**Stakeholders Identification Table**

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| Stakeholder | Stakeholder Role/Responsibility | Importance | Influence | Interests/ Positive Impacts | Concerns |
| School Administrators (Principals, Directors) | Oversee school operations, decision-making, and policy enforcement. Use the system for reporting, scheduling, and administration. | High | High | Streamlined administration, improved reporting, better decision-making. | Data security, system reliability, training requirements. |
| ****Teachers**** | Use the system for grading, attendance tracking, lesson planning, and communication with students and parents. | High | High | Efficiency in record-keeping, easier communication, better student tracking. | System usability, training, reliability, potential workload increase. |
| ****Pupils**** | Access assignments, grades, schedules, and school notices. | Medium | Low | Easier access to academic resources, improved communication with teachers. | Privacy concerns, ease of use, accessibility. |
| ****Parents/ Guardians**** | Monitor their child’s progress, communicate with teachers, receive school updates. | High | Medium | Better engagement with school, timely updates on child’s progress. | Data security, system complexity, usability concerns. |
| IT Staff | Maintain, troubleshoot, and ensure system security and functionality. | High | High | System efficiency, robust security, reduced maintenance workload. | Security threats, system downtime. |
| School Board | Oversee school policies and performance, use the system for analytics and decision-making. | High | High | Data-driven decision-making, better transparency. | Data accuracy, access control, compliance with regulations. |
| Teacher Performance Oversight Committee | Monitor and assess teacher performance, provide feedback, and ensure quality education. Use the system for performance tracking. | High | High | Improved teacher performance tracking, better feedback mechanisms, data-driven decisions for teacher development. | Accuracy of performance data, system usability, potential resistance from teachers. |
| Support Staff (Librarians, Nurses, Counselors, etc.) | Use the system for managing student services, health records, library management. | Medium | Low | Streamlined operations, improved student support. | System integration with existing tools, ease of use. |
| Administrative Staff (Secretaries) | Use the system for scheduling and school communication. | High | High | Efficient scheduling, reduced paperwork. | Training needs, system bugs, data security. |
| Software Engineers/  Developers | Develop, maintain, and improve the system. | High | High | Technical advancements, seamless performance. | System complexity, debugging, user requirements alignment. |
| Ministry of Education & Regulatory Authorities | Ensure compliance, monitor school performance. | High | High | Improved compliance tracking, better data analytics for education policies. | Regulatory compliance, data protection, access control. |
| Investors/Donors | Provide financial support and funding. Use the system for tracking school performance. | Medium | Medium | Better transparency, impact tracking. | ROI, transparency, financial accountability. |
| Community | Engage in school activities, support initiatives. | Low | Low | Better school-community collaboration. | System accessibility, relevance to local needs. |
| School Security & Compliance Division | Ensure student and staff safety, manage compliance. | High | High | Better monitoring, improved security protocols. | Data privacy, security vulnerabilities. |
| Ethics Committee | Monitor ethical concerns, ensure fair system usage. | Medium | Medium | Fair policies, unbiased access to data. | Ethical risks, data privacy, misuse concerns. |
| Parents Board | Represent parents, provide feedback on system usability. | High | Medium | Stronger school-parent relationships, better communication. | Usability issues, data security concerns, accessibility. |