or activities are appropriate	2	
(ii) Exercises or activities are not appropriate	1	<input type="text"/>

c) Adequacy of activities (2 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>	
(i) Adequate activities	2	
(ii) Inadequate activities	1	<input type="text"/>

d) Quality of activity items (4 MARKS)

Evaluate the submission on the following: -

- Captures various levels of knowledge
- Captures various domains of learning
- There is logical flow of the items

<i>Pick one alternative</i>	<i>Marks</i>	
(i) All the attributes apply	4	
(ii) Two of the attributes apply	2	
(iii) Less than two of the attributes apply	1	<input type="text"/>

e) Variety of activities (2 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>
(i) A wide variety of assessment methods	2
(ii) No variety of assessment methods	1

f) Clarity of instructions (2 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>
(i) The instructions are clear	2
(ii) Some instructions are not clear	1
(iii) The instructions are not clear/not available	0

g) Clarity of questions (2 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>
(i) The questions are clear	2
(ii) The questions are not clear	0

h) Availability of answers (2 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>
(i) All answers are provided	2
(ii) Some answers are not provided	1
(iii) No answers are provided	0

i) Answers to questions (2 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>
(i) All answers are correct	2
(ii) Some answers are not correct	1
(iii) No answers are correct	0

**Total Score**

**NB: Sections (h) and (i) should not be evaluated where answers are not required.**

## 1.5 ILLUSTRATIONS (10 MARKS)

a) Relevance and accuracy (2 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>
(i) The illustrations are relevant and accurate	2
(ii) Some illustrations are not relevant and not accurate	1

b) Variety and adequacy (2 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>
(i) Varied and adequate	2
(ii) Some are not varied and adequate	1
(iii) Not varied and not adequate	0

c) Clarity, colour and proportion (4 MARKS)

Evaluate the submission based on the following criteria:

- Illustrations are bold and clear
- There is proper use of colour
- Illustrations are proportional

Illustrations clearly indicate the required details

<i>Pick one alternative</i>	<i>Marks</i>
(i) All attributes apply	4
(ii) Two of the attributes apply	2
(iii) Fewer than two of the attributes applies	1

d) Captioning/numbering/labeling (2 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>
(i) The illustrations are appropriately captioned/numbered/labeled	2
(ii) The illustrations are not appropriately captioned/numbered/labeled	1

**Total Scores**

## 1.6 PRESENTATION AND DESIGN (10 MARKS)

a) Evaluate the submission based on the following criteria (5 MARKS)

- Page layout is appropriate to the level and subject
- The layout enhances readability and ease of reference
- There is appropriate use of typefaces across the text
- Illustrations are correctly positioned in relation to the relevant text.

<i>Pick one alternative</i>	<i>Marks</i>	
(i) All attributes apply	5	
(ii) Three of the attributes apply	3	
(iii) Fewer than three of the attributes apply	1	<input type="text"/>

b) Evaluate the submission on the following (5 MARKS)

- Media layout and logical flow.
- Video quality and visibility.
- Audio quality and audibility.
- Media sequence and interoperability.
- Image quality and visibility

<i>Pick one alternative</i>	<i>Marks</i>	
(i) All attributes apply	5	
(ii) Four of the attributes apply	3	<input type="text"/>
(iii) Less than four of the attributes applies	1	

**Total Scores**

## SUMMARY OF THE SCORES

	1.1 (20)	1.2 (30)	1.3 (10)	1.4 (20)	1.5 (10)	1.6 (10)	TOTAL MARKS
MAXIMUM MARKS							
AWARDED MARKS							
TOTAL							

For an ETL C to be recommended for approval, it must score 20 marks (65%) in section 1.2 as indicated in *Appendix 2*.

### OVERALL ASSESSMENT

Having carefully examined this ETLC/eB according to the criteria mentioned above, I hereby recommend to the TIE Evaluation Committee the following (pick only one option and endorse accordingly).

<p><b>OPTION A (for 75 to 100%)</b>                  This ETLC is recommended to be <b>approved with minor corrections</b> in ----- subject for primary, class-----/secondary, form-----/teachers' college; Certificate: Year-----/Diploma: Year ----- as a text ETLC/reference ETLC/supplementary reader ETLC.</p>	<p><b>OPTION B (for 65 to 74%)</b>                  This ETLC/eB is recommended to be <b>approved with major corrections</b> for use in -----subject for primary, class-----/secondary, form-----/teachers' college; Certificate: Year-----/Diploma: Year ----- as a text/reference/supplementary/ supplementary reader ETLCs.</p>	<p><b>OPTION C (for less than 65%)</b>                  This ETLC is recommended to be <b>rejected</b></p>						
<p>Evaluator's name in full: -----                  -----                  Signature: -----                  Date: -----</p>	<p>Evaluator's name in full: -----                  -----                  Signature: -----                  Date: -----</p>	<p>Evaluator's name in full: -----                  -----                  Signature: -----                  Date: -----</p>						
<table border="1"> <tr> <td colspan="3" data-bbox="920 1128 1111 1328">                 Other (Please specify) _____ Subject _____             </td> </tr> <tr> <td data-bbox="920 1328 1062 1562">                 Teachers' Guide Enclosed             </td> <td data-bbox="1062 1328 1111 1562">                 Not enclosed             </td> <td data-bbox="1062 1128 1111 1328">                 NA             </td> </tr> </table>			Other (Please specify) _____ Subject _____			Teachers' Guide Enclosed	Not enclosed	NA
Other (Please specify) _____ Subject _____								
Teachers' Guide Enclosed	Not enclosed	NA						



## TANZANIA INSTITUTE OF EDUCATION (TIE)



## SUBMISSION FORM

Evaluation Code  
No \_\_\_\_\_

To be completed by Author/Publisher.

Name of Author: \_\_\_\_\_

Name of Publisher: \_\_\_\_\_

ETLC Title: \_\_\_\_\_

Number of pages: \_\_\_\_\_

Proof of payment of Evaluation fee: \_\_\_\_\_

Amount paid: \_\_\_\_\_

INTENDED USE OF THE ETLC	Level	Subject	Class

## CHECKLIST FOR SUBMISSION REQUIREMENT

Put (✓) if available, (×) if not available, or (NA) where not applicable

Requirement	Available	Not Available	Not Applicable
Evidence of payment of Evaluation Fee			
Language Certification			
Ten (10) Camera Ready Copies			
Uniform Resource Locator (URL)			

## DECLARED TECHNICAL SPECIFICATIONS

S/N	Description	
1	General	Line measure in text area
		• Depth of text
		• Type face
		• Type size
		• Colour
		• Welcome page/Cover (one/ two colours/full colours)
	• Illustrations (one colour/two colours/full colours)	
2	Publication format	Type of publication and its format

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### For Official Use Only

Received by: \_\_\_\_\_

Designation: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Official Stamp

### Evaluation Comment Form

(To be completed by the Evaluator)

Date: \_\_\_\_\_

ETLC Title: \_\_\_\_\_

ETLC Level: \_\_\_\_\_

S/n	Item	Total Score	Given Score	Comments




Name of Evaluator: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 5

### ETLC platform management

The following are instructions pertaining to the management of the ETLC platform.

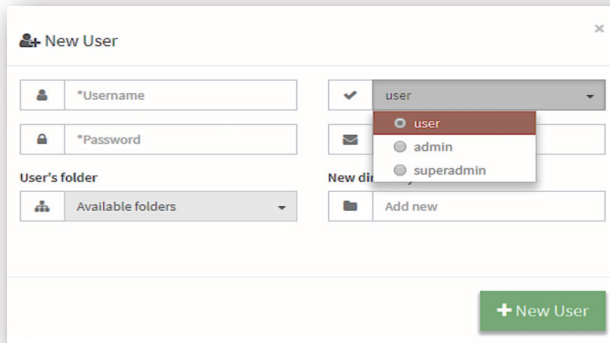
#### Files & Folders Management

- Folder tree navigation
- Renaming of files and folders
- Sortable items by name, date and size
- Pagination
- Download folders
- Group actions
- Downloading of multiple files as .zip archives \*
- Deleting of files and folders
- Moving of files through directories
- Copying of files through directories
- Server side processed lists via Ajax



## Users

- Multiple roles with custom permissions (user/admin/super admin)
- Assigning of one or more specific directories per user
- Optional Max available space per user
- User Sign Up (optional)
- User panel
- Profile picture & default avatars
- Password recovery
- Uploading of notifications between users
- E-mail notifications to new users



The screenshot shows a 'New User' form with the following fields and options:

- \*Username**: Text input field.
- \*Password**: Password input field.
- User's folder**: A dropdown menu currently showing 'Available folders'.
- Role selection**: A dropdown menu with 'user' selected. A tooltip is visible showing three options: 'user', 'admin', and 'superadmin'.
- New directory**: A text input field.
- Add new**: A button with a folder icon.
- + New User**: A green button at the bottom right.

## Upload

- Uploading of BIG files
- Remote uploader
- Pause / Resume
- Drag & drop uploader \*
- Multiple file uploading \*
- Upload progress \*

## File Sharing

- E-Mail form
- Link expiration time
- Optional password protected links

## Media

- Quick image preview \*
- Inline thumbnails
- Audio player
- Video player

## Search

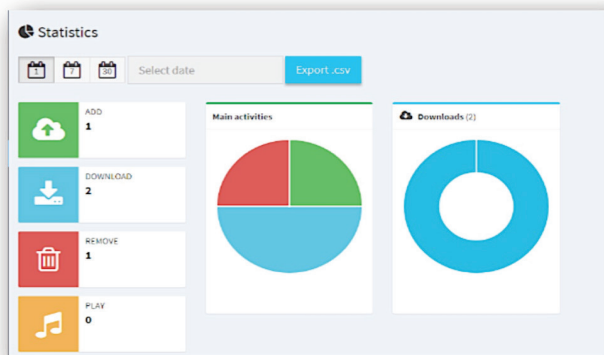
- Global search
- Quick search module
- Archive map navigation

## Security

- IP blacklist / whitelist
- Optional CAPTCHA security code for login and shared links
- Google re CAPTCHA
- Hotlinks prevented \*

## Statistics

- Daily / Weekly / Monthly reports
- Trend charts for date ranges
- Export logs as .csv
- Optional E-mail notifications for any activity



\* action/procedure