

2-2-4 Implementation Plan

2-2-4-1 Implementation Policy

(1) Basic Matters Regarding Project Implementation

The implementation of the Project requires the approval from the Cabinet of the Government of Japan, after the examination of the Basic Design by the various related governmental agencies. After the approval of the Basic Design by the Cabinet, and both governments of Tanzania and Japan sign the Exchange of Notes for the Project; project implementation will be carried out based on the following principles:

- ① The Project is to be implemented with the budgetary funds from the Government of Japan, whose origins are taxes paid by the Japanese people.
- ② The Government of Tanzania will make a contract with a Japanese consultant company and entrust the consultant with a)the preparation of the Detailed Designs of the Project, based on the Basic Design study, b)the selecting construction contractors, and c)the supervision of the project construction.
- ③ The Government of Tanzania, with the above-mentioned assistance for the consultants, will select a Japanese contractor company through a general competitive tendering with a pre-qualification evaluation, and with the selected contractor, sign a blanket-contract for project implementation.

(2) Structure for Project Implementation

The responsible agency for the project implementation at Tanzanian side is MOEC. The Policy and Planning Department of MOEC is in charge of the actual project implementation. At the local level, the Municipal councils of Ilala, Kinondani, and Temeke are responsible for project implementation in each Municipality as well as the SC at school level.

(3) Use of Local Consultants and Contractors

Because of the insufficient infrastructure and for the sake of the safe and smooth project implementation and supervision in the Project sites and surrounding areas, local staff who are well acquainted with the social and local construction conditions should be used as much as possible.

(4) Implementation Plan

The Project aims to construct a number of school buildings in wide area (the Municipalities of Ilala, Kinondoni and Temeke), which stretches approximately 70 km from north to south and 25 km from east to west within a limited period of time. From obtaining the existing site situations, an appropriate construction plan has been made. Main principles on the implementation plan are described below.

- ① The construction plan should take into consideration the availability of local laborers, construction methods and common practice in Tanzania.
- ② Since construction work will be done at more than one Project schools at the same time, an implementation plan which requires no rescheduling of construction plans should be made, by holding several meetings in advance with persons in charge at each school.
- ③ As construction work will be done on the premises of the existing schools, effects on school activities and security of students will be sufficiently considered.
- ④ Throughout the construction period, security should be taken into consideration to ensure such things as preventing theft at the construction sites.
- ⑤ The detailed implementation schedule will be regularly detailed not only to the Japanese Embassy and JICA, but also to MOEC and the Municipal councils of Ilala, Kinondoni, and Temeke during the construction period to assure safe and smooth implementation of the Project.

(5) Construction Schedule

The Project schools are to be divided into the Construction Phases based on the following principles:

- ① The number of schools in Phase I and II should be equal in each Municipality.
- ② Considering that the Project is the first school construction project in Tanzania and that the Phase II construction period would have enough time rather than Phase I (due to the time frame necessary for the Cabinet Meeting of the Government of Japan to decide upon the implementation of the Project), the number of schools in Phase II should exceed one in Phase I.
- ③ The schools with the larger number of pupils per classroom should be given higher priority for construction in Phase I of the Project.
- ④ Two-story schools are constructed in the Phase II due to the excessive construction time required.
- ⑤ The schools, which will be divided into two schools after the Project, (I-4, I-5, and T-3) are included in Phase I, since the process of dividing school should be monitored during Phase II construction period.
- ⑥ From the viewpoint of access to the Project sites, it is most efficient that the adjoining schools (T-1 & T-2, T-4 & T-8) are constructed in the same Phase. Likewise, some schools in rural areas (I-8 & I-10, T-7 & T-9 & T-10) should be regarded as a group and put in the same Phase.

The list of Project schools in each Phase is shown in Table 2-16.

Table 2-16 Project Schools and Construction Phase

Municipality	No.	Name of School	Number of pupils per Classrooms	Order No.	No. of Planned Classrooms	Remark
Phase I						
Ilala	I-4	Tabata	41.1	3	10	To be divided
	I-5	Ukonga	48.3	7	10	To be divided
	I-9	Kiwalani	61.0	1	10	-
	I-1	Kinyerezi	100.1	2	4	-
Kinondoni	K-8	Kunduchi	55.1	1	12	-
	K-1	Tandale Magharibi	98.7	2	10	-
	K-9	Mburahati	62.4	4	10	-
	K-10	Kawe A	92.94	5	10	-
Temeke	T-3	Mbagala	55.8	3	18	To be divided
	T-10	Vijibweni	60.7	1	5	Accessibility for construction
	T-9	Yale Yale Puna	51.5	2	4	
	T-7	Ufukoni	54.3	8	4	
Sub-Total					107	
Phase II						
Ilala	I-10	Mvuti	77.51	4	4	Accessibility for construction
	I-8	Msongola	76.43	5	4	-
	I-6	Gongo la mboto B	71.51	6	9	
	I-2	Boma	56.64	8	5	
	I-3	Mchikichini	44.82	9	4	
Kinondoni	K-5	Mabibo	90.53	6	10	-
	K-2	Kimara B	85.21	7	4	-
	K-3	Uzuri	68.12	9	10	-
	K-4	Mbezi	103.3	3	10	Two-storied building
	K-7	Mwananyamala B	72.34	8	10	Two-storied building
Temeke	T-6	Rangi Tatu	120.5	4	11	-
	T-1	Azimio	75.02	5	10	Neighboring school
	T-2	Sokoine	70.48	6	10	Neighboring school
	T-4	Madenge	68.03	7	10	
	T-8	Temeke	51.86	10	5	
Sub-Total					116	
Total					223	

2-2-4-2 Implementation Conditions

(1) General Construction and Local Characteristics

The Project area, Dar es Salaam, is in the midst of a major economic and social expansion. Construction and related industries are booming. However, infrastructure is still in the development stage, as the roads are inadequate and there is no control of water, which could possibly affect project implementation, especially flooding during the rainy season. It is not difficult to hire the labors in the urban area; however, hiring skilled workers and providing them with necessary instructions and training is crucial, because some sites are situated in rural areas where there are a limited number of skilled workers. Sub-contractors will also receive technical assistance, know-how and guidance for construction management.

(2) Quality Control and Schedule Management

As the reinforced concrete block structure used in the Project may be greatly affected by the quality of workmanship, it is necessary to make a detailed construction schedule and to strictly supervise the construction. Quality control must be also carried out for the cement and aggregate to be used in the concrete. In addition, since a number of school buildings must be constructed simultaneously, there is a possibility that the approval process of design drawings and inspections might also be within the same time period. Therefore, in the construction planning, the focus should be on the whole construction work. In addition, adequate understanding must be required from the Tanzanian side.

2-2-4-3 Scope of Works

Table 2-17 shows the division of work between the Tanzanian and Japanese sides.

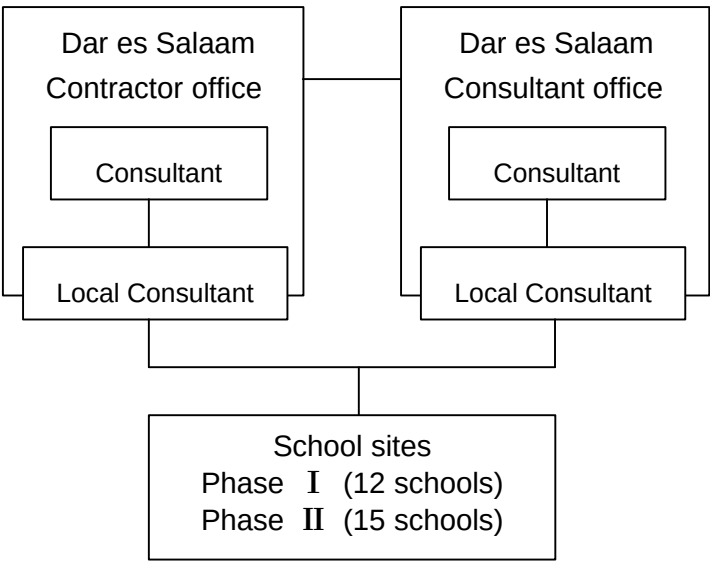
Table 2-17 Scope of Works

Work Item	Japanese Side	Tanzanian Side
1 Site clearing work before school building construction takes place		○
2 Removal/demolishing of existing facilities at school site before school building construction takes place		○
3 Removal of rocks, obstructions, and trees at school sites before school building construction takes place		○
4 Associated exterior work, such as landscaping and fencing		○
5 Construction of access roads to Project sites prior to the commencement of Project construction work		○
6 School building construction	○	
7 Water supply Installation of rainwater collecting facilities and the construction of rainwater storage tanks (classrooms and toilets)	○	
8 Equipment (Furniture)	○	

2-2-4-4 Consultant Supervision

In the Project, it is essential to establish an appropriate project management organization for both the supervision of construction and quality control of the Project. Thus, at the sites a Japanese consultant with experience of the supervision in any similar projects, and Tanzania chief consultants with experience in the supervision of construction in any similar projects will be stationed. In order to integrate all the aspects of supervision, consultants and contractors will be based in Dar es Salaam during both Phase I and Phase II of the Project, for easy access to all Project sites. Figure 2-3 shows the organization table of the system of supervising construction.

Figure 2-3 Project Construction Management Organization Chart



2-2-4-5 Quality Control Plan

Quality control for implementation of the Project is aimed at greatly improving several items pointed out in the above section (Architectural Plan 2-2-2-3), not only of the main structure but also each member of the entire Project buildings, thereby extending the service life of the buildings and improving maintenance capability. Quality control will be based on the specifications found in the design documents and the provisions that are stipulated in the Construction Supervision Plan of the Project. In particular, the quality of structures built with reinforced concrete blocks, as planned in the Project, is greatly affected by the quality of the reinforced concrete blocks themselves. Thus, the quality of reinforced concrete blocks to be supplied will be periodically examined using the criteria set up in the quality control section. The main control items are material specifications, product dimensions and strength. Although Project buildings are to be built with reinforced concrete blocks, the foundations and roof beams will be built with reinforced concrete. The quality control of the reinforced concrete blocks will be carefully conducted, just as buildings are. Concrete work will be performed by following set quality control guides for such items as material specifications, mixing plan, placing plan, and testing methods. In addition, quality control guidelines for roofing materials, wood product testing, and construction methods at each construction stage should be set up whereas systematic construction supervision will be initiated.

2-2-4-6 Procurement Plan

(1) Material and Equipment Procurement

Construction materials and educational equipment, such as furniture, should be procured locally for ease of maintenance of the Project facilities after implementation is complete. Most construction materials may be procured in Dar es Salaam; however, they are a mix of domestic and imported products. Cement and concrete aggregates are domestically produced. In principle, only mixed concrete will be used for the Project. Since concrete factories are located in the middle of Dar es Salaam, and the amount of produced is limited, concrete should be mixed at the Project sites that are located far from a city area. Furniture for the Project should also be procured locally, but it is difficult for the small manufacturers in Tanzania to produce such large amounts of high quality furniture during the limited time available for the Project.

(2) Materials Transport and Storage Plan

Major procurement of construction materials will be done in Dar es Salaam. They will be transported by land directly to storage facilities at the Project sites. While main roads are well maintained, the pavements of some access roads inadequate, and might flood during the rainy season might affect material transportation. Thus, alternative access to the sites should be examined and a detailed shipping plan should be made.

2-2-4-7 Implementation Schedule

The project implementation within the framework of the Grant Aid System will become effective after the division of work by the Government of Japan and the necessary procedures have been completed. The Project will commence following the signing of the E/N by the two countries. After the signing, the Project will be implemented in 4 stages: Detailed Design, tender, procurement of construction and furniture materials, and construction. Approximately 24 months are required to complete the Project, including the Detailed Design.

(1) Detailed Design

After the approval of the consultant agreement, consultants will prepare the tender documents based on the Basic Design, and will consult with the representatives of MOEC to decide on the specifications. Regarding the size of the Project based on the E/N and grant aid system and the division of work, confirmation must be received at an early stage of the Basic Design thereby allowing the Government of Tanzania to set up budget and a construction management system, and adjusting it to a single-year budget of the Grant Aid System method. Once the mentioned-above items are completed, work on the Detailed Design will commence. The Detailed Design will take approximately 4 months for Phase I and 4.5 months for Phase II to be completed.

(2) Tender

Tender includes the announcement, qualification examination of companies, open tender, results, and the construction agreement. The methods for construction orders and bids will be decided prior to consultation. Approximately 3 months are required to complete all the tendering.

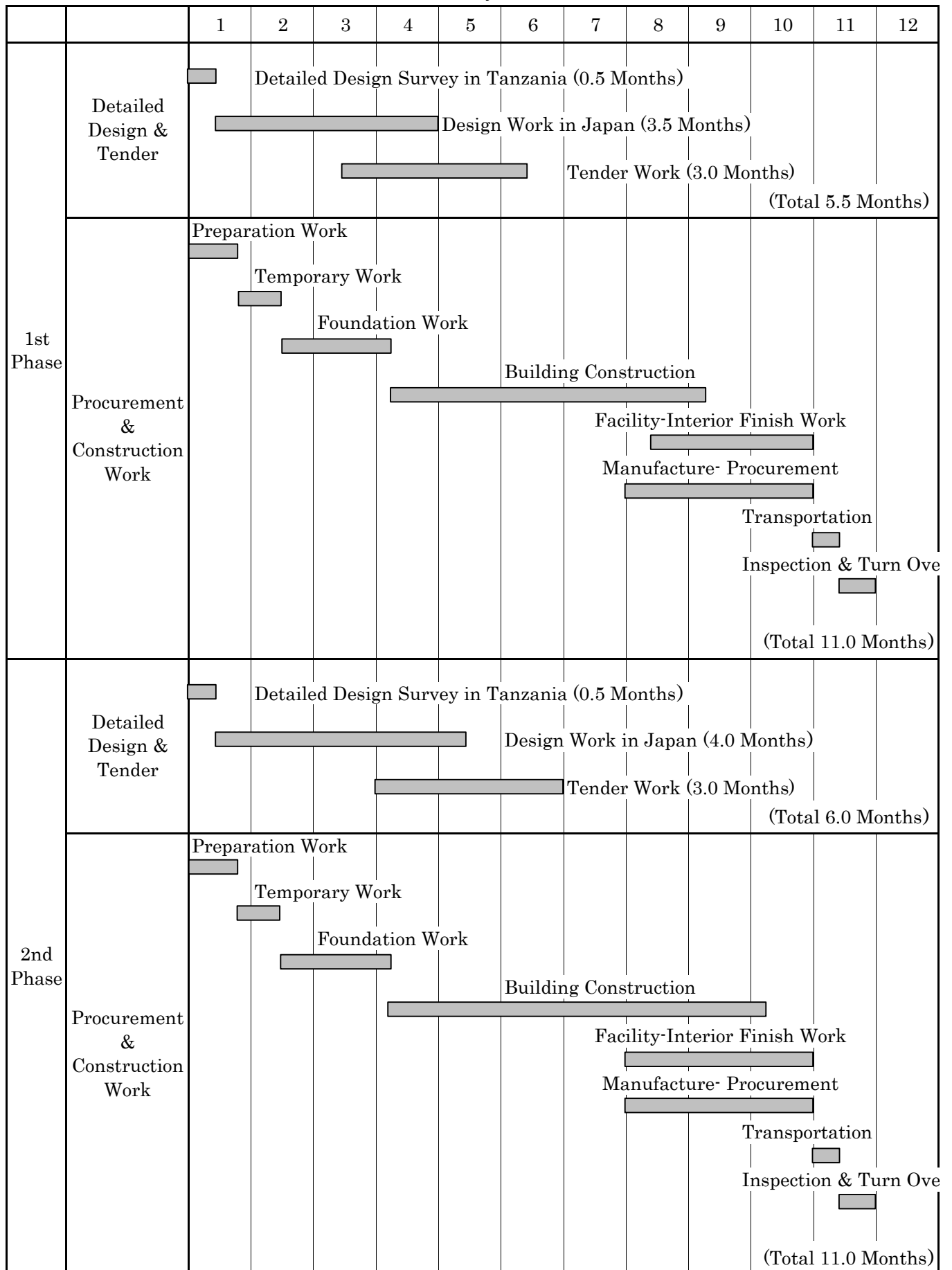
(3) Procurement of Construction Materials and Equipment

Following the signing of the construction agreement, preparation of shop drawings should start immediately. Procurement of equipment will start after the approval of the shop drawings. The first equipment to be delivered to the site is expected about one month after the conclusion of contract.

(4) Construction

It takes about 1 month of preparation time after the signing of agreement for the foundation work to start. It will take 22 months to construct all Project schools (11 months each Phase I and II). The Project schedule is shown in Table 2-18.

Table 2-18 Project Schedule



2-3 Obligations of Recipient Country

The purpose of Japanese Grant Aid is to provide financial assistance for countries making their own self-effort for development. As a basic principle, the Government of Japan requests recipient countries to share obligations of the Project, and this principle applies equally to any recipient country in the world.

Once the Government of Japan decides to provide Grant Aid for the implementation of the Project, the Government of Tanzania will undertake the following obligations:

- (1) Provide the Japanese side with information and data pertinent to the Project:
- (2) Prepare necessary land for the Project and obtain rights for MOEC to construct the Project facilities:
- (3) Secure the land; remove existing objects and trees, clear or reclaim land prior to the start of construction. In case the schools need to secure temporary classrooms during the construction period, a memorandum of the provision of the temporary classrooms must be submitted prior to the commencement of the construction.

① Demolition and removal of concrete block and reinforced concrete structures

- T-1 Azimio
- T-2 Sokoine
- T-7 Ufukoni

② Demolition and removal of building foundations

- K-7 Mwananyamala B
- T-9 Yale Yale Puna

③ Demolition and removal of concrete block walls

- K-7 Mwananyamala B
- K-9 Mburahati

④ Removal of trees

- I-1 Kinyerezi
- I-5 Ukonga
- I-6 Gongo la mboto B
- K-1 Tandale Magharibi
- K-2 Kimara B

- K-4 Mbezi
- K-7 Mwananyamala B
- K-8 Kunduchi
- K-9 Mburahati
- K-10 Kawe A
- T-2 Sokoine
- T-3 Mbagala
- T-4 Madenge
- T-6 Rangi Tatu
- T-7 Ufukoni
- T-9 Yale Yale Puna
- T-10 Vijibweni

⑤ Relocation of the existing electrical wires and telephone cables

- K-1 Tandale Magharibi
- K-3 Uzuri

(4) Prepare access roads to Project sites

The following schools are required to make access roads leading to the Project site passable before the commencement of the construction.

- I-2 Boma
- I-4 Tabata
- K-1 Tandale Magharibi
- K-2 Kimara B
- K-3 Uzuri
- K-5 Mabibo
- K-7 Mwananyamala B
- K-9 Mburahati
- T-7 Ufukoni

(5) Undertake landscaping, construction of boundary walls, and other incidental outdoor work, if necessary

(6) Secure teachers and administrative staff members; as well as a sufficient amount of funds necessary for operating and maintaining completed Project facilities; including equipment that are to be procured by the grant aid.

(7) Bear commissions and/or fees for banking services based on the banking arrangement.

(8) Ensure the expeditious unloading and prompt inland transportation of Project materials and equipment purchased by grant aid. Also, ensure all grant aid

materials are exempt from taxes, customs clearance fees at the port of disembarkation.

- (9) Exempt all Japanese companies engaged in the Project from customs duties, domestic taxes, and other levies in Tanzania that may be imposed on products and services which come under the verified contracts.
- (10) Provide every convenience to all Japanese nationals engaged in the Project when they enter into or stay in Tanzania to perform work which comes under the verified contracts.
- (11) Give permission, approval, and other authorization that may be necessary for the project implementation.
- (12) Adequately and effectively use and maintain the Project facilities and equipment under the responsibility of MOEC.
- (13) Bear all costs necessary for the implementation of the Project, including costs for land preparation, access road construction, infrastructure line connection, and other incidental work, but excluding those cost that are to be borne by the Japanese side.
- (14) Provide expeditious assistance, decisions, and judgment whenever requested by consultants for smooth project implementation.
- (15) Wave consultant business registration under “Architect and Quantity Survey Registration Board” for the Japanese consultants and contractor for the Project, or, in a case that such registration cannot be waived, MOEC will bear all costs for necessary consultant and contractor registration.

2-4 Project Operation Plan

2-4-1 Maintenance Plan

School expenditures that used to be paid from tuition and donations by parents and the communities are now being paid from budgetary funds and subsidies from MOEC and the Municipal councils. This has occurred since the introduction of the free primary education system in July 2001. While the Municipal councils often provide schools with construction materials as occasion demands, basic other management costs are paid by governmental budgetary funds based on specific requests. However, the amount of tuition and donations from parents and the communities were not sufficient to meet necessary expenditures even before the adoption of the free education system. So, it is expected to be difficult for each school to secure enough budgetary funds for school facility maintenance and repair after the introduction of the new system. As for the actual detail of the implementation methods for school facility construction and repair, although the way of securing budgetary funds at each school has been changed, there are still two possibilities: 1) facility construction is contracted to private contractors after securing the necessary funds (like before), and 2) the SC's procure the necessary construction materials, and then parents, SC members, and residents in the surrounding communities provide the labor for facility construction.

After the project implementation, more expenditure for new facilities and equipment are expected to be necessary. So the schools need more school funds, despite the shortage of the present situation. However, the SC members are still willing to improve the learning environment (school facilities). So by implementing of the "software component" in the Project along with utilization of the existing organization of the SC, the capacity building of the SC will be accomplished. As a result, facility maintenance and repair works at each school are expected to be sufficiently carried out, mainly by the SC's.

2-4-2 Maintenance Costs

After the Project has been implemented (facilities constructed and equipment provided), any new or other necessary costs will be divided into maintenance and management expenditures. Those costs is calculated as follows:

(1) Facility Maintenance Costs

Facility maintenance costs can be budgeted as fixed costs for things like painting and minor repairs to roofs and doors, etc. In general, annual maintenance costs are approximately 0.6 to 1.4% of the construction cost. However, as the facilities constructed in the Project are simple, the annual maintenance costs to be 0.4% of the construction cost of the Project.

(2) Management Costs

The management cost (personnel expenditures, electricity fee, water and sewerage treatment fees, and miscellaneous fees) can be calculated as follows:

1) Personnel Expenditures

In Tanzania, it is planned to assign one teacher for every 45 students. Based on this rule, the number of necessary teachers for 27 Project schools would be as shown in Table 2-19. These figures show that the increase of additional teachers is not required for the time being, although the excess and shortage of teachers vary greatly from municipality to municipality. According to officials at MOEC and the Municipal offices, the total number of teachers in Dar es Salaam is sufficient, so it is planned to re-assign teachers in order to alleviate the shortages existing in each school. Thus, until the progress of the teacher re-assignment plan is confirmed, it is not necessary to recruit new teachers for implementation of this Project.

Table 2-19 Number of Teachers in Excess and Shortage in Each Municipality

Municipality	Present Number of Teachers	Appropriate Number of Teachers	Number of Teachers in Shortage
Ilala	353	231	-122
Kinondoni	452	546	94
Temeke	365	389	24
Total	1170	1166	-4

2) Costs for Electricity, Water and Sewerage Treatment

Since no electrical facilities will be installed and hand-carried water and/or rainwater will be used with simple infiltration-type sewage treatment facilities in the Project, it cannot be expected that the costs for electricity, water and sewerage treatment will increase.

3) Miscellaneous Costs

At the primary schools in Dar es Salaam, miscellaneous costs for consumable items and equipment for science experiments, etc. will be financed by the school fund. The funds for these miscellaneous items are to be increased when the number of pupils increases. The purpose of the Project is to alleviate overcrowded classrooms for the present number of pupils, not expecting the number of pupils to increase. Thus, there will be no need to increase the miscellaneous item costs to the school fund.

(3) Summary of Management and Maintenance Costs

In view of the above discussions, as a result of project implementation, it is expected that only the facility maintenance costs are to increase.

2-4-3 Management and Maintenance Costs

As a result of project implementation, newly required management and maintenance costs of each Project school is shown in Table 2-20.

Table 2-20 Management and Maintenance Cost at Each Project School

Municipality	No.	Name of the School	Total Expenditures (2000)	Facility Maintenance and Management Cost	Rate (%)
Ilala	I-1	Kinyerezi	1,776,310	323,000	18.2%
	I-2	Boma	3,657,800	378,000	10.3%
	I-3	Mchikichini	(99')3,500,538	323,000	9.3%
	I-4	Tabata	4,981,000	795,000	16.0%
	I-5	Ukonga	18,717,216	771,000	4.1%
	I-6	Gongo la mboto B	4,322,180	669,000	15.5%
	I-8	Msongola	N/A	323,000	-
	I-9	Kiwalani	2,037,500	761,000	37.4%
	I-10	Mvuti	383,000	323,000	84.6%
Kinondoni	K-1	Tandale Magharibi	1,639,000	725,000	44.3%
	K-2	Kimara B	2,200,000	471,000	21.4%
	K-3	Uzuri	6,136,555	874,000	14.2%
	K-4	Mbezi	8,622,940	802,000	9.3%
	K-5	Mabibo	N/A	799,000	-
	K-7	Mwananyamala B	14,610,900	817,000	5.6%
	K-8	Kunduchi	N/A	864,000	-
	K-9	Mburahati	5,251,150	784,000	14.9%
	K-10	Kawe A	6,695,000	761,000	11.4%
Temeke	T-1	Azimio	3,617,500	761,000	21.1%
	T-2	Sokoine	7,648,333	761,000	10.0%
	T-3	Mbagala	N/A	1,399,000	-
	T-4	Madenge	5,953,720	732,000	12.3%
	T-6	Rangi Tatu	2,320,600	892,000	38.5%
	T-7	Ufukoni	7,359,000	380,000	5.2%
	T-8	Temeke	7,582,140	396,000	5.2%
	T-9	Yale Yale Puna	77,000	363,000	472.5%
	T-10	Vijibweni	136,000	431,000	317.6%
Total				17,678,000	

2-5 Other Relevant Issues

2-5-1 Software Component Plan

For the purposes of continuous, long-term use of school facilities at both existing and new Project facilities, a capacity building program for re-strengthening of the SC in terms of school management (especially facility maintenance) will be implemented in the Project. The Component includes holding school meetings to facilitate a sense of "ownership" (it is especially crucial since the feeling of ownership is weaker than before), and to raise the awareness of the "people in charge" regarding maintenance work etc. A manual will be prepared for them to acquire the necessary technical skills for adequate school management, especially maintenance activities. A long-range activity plan as well as an annual one will also be framed in the Project. On the basis of those activity plans, actual maintenance activities will be performed at each school. At the administrative level, a guideline for school facility maintenance will be prepared, which clarifies the policy and roles of the officials in the whole school management and maintenance system. Furthermore, the current and future maintenance activities at the Project schools should be monitored for a certain period in order to make those activities sustainable as well as promote them.

Chapter 3 Project Evaluation and Recommendations

CHAPTER 3 PROJECT EVALUATION AND RECOMMENDATIONS

3-1 Project Effect

(1) Direct Impact

①Improving the Educational Environment

It is calculated that there are 429 existing classrooms in use, and a shortage of 388 classrooms at 27 Project school. Each Project school is obliged to conduct classes in extremely overcrowded classrooms, or in temporary classrooms such as teachers' offices, even teacher's houses, or outdoors. After 223 classrooms are constructed by the Project, 10,035 seats (45 pupils a classroom) or 15,387 seats (maximum of 69 pupils a classroom) will be available. Considering that all the classes at 21 Project schools in the various urban areas will conduct classes in double-shifts, the number of pupils able to be accommodated in the newly built classrooms will be 25,911(69 pupils a classroom). That is 42.8% of the total number of pupils that can be accommodated in all 27 Project schools (60,603 pupils).

After the Project is fully implemented, there will be no need for temporary classrooms nor outdoor classes, as the present average of 91.5 pupils per classroom (average in 27 Project schools) will be reduced to 54.6. This will be less than the allowable maximum of 69, so the problem of overcrowded classrooms will be alleviated. As a result, schools which cannot presently provide adequate education will be able to conduct classes in accordance with educational objectives and curriculum guidelines, and the learning environment will greatly be improved.

②Improvement of Sanitary Conditions

At most of the Project sites, the number and the condition of toilet facilities are insufficient, and adequate cleaning and maintenance work is not functioned. Their

inappropriate facility arrangement and the lack of gender consideration in existing toilet facilities are often the cause of embarrassment to students when using them, so they are not sufficiently used.

Considering above-mentioned situation of existing toilet facilities, the toilet plan will take gender arrangement into consideration respecting students' privacy, and install rainwater storage tanks for enabling people to wash their hands. Furthermore, the number of pupils using one toilet bowls will be reduced from the present average of 172.7 pupils (average 27 Project schools) to 70.2 pupils after completing the construction. Thus, the project implementation, not only the facility plan but also the software component of the Project is expected to improve the sanitary condition at the Project schools.

③Improving School Management

By implementing the capacity building program as a software component of the Project for each school committee, which serves as the main school maintenance body, it is expected that the ability of school managing will be improved.

(2) Indirect Impact

①Benefits to Community

Facilities constructed by the Project will be used not only for primary education but also for community activities such as adult education and literacy education. In addition, it is expected that those facilities will be used in the future for non-formal education such as the Complementary Basic Education in Tanzania (COBET) for children who cannot attend formal primary schools.

3-2 Recommendations

① Effects of Free Primary Education System

A free education school system (not collecting school fees or donations) was adopted in July 2001. After January 2002 (fiscal year 2002), the number of pupils is expected to increase dramatically. MOEC has expressed the opinion that a higher priority be given to 7-year-old children to have them enter schools before allowing 8-year-old children, if there is enough space to accommodate them. Due to this regulation on entrance, extreme overcrowding of classrooms will be avoided for the time being. If the increase of the number of pupils, in other words, the improvement of school enrolment as overall goal of the Project is achieved in the future, the overcrowded classroom situation will become worse unless new classrooms are constructed to meet the increase. For this reason, it is highly desirable for the Government of Tanzania, the 3 Municipalities in Dar es Salaam, each Ward of the municipalities, the SCs in each school, and surrounding communities, to continue their self-help efforts in building classrooms. For the schools in remote areas with severe lack of classrooms, it is anticipated that they will also eventually need the school facility construction provided under the Japan's Grant Aid Program. For the sake of coordination with other donors and NGOs, it will be important to maintain close communications and coordination. As for the software component of the Project, it will be effective to cooperate with NGO(s) that has experience in the capacity building of school committees.

② Introduction of Double-Shift System

The introduced double-shift system is a stop-gap measure for improving the overcrowded classroom situation, and it is partially (only for 1st grade and 2nd grade) or entirely practiced in primary schools. 1st and 2nd grade often share a classroom,

because these grades have relatively short school hours (30-unit hours a week) compared to the higher grades (40-unit hours a week). From 3rd to 6th grade, classroom sharing is common in those schools that are extremely short of classrooms. The 7th grade is generally the exception, as those students have to prepare for examinations for secondary education, so they do not share classrooms with other grades.

Each school can decide whether it will introduce the double-shift system or not, as well as the type of shift system. However, the reduction of congested classrooms, which is the Project purpose, cannot be achieved unless all Project schools in urban areas introduce the double-shift system. So, it is expected that MOEC, each of the Municipal councils and Ward Education Coordinator (WEC) take the responsibility for those schools to accept the double-shift system.

③Progress of Complementary Basic Education in Tanzania (COBET)

The nationwide promotion of COBET is stipulated as one component of BEMP for providing reading, writing, calculating abilities, and other necessary daily living skills to the 8-18 year olds who do not attend formal primary schools. It is estimated that there are approximately 150,000 young people who do not attend school in Dar es Salaam. It is stipulated that those who complete the three-year curriculum of COBET may enter formal primary schools (“mainstreaming”). If COBET is widely developed in Dar es Salaam, it is estimated that the number of students will dramatically increase in the near future.

As mentioned above, there are several thousand youths that attend COBET, and so far, the mainstreaming has not been legalized. Thus, some believe that the effects of COBET will be limited. But, Municipal council of Temeke is conducting COBET, and there are 11 COBET centers in the 8 Wards, and 744 children are studying there, ages 10 to 16 years old (393 males and 351 females). Municipal council of Ilala is presently planning to start

COBET in 2002. These situations may have a great effect on the achievement of the "Project Purpose" to improve a present situation of overcrowded classrooms.

It is considered that the Government of Tanzania should decide how it should secure an equal educational opportunity for children who do not attend schools; whether it would further promote mainstreaming policy by allowing children who have completed their education at COBET to transfer to the public schools, which will require additional public school facilities; or whether it would give the same completion certificate equivalent to that of formal primary school for those who have completed education at COBET in order to prevent classrooms at formal primary school from becoming overcrowded.