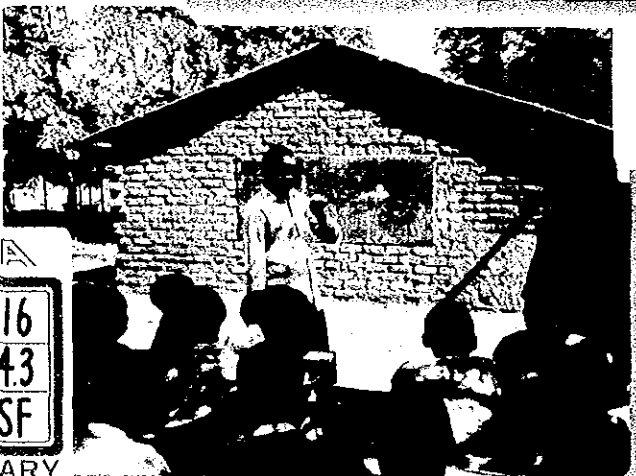
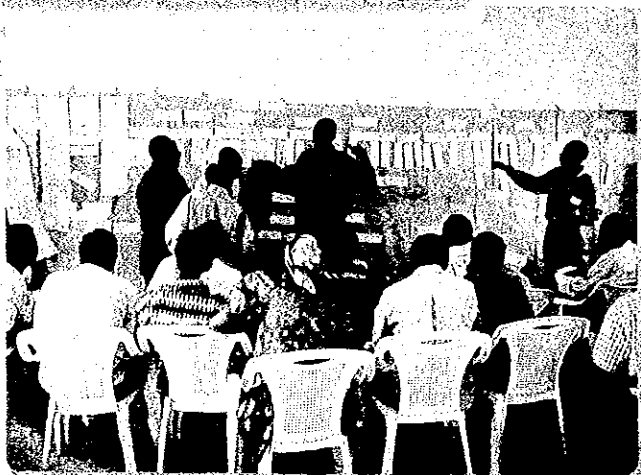
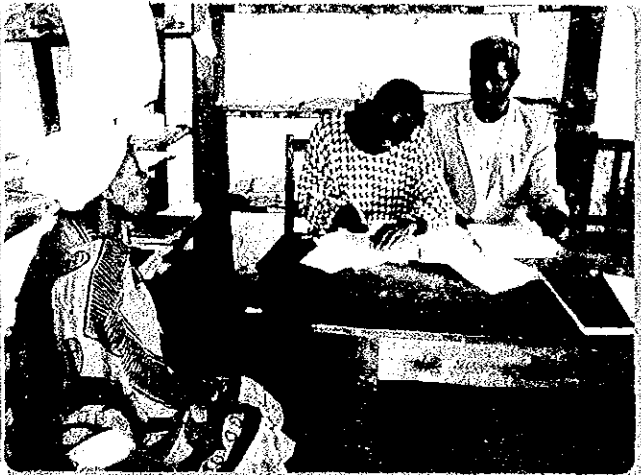


UNITED REPUBLIC OF TANZANIA  
THE MINISTRY OF EDUCATION AND CULTURE

JAPAN INTERNATIONAL COOPERATION AGENCY

**THE STUDY ON  
SCHOOL MAPPING AND MICRO PLANNING IN EDUCATION IN  
THE UNITED REPUBLIC OF TANZANIA**

**FINAL REPORT  
SUMMARY**



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The study on school mapping and micro planning ... final report : summary

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## PREFACE

In response to a request from the Government of the United Republic of Tanzania, the Government of Japan decided to conduct a development study on school mapping and Micro-Planning, and to entrusted to study to the Japan International Cooperation Agency.

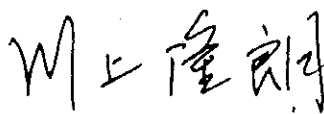
JICA selected and dispatched a study team headed by Dr. Norio Kato of PADECO Co., Ltd. To Tanzania, between 1999 and 2002. In addition, JICA set up an advisory committee headed by Dr. Kazuo Kuroda, Associate Professor of Center for the Study of International Cooperation in Education at Hiroshima University, which examined the study from specialist and technical point of view.

The team held discussions with the officials concerned of the Government of Tanzania and conducted field surveys at the study area. Upon returning to Japan, the team conducted further studies and prepared this final report.

I hope that this report will contribute to improvement of the quality of education in Tanzania and to the enhancement of friendly relationship between our two countries.

Finally, I wish to express my sincere appreciation to the officials concerned of the Government of Tanzania for their close cooperation extended to the study.

March, 2002



Takao Kawakami

President

Japan International Cooperation Agency

**THE STUDY ON  
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## ABBREVIATIONS

BSE	: Basic Statistics in Education
CIDA	: Canadian International Development Agency
CPR	: Classroom Pupil Ratio
DBSPE	: District Based Support to Primary Education
DED	: District Executive Director
DEO	: District Education Officer
DfID	: Department for International Development (UK)
DG	: Development Grant
DPO	: District Planning Officer
EFG	: Education Facility Grant
EMIS	: Education Management Information System
EdSDP	: Education Sector Development Programme
GoT	: Government of Tanzania
JICA	: Japan International Co-operation Agency
LGR	: Local Government Reform
MoEC	: Ministry of Education and Culture
NER	: Net Enrolment Ratio
NMS	: National Minimum Standard
PDF	: Portable Document Format
PEDP	: Primary Education Development Plan (2002-2006)
PRSP	: Poverty Reduction Strategy Paper
SLO	: Statistics and Logistic Officer
TPR	: Teacher Pupil Ratio
TRC	: Teacher Resource Centre
UNICEF	: United Nations Children's Fund
WEC	: Ward Education Co-ordinator
WEO	: Ward Executive Officer

## **1 OBJECTIVES OF THE STUDY**

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The Study on School Mapping and Micro-Planning has been implemented since the end of November 1999 as a three-year project between the United Republic of Tanzania, represented by the Department of Policy and Planning, the Ministry of Education and Culture (MoEC) and the Japan International Cooperation Agency (JICA).

The objectives of the Study, agreed upon in the Scope of Work, are described below. In addition, the Study Team aims to strengthen the institutional capacity of targeted local authorities in the administration of the educational system. This will be achieved through the active participation of various levels of stakeholders such as district and ward officers, as well as head teachers and community leaders in the school mapping and micro-planning exercises.

### ***The Objectives of the Study***

- 1) To provide basic educational information at district level
- 2) To prepare plans and programmes for basic education at district level
- 3) To prepare recommendations for information systems for basic education
- 4) To transfer technical know-how to the counterpart in the course of the Study

School mapping and micro-planning had started in the context of Education Sector Development Programme (EdSDP) and Local Government Reform (LGR). The interim Poverty Reduction Strategy Paper (PRSP) prepared by the Government of Tanzania (GoT), states that district-based school mapping activities would be completed in half of the country by the end of 2000, a target that was successfully achieved.

The Study areas are summarised in Table 1. These study areas are selected taking into consideration the progress of Local Government Reform (LGR), the School Mapping programmes supported by UNICEF, and the District Based Support to Primary Education (DBSPE). The study areas covered 33 districts and 2,914 schools in total. The study areas in Phases III covered 16 districts and among them two districts, Arumeru and Moshi were supported by CIDA (Canadian International Development Agency).<sup>1</sup>

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<sup>1</sup> The contents of this joint cooperation are basically comprised two major tasks which means JICA study team provides technical assistance in conducting the study and CIDA Tanzania provides funds for conducting the study.

**Table 1.1 List of Study Areas**

Phase	Region	District/Municipality	No. of Wards	No. of Schools
Phase I	Dar Es Salaam	Ilala Municipality	22	53
		Kinondoni Municipality	27	71
		Temeke Municipality	24	58
	Sub-Total		73	182
Phase II	Arusha	Arusha Municipality	15	28
		Babati District	21	109
	Dodoma	Dodoma Municipality	15	65
		Iringa Municipality	13	30
	Kagera	Bukoba Town	41	214
	Kilimanjaro	Moshi Municipality	15	24
	Lindi	Lindi Town	13	13
	Mara	Musoma Town	13	22
	Mwanza	Mwanza City	20	60
		Shinyanga Municipality	13	37
	Shinyanga	Shinyanga District	36	231
		Kahama District	34	186
		Tabora Municipality	21	60
	Tanga	Tanga Municipality	24	69
	Sub-Total		294	1148
Phase III	Arusha	Karatu District	13	63
		Mbulu District	16	77
		Arumeru District (CIDA)	37	156
	Iringa	Njombe District	27	217
		Kagera	Bukoba Town	14
	Muleba District		31	156
	Kigoma	Kigoma Town	13	20
	Rukwa	Sumbawanga Town	13	46
	Shinyanga	Bukombe District	14	116
		Maswa District	18	99
	Singida	Singida Town	13	28
	Tabora	Nzega District	37	151
	Tanga	Pangani District	13	27
	Kilimanjaro	Mwanga District	16	92
		Rombo District	20	123
Moshi District (CIDA)		31	193	
Sub-Total		326	1584	
Total for All Phases		693	2914	



## **2      METHODLOGY OF SCHOOL MAPPING AND           MICRO-PLANNING**

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School mapping and micro-planning is a set of techniques and procedures used to identify educational needs at local levels and to subsequently plan for measures to rectify them. Thus school mapping and micro-planning seek to identify various factors that affect efficient and effective provision of education in a locality and consequently to plan how to resolve them. In this context, the local level, connotes any administrative structure other than the national one, including regional, district, ward, or village institutional levels. The basic instrument used for data collection was questionnaires and it contains following seven (7) survey items.

1. Coverage of Education System
2. Internal Efficiency of School System
3. Physical and Financial Resources
4. Human Resources
5. Out-of-School Children
6. Community Related Factors
7. School Location Map

### **Survey Items**

The micro-planning comprises two analysis stages - Preparation and Problem Analysis, plus four planning stages - Programme Formulation, Plan of Operation, Annual Plan of Operation and Monitoring Plan. The Micro-Planning Handbook followed guidelines originating from the District Micro-Plan Guide of MoEC was developed and utilised in the micro planning training and workshop.

At the stages of Preparation and Problem Analysis, existing conditions are analysed to clarify what are the problems of the basic education in the district and what causes the problems, based on the results of school-mapping. At the following stage of Programme Formulation, the focus of the discussion shifts to the issue of how to improve the existing situation to attain "desirable future conditions of the basic education." The results are compiled into Micro-Plan Matrix. Then, a Plan of Operation and an Annual Action Plan are formulated showing the components of the micro-plan in detail. At the end, a Monitoring Plan is formulated showing how to monitor the implementation of the micro-plan.

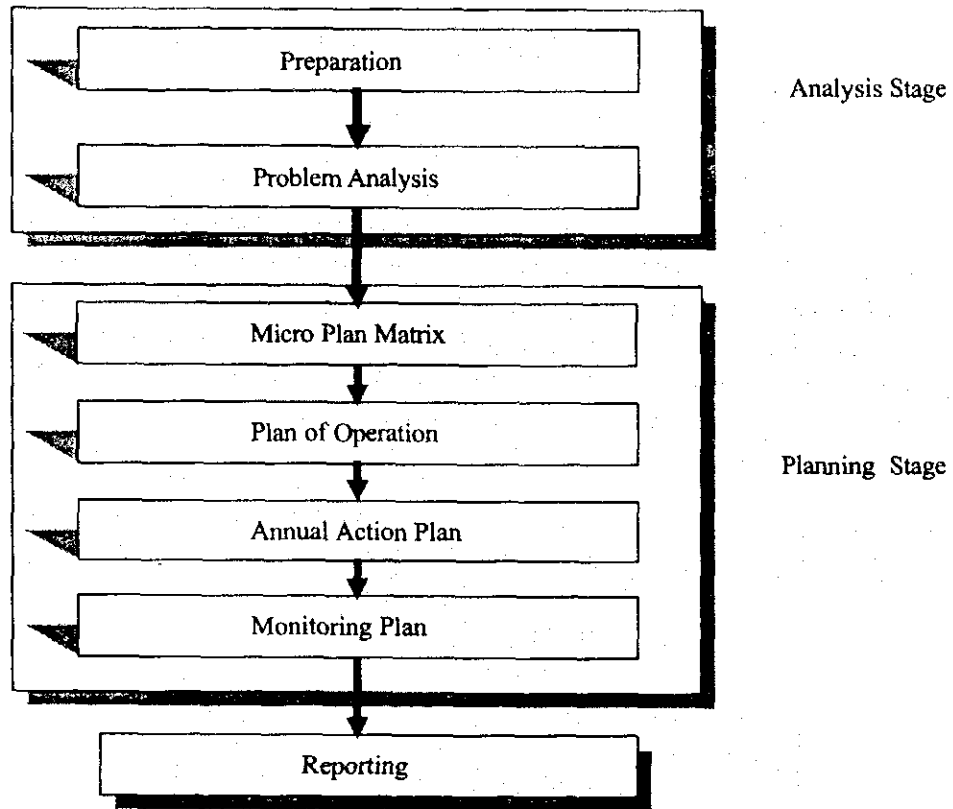
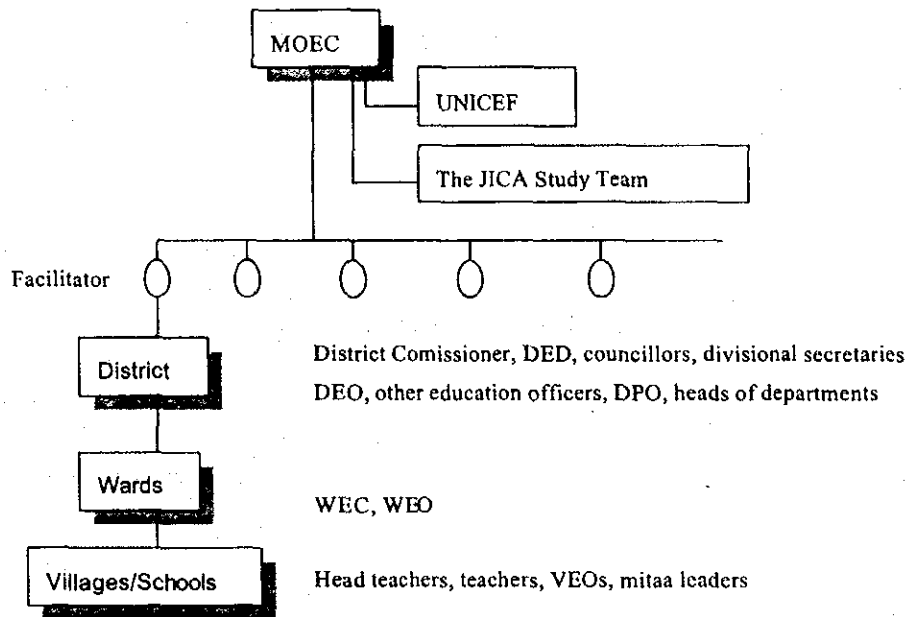


Figure 1: Steps of Micro Planning

The implementation method of school mapping and micro-planning requires participation from a broad range of people and institutions. MoEC is in charge of overall administration and development of the methodology. Facilitators, trained in school mapping and micro-planning methods, assist the district throughout the process. In each district, the District Education Officer (DEO), other education officers, the District Planning Officer (DPO), as well as heads of other departments are organized into a single team that is responsible for the entire process within their respective district. The District Commissioner, the District Executive Director (DED), councillors, and occasionally district secretaries are also sensitised, though they are not involved in the actual work. At the ward level, Ward Education Coordinators (WECs) and Ward Executive Officers (WEOs) are in charge of work at their wards, including training and supervision of head teachers, teachers, Village Executive Officers (VEOs) and/or mitaa leaders. The inclusion of a myriad of stakeholders contributes to enhanced social marketing by stressing and emphasizing the importance of education and of capacity building at all levels.



**Figure 2: Stakeholders**

### **3 IMPLEMENTATION OF SCHOOL MAPPING AND MICRO-PLANNING**

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#### **3.1 Stages of School Mapping and Micro-Planning**

As Figure 3 shows there are 9 stages in conducting school mapping and micro planning following the Overall Preparation. (i) Sensitisation Seminar; (ii) Training at District; (iii) Training at Ward; (iv) Data Collection and (v) Data Consolidation and Writing of School Mapping Report, (vi) Micro-Planning Training Workshop (vii) Information Sharing Seminar; (viii) Micro- Planning Workshop and (ix) Writing of Micro-Planning Report.

#### **3.2 Management of Activities**

The team contracted a national consulting firm, which then recruited facilitators who could be a trainer of trainer at the district level and support managing whole process of the Study. The JICA Study Team developed training materials, provide training for facilitators and monitoring whole process of activities with MoEC. In Phase III, Technical Committees in both MoEC and districts was established for the smooth implementation and management of activities.

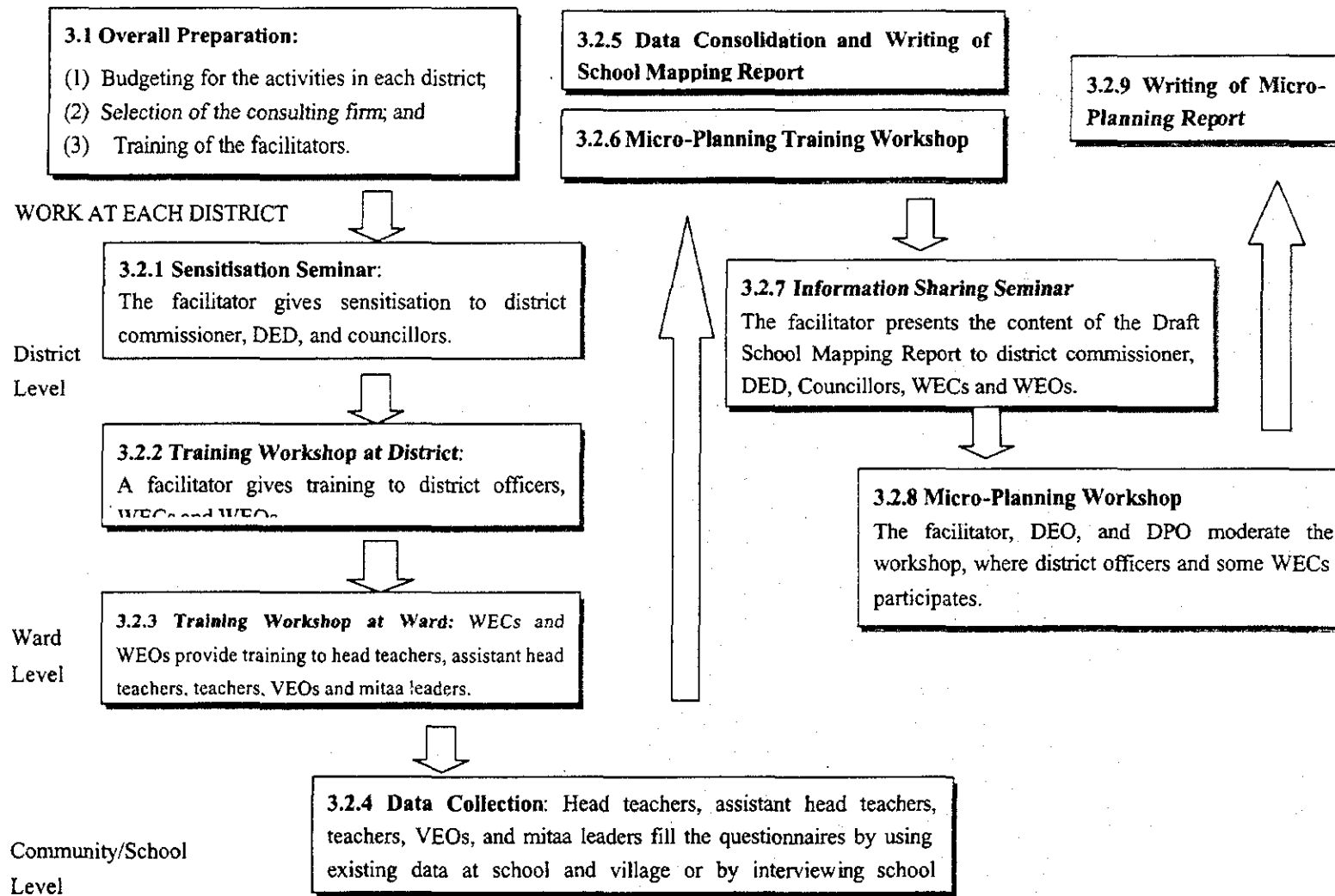


Figure 3: Process of School Mapping

## **4 EVALUATION OF SCHOOL MAPPING AND MICRO-PLANNING**

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### **4.1 Evaluation of the Study in Phase III**

#### **4.1.1 Effectiveness of Training Workshop at the Districts in Phase III**

Questionnaires to measure the effectiveness of training workshop to raise the participants' level of understanding on basic education indicators were distributed. It was found that the levels of understanding had improved.

#### **4.1.2 Process of School Mapping in Phase III**

The school mapping fieldwork in Phase III was monitored and evaluated by the JICA Study Team and Technical Committee of the Ministry (TCM) in the evaluation meeting held after school mapping fieldwork was completed. Seminar/workshop were well attended in all districts monitored and no serious problems were raised throughout the process.

#### **4.1.3 Process of Micro-Planning in Phase III**

In all of the 16 target districts for Phase III of the Study, management of the workshop was assessed to be quite appropriate, as attendees were able to closely follow the micro-planning methodology in general.

### **4.2 Overall Evaluation of the Study from Phase I to III**

#### **4.2.1 Cost Effectiveness of Capacity Building through School Mapping and Micro-Planning**

This Study tried to strengthen the institutional capacity of targeted local authorities in educational administration through active participation of various levels of stakeholders in the Study. The total number of stakeholders that participated in the Study from Phase I to III was around 13,908. Though the type of activities and duration that these people participated varied depending on their positions. The total man-days for training of these participants was 26,100 man-days. Unit cost for one man-days of training is approximately US\$72, if the cost for the JICA Study Team is included. If the cost for the JICA Study Team is excluded, the unit cost for one man-day of training is approximately US\$39.

#### **4.2.2 Ownership and Capacity Building**

##### **(1) Ownership by MoEC**

Regarding the sense of ownership by MoEC, it may be evaluated from two dimensions: managerial and technical aspects. In Phase I of the Study, MoEC was hardly involved in the process of the Study, due to the time constraints JICA had. Therefore, MoEC was not given the ownership in either a managerial or technical aspect. Learning from this experience, MoEC and JICA shared information and held close discussions on issues such as the selection of consultants and budgeting for school mapping and micro-planning. As a result, MoEC possesses a better sense of ownership of the Study at the end in a managerial sense, As for the technical aspect, the JICA Study Team took a leading role in methodology development, since no MoEC staff were specifically engaged only in school mapping and micro-planning as the JICA Study Team members were.

##### **(2) Ownership and Capacity Building of the Districts**

Capacity building and the creation of the sense of ownership in the districts may be evaluated from three aspects: education information management, micro-planning, and financial management. For the capacity in education information management, it is assumed that district officers have improved their understanding of basic education indicators. However, the capacity still needs to be raised in order for districts to consolidate the collected data by themselves. As for planning capacity, it is assumed that the capacity of the districts officers to create micro-plans and other plans as well, have in general further improved, The capacity in financial management can be evaluated by observation of the performance in budgeting for school mapping and micro-planning exercises, as well as evaluation of the fund utilisation report submitted by the districts at the end of the Study. This particular observation reveals that districts still need to improved their financial management capacity and sense of commitment to proper financial management.

#### **4.2.3 Coordination with Other Development Partners**

The MoEC/JICA school mapping and micro-planning was started based on the methodology developed by MoEC/UNICEF school mapping. During the three years, the methodology for MoEC/JICA school mapping and micro-planning has greatly improved, while maintaining its consistency with MoEC/UNICEF school mapping. In terms of the utilisation of the study results, some micro-plans concerning school facilities will be implemented using the Education Facility Grant (EFG) scheme started by DFID (subsequently developed into a Development Grant at MoEC), and the counterpart fund of the Japanese Government.

During the three-year study in school mapping and micro-planning, JICA held two Dissemination Seminars on the Study for other development partners. Though many development partners attended the first seminar held in 2000, few have attended the second one. It is necessary to stress the role and importance of the Study in the context of development policy in Tanzania to other development partners.

#### **4.2.4 Management**

Administrative issues have seriously affected to the smooth implementation of the Study. Major issues of concern included how to select consultants, and how to finance activities carries out in the districts.

#### **4.2.5 Methodology**

##### **(1) Data Collection Method**

As a tool for data collection in school mapping, questionnaires were distributed to the headteachers of public primary schools and village/mitaa leaders. However, many of the quantitative data in the questionnaires for headteachers overlapped with the data in the forms that each public primary school regularly submits. Therefore it is recommended that the school mapping questionnaires and other forms regularly submitted by each public primary school be integrated.

##### **(2) Micro-Planning Methodology**

The micro-planning was conducted following the District Micro-Plan Guide, which was prepared and approved in 2000, and the Micro-Planning Handbook. To solve the weakness observed in the implementation of micro-planning in the target districts, additional method were found to be effective to improve these weaknesses.

##### **(3) Moderators and Participants in the Micro-Planning Workshop**

It is expected that the DPOs who are in charge of planning at the district level could improve their own capacity to utilise the planning methods by acting as the moderators in the actual Micro-Planning Workshops. However, in some districts, the level of understanding of the DEO and facilitator on micro-planning methods was better than that of the DPO. In such cases, the workshop could have been *more effective and fruitful, if the DEO or facilitator acted as the moderator.*

Concerning the selection of participants, some facilitators and monitors from MoEC pointed out that there was no participant from rural areas in the workshops of some districts, even though such participants could have provided important information.

##### **(4) Language used in Micro-Planning Workshop**

Though the Micro-Planning Handbook is written in English and the training workshop was also conducted in English, Micro-Planning Workshops in some districts were conducted in Swahili. It was good for the participants, as they could actively participate in the discussion while speaking Swahili. On the other hand, in the districts where all activities were conducted in Swahili, facilitators found it difficult to translate their micro-plans into English in order to produce Micro-Planning Report, which had to be written in English. Some standards are required for the usage of Swahili in the Micro-Planning Workshop.



**(5) Report in Swahili Version**

The School Mapping Report and Micro-Planning Report were produced only in English, though it is ideal to have Swahili version of the reports. It is not feasible to develop report in Swahili version at this moment due to time constraints and costs. However, it is recommended to develop reports in Swahili when school mapping and micro-planning are fully carried out by GoT in the future.

**4.2.6 Impact of School Mapping and Micro-Planning**

The main objective of the Study was to strengthen the institutional capacity of targeted local authorities. Stakeholders involved in the Study included participants from different levels. At the start of each phase, participants from the districts considered the task required for school mapping and micro-planning as simply additional work without knowing the importance of such work. However, the Study went progressed, they realised that logical planning method in the Study could be utilised to develop district plans. According to the information from MoEC, some the micro-plans have already been integrated into the districts' development plan. Furthermore, the study results from Phase I were utilised to formulate a Grant Aid (School Construction) project in Dar es Salaam by the Japanese Government.

## **5 RECOMMENDATIONS**

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### **5.1 Recommendations on School Mapping and Micro Planning**

#### **5.1.1 Updating the Data on Basic Education and Micro-Plan**

In the districts which have already been school mapped and micro-planned, the data on basic education and micro-plan should be updated regularly. Therefore, it is necessary to construct a system that enables each district to update the data on basic education and micro-plans. In order to update the data on basic education existing systems such as the School Monthly Report and the BSE (Basic Statistics in Education) may be utilised with some modifications. In order to revised the micro-plans, it is recommended that MoEC conduct refreshment seminars for the districts to inform them of revised guidelines and technical modifications. It is suggested that financial back-up for updating micro-plans be adopted; financial resources from PEDP framework may be utilised for this purpose.

#### **5.1.2 Continuous Implementation of School Mapping and Micro-Planning**

As school mapping and micro-planning plays an important role in capacity building, obtaining relevant data on basic education, and formulating district education plan, GoT recognises the importance of continuous implementation of school mapping and micro-planning throughout the rest of the country. However, it is necessary to clarify the meaning and objective of school mapping and micro-planning in the context of PEDP, which then should be agreed upon by GoT and development partners, before launching implementation of the Study in the rest of the country.

In regards to carrying out school mapping and micro-planning in the rest of the country, it appears difficult to finance solely throughout GoT. Thus support from development partners is expected. In terms of determining implementation priority among the remaining 31 districts, this will heavily depend upon the ease and effectiveness of implementation.

Additionally, it is important to harmonize PEDP implementation with school mapping and micro-planning, especially in terms of the process of developing the district micro-plan and the School Development Plan. According to the information from MoEC, the Ministry is preparing a so-called "Guideline for School Development Plan".

#### **5.1.3 Plans at the School and Community Levels**

The micro-plans formulated in this Study are at district level. However, according to the PEDP (approved by the MoEC in 2001), school committees will have more authority and responsibility for formulating School Development Plans, proposing budget for plans, and implementing plans according

to the budget. Therefore, capacity building, in terms of planning and management at the school and community levels, will increasingly become more critical and urgent. Though the district level is still the first priority for capacity building, the effort should be shifted to the lower level in the future.

#### **5.1.4 Integration of Plans from All Levels**

Though this Study stressed capacity building at the district levels, capacity building at lower administrative levels should be focus of future micro-planning. There are four different levels of education administration: district level, ward level, community level, and school level. The plans at these four levels are required for the development of basic education. In order to effectively integrate plans from all levels, the micro-planning methodology developed in this Study should be re-examined. It can be started by predefining what type of items should be included in the plans for each level according to the role and responsibility of each level in education service, since it is unrealistic to plan everything at all levels and integrate them. Besides dividing the role in planning, a procedure is necessary for one administrative level to appeal to an upper administrative level to solve problems beyond their jurisdictions.

### **5.2 Consideration from the Results of the School Mapping and Micro-Planning**

#### **5.2.1 Duplication of Data Collected**

Every public primary school submits the School Monthly Report to the District Education Office as well as two forms called TSM 1 and TSM 2 to MoEC through the District Education Office. The data from TSM 1 and TSM 2 are compiled into BSE (Basic Statistics in Education) at MoEC. The usage of School Monthly Report varies depending on the district, since there is no standardised system of data compilation from the School Monthly Report. Many data collected through these system overlap with the data collected through school mapping. It is recommended to integrate or at least make use of each data collection system (School Mapping, BSE, and School Monthly Report)

#### **5.2.2 Common Problems of Basic Education in the Districts**

Although the targeted 33 districts vary greatly in numerous aspects including geographical, economical, social and cultural conditions, as well as in terms of basic educational provisions etc., they also share similar characteristics. From the results of the Problem Analysis for micro-planning, the JICA Study Team found that all districts share similar basic educational problems. Many common cause-effect relationships between problems were also observed. The main common problems observed are as follows.

1. Some pupils study without sufficient teaching and learning materials in classes.
2. School facilities do not fulfil the necessary conditions.
3. Some school-age children do not go to schools.
4. Some teachers do not teach well.

5. Management capacity for primary education at all level is low.

### **5.2.3 Common Means (Model Projects) to Solve the Problems**

According to the means found in the Objectives Trees and the results of the actual micro-planning of 33 districts, the following model projects are identified.

1. Improvement of Teaching and Learning Materials
2. Improvement of School Facilities
3. Promotion of Children's Attendance to Schools
4. Community Awareness
5. Teachers Improvement
6. Improvement of School Administration

According to the analysis of key indicators, the followings are identified;

1. 25 districts do not reach NMS of NER.
2. 6 districts do not reached NMS of GER
3. 26 districts do not reached NMS of CPR
4. 10 districts do not reach NMS of TPR
5. 6 districts do not reach NMS of percentage of teachers who hold Grade A certificate.

## **6 POSSIBILITY OF INTEGRATION OF SCHOOL MAPPING AND MICRO-PLANNING DATA INTO EMIS**

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The result of school mapping and micro planning at 33 districts covered by this Study should be shared by MoEC, District/Municipal Education Offices and other stakeholders so as to provide necessary education at primary level to all children in the nation. It is thus recommended that the school mapping data obtained through this Study be integrated into EMIS. At the end of this study, tables and charts as seen in School Mapping Reports and raw data of village/mitta and primary school level will be submitted to MoEC. They will be submitted not only in Excel-file format but also in PDF format so that external users will be able to access to the information easier through Internet in future.

However, EMIS was implemented only at MoEC and it needs to expand further for effective use in terms of contents, application software, networking and hardware, and supporting staff. Hence, it is necessary to come up with a concrete action plan to develop EMIS for MoEC as well as District/Municipal Education Offices.

It is recommended that MoEC and Districts continue its effort to enhance EMIS for more efficient and effective educational management system so as to fulfil the needs of MoEC and Districts staff and stakeholders.

### **Recommendation to MoEC**

- To expand EMIS contents
- To develop more web contents
- To provide technical support to District/Municipal Education Offices
- To develop IT human resources

### **Recommendation to District/Municipality**

- To develop fundamental infrastructure for IT application
  - To install at least one computer at office
  - To provide IT user training to staff including SLO\* and AEO\*\*
  - To have access to Internet and EMIS
  - To review and change the business procedure to comply with IT
- \*Statistics and Logical Officer,    \*\* Academic Education Officer

JICA