APPENDIX 5:

QUESTIONNAIRES FOR SCHOOL MAPPING

School Mapping and Micro Planning
In United Republic of Tanzania
Ministry of Education and Culture

Questionnaires
For Head Teachers

School:...

Village/Mtaa: ....

Ward:...

District:...

Name of the person who filled the questionnaires

    Head Teacher ....

Name of the person who checked the questionnaires

    WEC or WEO ....

    DEO ....

DEO's Signiture ....

October 2001

1.   Coverage of the Education System

1-1   In case of village, please put number of pupils according to the time of journey from their home to school.

Time of journey	No. of pupils
Less than 30 minutes	
From 30 to 60 minutes	
From 1 to 2 hours	
More than 2 hours	

1-2   In case it takes more than two hours in 1-1, please choose or describe the obstacles of the traveling environment.   Select only one.

   (A) Because the straight distance from school to home is too far.

   (B) Because there is a thick forest/a jungle on the way to school.

   (C) Because there is no bridge to cross the river.

   (D) Children choose other school because the school nearby is inferior.

   (E) Any other (   )

1-3   Please indicate the number pupils who travel to the school by each means below.

Means of travel	Number of pupils
On foot	
By bicycle	
By bus	
By animal	
By boat	
Others (specify)	

2. Internal Efficiency of the School System

2-1 Enrolment in 2001

Standard	Male	Female
Std 1		
Std 2		
Std 3		
Std 4		
Std 5		
Std 6		
Std 7		

2-2 Enrolment in 2000

Standard	Male	Female
Std 1		
Std 2		
Std 3		
Std 4		
Std 5		
Std 6		
Std 7		

2-3 The number of registered pupils by age on January 1st, 2001

Number of Std. 1 - 7 pupils by age

Age	Std.1-7	
	Male	Female
7 years old		
8 years old		
9 years old		
10 years old		
11years old		
12 years old		
13 years old		
14 years old or more		

Number of 7 years old in Std. I

Age	Std.1	
	Male	Female
7 years old		

2-4 The number of pupils repeating their grade in 2001. (same grade in 2000 and 2001)

	Male	Female
Std 1		
Std 2		
Std 3		
Std 4		
Std 5		
Std 6		
Std 7		

2-5 The number of pupils who dropped out of the school in 2000.

	Male	Female
Std 1		
Std 2		
Std 3		
Std 4		
Std 5		
Std 6		
Std 7		

2-6 The number of pupils completed Std. 7 and went on to lower secondary school.

	Male	Female
The number of pupils completed Std.7 in 2000		
The number of pupils who went on to lower secondary school (public) in 2001		

2-7 The number of pupils who tool Std.7 exam and those who passed among them in 2000.

	Male	Female
The number of pupils who took Std 7 exam.		
The number of pupils who passed Std 7 exam.		

2-8 The number of pupils who are not literate in Std 5-7 in 2001

	Male	Female
The number of pupils who are not literate in Std. 5 -7 in 2001		

2-9 Please select most common reason why those pupils find out in 2-8 are not literate. (Tick one.)

Insufficient teaching	A	
Poor academic capacity of pupil	B	
Lack of school facilities and/or teaching materials	C	
Lack of teachers	D	
Others (specify)	E	

Educational/Physical and Financial Resource

3-1 Land

Demarcation Status	Total Land Area (m^2)	Usage (m^2)			
		Building	Sports Fields	Garden	Other
Total					
Land demarcated					
Lad undemarcated					

3-2 Classrooms

	Condition (tick one √)			Construction Material (tick one √)			Year of Construction	Number of rooms		
	Good	Poor	Bad	Permanent	Semi-Permanent	Temporary		Class rooms	Staff rooms	Other rooms
Building 1										
Building 2										
Building 3										
Building 4										
Building 5										

3-3 Toilets

	Condition (tick one √)			Construction Material (tick one √)			Year of Construction	Number of Pit holes	
	Good	Poor	Bad	Permanent	Semi-Permanent	Temporary		Male	Female
Building 1									
Building 2									
Building 3									
Building 4									
Building 5									

3-4 Staff Houses

	Condition (tick √)			Construction Material (tick one √)			Year of Construction	Number of Houses
	Good	Poor	Bad	Permanent	Semi-Permanent	Temporary		
Building 1								
Building 2								
Building 3								
Building 4								
Building 5								

Type of Conditions
  Good: Good shape and structurally safe (for foundation, walls, roof structure, beams), no repairs needed.
  Poor: Buildings to be repaired (should be with good foundations and structure at least)
  Bad: Buildings to be replaced.

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3-5 No. of Streams

	STD 1	STD 2	STD 3	STD 4	STD 5	STD 6	STD 7
No. of Streams							
No of Period per Week							

3-6 No. of Textbooks

	STD 2	STD 2	STD 3	STD 4	STD 5	STD 6	STD 7
Mathematics							
English							
Kiswahili							
Science							
Skill Studies							
Social Studies	/	/					

3-7 No. of Teachers' Guides

	STD 1	STD 2	STD 3	STD 4	STD 5	STD 6	STD 7
Mathematics							
English							
Kiswahili							
Science							
Skill Studies							
Social Studies	/	/					

3-8 No. of Syllabi

Mathematics	
English	
Kiswahili	
Science	
Skill Studies	
Social Studies	

3-9 Number of Furniture

No. of Desks		No. of Tables	No. of Chairs	No. of Blackboard	No. of Cupboards
2 pupils	3 pupils				

3-10 Availability of Basic Services

(Please write "A" if the service is available, and "N" if the services is not available)

Lunch	Clean Water*	First Aid	Sports Ground

* The definition of clean water here is either tap water or deep well.

3-11 What is the most common disease among pupils ? (Tick one)

Malaria	A	
Diarrhea	B	
Bilharzia	C	
Others	D	

3-12 School Finance

Please put the amount of income from January to December in 2000 by categories.

Income (Tsh.)	
Balance at the beginning of theYear	
Contribution (UPE fee)	
Donation from the Community	
Income Generated by School	
Others	
TOTAL INCOME	

4. Educational/Human Resources

4-1 What is the highest level of education you have completed? (Tick one.)

Degree	
Diploma	
Grade A	
Grade B	
Grade C	

4-2 How many years have you been a school head teacher ?

	Years

4-3 How often is your school inspected ? Tick one.

Once a year	A	
Once every 2 years	B	
Once every 3 years	C	
Once more than 4 years	D	
Never	E	

4-4 Please put the number of staffs according to their position and qualifications.

	Male	Female
Teachers(Diploma)		
Teachers (Grade A)		
Teachers(Grade B)		
Teachers(Grade C)		
Non-teaching staff		

4-5 Among teachers of Grade B and C, how many teachers have received in-service training ?

	Male	Female
By distance training		
By residential training		

4-6 Average (approximate) teaching experience of teachers in years.

	Years

5.   Out of School Children

5-1.   Reason for not going to school:

Please select the three biggest reasons you think for quitting or not going to school(among A to P) and enter them below.

REASONS	
(A) Economic Reason	His/her parents could not pay school fees. He/she had to work to help parents., etc.
(B) Too Many Children	He/she has too many brothers or sisters.,etc.
(C) Problems caused by parents	He/she was abandoned by his/her parents. His/her parents have divorced. His/her parents have died., etc
(D) Children's Sickness	He/she is sick.
(E) School's Location.	School is located too far, or located in the place which is difficult to access.
(F) Inadequateness of School Facilities	There are no sufficient classrooms, toilets., etc.
(G) Teacher's Quality	Teacher is not eager to teach. He/she does not like teachers at school. etc.
(H) Teaching Content.	Teaching content at school is too difficult. Teaching content at school is not interesting. etc.
(I) No benefit	There is no benefit to be gained by completing primary education since there is not any job after that, or there is no secondary school nearby.
(J) Marriage	He/she got married.
(K) Pregnancy	She get pregnant.
(L) Cultural Reason	Traditional customs hinder children to go to school.
(M)Children's' Laziness/No interest	He/she does not like to study. etc
(N) Parents' no Interest	Parents pay no interest in their childrens' education. ,etc.
(O) Problems by School	School does not have enough rooms/teachers. School does not have enough facilities and the facilities are not attractive. Teachers are very strict.
(P) Other Reasons (specify)	

5-2 Which area of knowledge/skills do you think would benefit those children ? (Tick one.)

Writing/reading	A	
Arithmetic knowledge	B	
Knowledge/skill of business	C	
Knowledge of agriculture	D	
Vocational skills	E	
Others ( )	F	

5-3 Where could these knowledge / skills be taught ? (Tick one.)

In primary school	A	
At home by parents	B	
At complementary school	C	
others( )	D	

5-4 If you choose (C) in question 5-3, what time of the day can those children go to school ? (Tick one.)

In the morning	A	
In the afternoon	B	
In the evening	C	

5-5 Interaction between School and Family: Does your school take any measures to encourage out-of-school children and their parents to send their children to school? (Tick one.)

Organize regular meeting with community to discuss how to reduce out of school children.	A	
Offer school lunch program	B	
Organize attractive activity to pupils not to drop-out such as equipping sports facilities/ school band.	C	
Try to obtain enough teachers and offer good teaching.	D	
Others(specify:)	E	
No effort is being made.	F	

**School Mapping and Micro Planning
In United Republic of Tanzania
Ministry of Education and Culture**

**Questionnaires
For Village Leaders**

Village/Mtaa: ....

Ward: ....

District: ....

Name of the person who filled the questionnaires

    VEO, Mtaa Leader, Kitongoji Leader or Teacher ....

Name of the person who checked the questionnaires

    WEC or WEO ....

    DEO ....

DEO's Signiture ....

1. Coverage of the Education System

1-1   Please indicate the number of children below in your village/mtaa.

	Male	Female
(A): The number of 7 year-olds in your village/mtaa.		
(B): The number of 7 year-olds enrolled in Std. 1 from your village/mtaa.		
(C): The number of children (of any age) enrolled in Std. 1 from your village/mtaa.		

(D):The number of 7-13 year-olds in your village/mtaa.		
(E): The number of 7-13 year-olds enrolled in Std. 1-7 from your village/mtaa.		
(F): The number of children(of any age) enrolled in Std. 1-7 from your village/mtaa.		

(A)≧ (B) ≦ (C),   (D) ≧ (E) ≦ (F)

1-2   Please put the number of adult below in your village/mtaa.

	Male	Female	Total
(H) The number of adults (older than 14 years) in your village/mtaa.			
(I) The number of adults (older than 14 years) who are illiterate.			
(J) The number of the illiterate adults who attend adult classes.			

(H)≧ (I) ≧ (J)

1·3 Is there any adult education class in your village/mtaa ?   (tick one)

Yes	No

If no, which is the main reason of not having adult class for illiterate adult in your village/mtaa ? (tick one)

No specific reason.	A	
There are no teachers.	B	
There are no adequate facilities nor materials.	C	
Others ( )	D	

If yes, which is the main problem for illiterate adults not attending adult classes. (tick one)

Opening time of the adult class is not suitable.	E	
They have so many work to do and that they don't have time to study.	F	
They have no interest.	G	
Others( )	H	

1·4 Please select the most necessary assistance for illiterate adults to become literate. (tick one)

Establish adult education class in the village/mtaa.	A	
Provide enough teachers for adult education class.	B	
Provide adequate facilities for adult classes.	C	
Provide enough reading materials.	D	
Open adult education classes in convenient time.	E	
Provide distance education	F	
Others ( )	G	

5.   Out of School Children

Reasons for not going to school

5·1 Please write down the number of responses for each reasons following the registration form of children in your village/mtaa. Then select the three biggest reasons for quitting or not going to school (among A to P) and enter them below.

	REASONS	NUMBER
(A) Economic Reason	His/her parents could not pay school fees. He/she had to work to help parents., etc.	
(B) Too Many Children	He/she has too many brothers or sisters., etc.	
(C) Problems caused by parents	He/she was abandoned by his/her parents. His/her parents have divorced. His/her parents have died., etc	
(D) Children's Sickness	He/she is sick.	
(E) School's Location.	School is located too far, located in the place which is difficult to access.	
(F) Inadequateness of School Facilities	There are not sufficient classrooms, toilets., etc.	
(G) Teacher's Quality	Teacher is not eager to teach. He/she does not like teachers at school. etc.	
(H) Teaching Content.	Teaching content at school is too difficult. Teaching content at school is not interesting. etc.	
(I) No benefit	There is no benefit to be gained by completing primary education since there is not any job after that, or there is no secondary school nearby.	
(J) Marriage	He/she got married.	
(K) Pregnancy	She got pregnant.	
(L) Cultural Reason	Traditional customs hinder children to go to school.	
(M) Children's' Laziness/No interest	He/she does not like to study. Etc	
(N) Parents' no Interest	Parents pay no interest in their childrens' education. ,etc.	
(O) Problems by School	School does not have enough rooms/teachers. School does not have enough facilities and yhr facilities are not attractive. Teachers are very strict.	
(P) Other Reasons (specify)		

5-2 Which area of knowledge/skills do you think benefit those children ? (Please tick √ one)

Writing/Reading	A	
Arithmetic Knowledge	B	
Knowledge/skill of business	C	
Knowledge of agriculture	D	
Vocational skills	E	
Others ( )	F	

5-3 Where could these knowledge / skills be taught ? (Please tick √ one)

In primary school	A	
At home by parents	B	
At complementary school	C	
others ( )	D	

5-4 If you choose c) in question 5-3, what time of the day can those children go to school?
     (Please tick √ one)

In the morning	A	
In the afternoon	B	
In the evening	C	

Interaction between the community and school

5-5 Does your village take any measure to encourage out of school children and their parents to send their children to school ? Please select one.

A) Organize regular meeting with school to reduce out of children.

B) Support school lunch programme.

C) Help out of school children by subsidizing/providing school contribution.

D) Offer complementary education.

E) Others (specify)

F) No effort has made.

6. Community Related Factors

Basic Information of the Community

6-1 Indicate the population of the village/mtaa.

Peoples

6-2 Indicate the number of households in the village/mtaa.

Households

6-3 Indicate the number of schools/institutions by type in your village/mtaa?

Non-formal Education Institution		Pre-school	Private Primary School	Secondary School			Folk Devt College	Others
Madrassa	Others			Public (O-Level)	Public (A-Level)	Private		

6-4 Indicate approximate percentage of houses with electricity in the village/mtaa.

%

6-5 Indicate approximate percentage of houses with telephone in the village/mtaa.

%

6-6 Indicate the approximate percentage of the occupation group according to the following categories. (total amount should be 100% in each village/mitaa).

Agriculture	Manufacture	Service
%	%	%

Example:

Agriculture: farming, fishing, herding, etc.

Manufacture: bakery, shoe maker, factory, etc.

Service: merchant, restaurant, hotel, office worker, banker, etc.

6-7 Do the people in the village/mtaa have access to adequate public health service? (tick one)

Everybody (5)	Majority (4)	Half (3)	Less than half (2)	Few (1)

Impact of Marital Status of Parents

6·8   In which type of families is schooling of children more negatively affected? (tick one)

Polygamous	Monogamous	No negative impact by marital status

Attitude to Education by the Community

6·9   How far do people in the village/mtaa expect for education ? (please tick one)

Very high (5)	High (4)	Moderate (3)	Low (2)	Very Low (1)

6·10 Are people in the village willing to make effort by themselves to improve the quality of education service ? (please tick one)

Very high (5)	High (4)	Average (3)	Low (2)	Very Low (1)

6·11 Indicate the level of participation of people in the village/mtaa to the school activity. (Please tick one)

Very high (5)	High (4)	Moderate (3)	Low (2)	Very Low (1)

6·12 How do people in the village/mtaa describe the capacity of school committee members to monitor teaching and learning in the primary schools. ? (Please tick one)

Very high (5)	High (4)	Moderate (3)	Low (2)	Very Low (1)

Effort Made by the Community

6·13   Select from the list below some of the efforts to make children to attend school.
(You may select more than one)

a)   Provision of accessible and safe water

b)   Provision of medical/health services

c)   Provision of shopping facilities at school

d)   Provision of lunch at school

e)   Monitoring of school attendance by the community

f)   Enforcement of the bye-law in respect of compulsory schooling

g)   Enhancement of school-community relationship

h)   Others

i)   No effort has made.

Example Sheet for Registration of School Aged Children

Registered date	Name of Children	Name of Head of Family	Age	Sex	If he/she goes to school or not	Grade in which he/she study	Reason for not studying at school		

Reason for not going to school:

REASONS	
(A) Economic Reason	His/her parents could not pay school fees. He/she had to work to help parents., etc.
(B) Too Many Children	He/she has too many brothers or sisters.,etc.
(C) Problems caused by parents	He/she was abandoned by his/her parents. His/her parents have divorced. His/her parents have died., etc
(D) Children's Sickness	He/she is sick.
(E) School's Location.	School is located too far, or located in the place which is difficult to access.
(F) Inadequateness of School Facilities	There are no sufficient classrooms, toilets., etc.
(G) Teacher's Quality	Teacher is not eager to teach. He/she does not like teachers at school. etc.
(H) Teaching Content.	Teaching content at school is too difficult. Teaching content at school is not interesting. etc.
(I) No benefit	There is no benefit to be gained by completing primary education since there is not any job after that, or there is no secondary school nearby.
(J) Marriage	He/she got married.
(K) Pregnancy	She get pregnant.
(L) Cultural Reason	Traditional customs hinder children to go to school.
(M)Children's' Laziness/No interest	He/she does not like to study. etc
(N) Parents' no Interest	Parents pay no interest in their childrens' education. ,etc.
(O) Problems by School	School does not have enough rooms/teachers. School does not have enough facilities and the facilities are not attractive. Teachers are very strict.
(P) Other Reasons (specify)	

APPENDIX 6:

MANUAL FOR FACILITATORS

The Study on School Mapping and Micro Planning in Education

in the United Republic of Tanzania:

Manual for Facilitators

September 2001

Ministry of Education and Culture
United Republic of Tanzania

JICA Study Team

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Table of Contents

1.   INTRODUCTION

Currently the Tanzanian Government carries out Local Government Reform, which requires decentralisation of educational administration, institutional building of the education sector at district level, and educational micro planning at district level. Responding to the educational policy of the Tanzanian government and the ongoing Education Sector Development Programme (EdSDP), Japan International Cooperation Agency (JICA) decided to support the Tanzanian Government in carrying out School Mapping and Micro Planning for approximately 30 districts using a participatory approach, with the purpose of obtaining fundamental information on basic education, formulating district educational plans, and also building institutional capacity of districts. In this context, three municipalities in Dar Es Salaam and 14 districts have already been school mapped and the micro planning workshops were held. In continuing the School Mapping and Micro Planning exercises, the JICA Study Team will sub-contract a Tanzanian Consultant (hereinafter "the Consultant") according to the following terms of reference.

2.   OBJECTIVES

The objectives of School Mapping and Micro Planning are to obtain the necessary information and data related to basic education, and to formulate the strategic educational micro planning for the targeted districts, as well as to strengthen institutional capacity of educational administration of the targeted district governments through active participation of district and ward officials and community leaders in School Mapping and Micro Planning exercise.

3.   TARGETED DISTRICTS

The following sixteen districts are targeted for the School Mapping and Micro Planning:

1.Karatu, 2.Mbulu, 3.Njombe, 4.Bukoba(urban), 5.Muleba, 6.Kigoma(urban), 7.Sumbawanga(urban), 8.Maswa, 9.Singida(urban), 10.Nzega, 11.Pangani, 12.Rombo, 13.Mwanga, 14.Bukombe, 15.Arumeru, 16.Moshi(rural)

4.   PARTICIPANTS FROM THE DISTRICTS

Each local authorities is required to assign 7-10 district officers from education related sector for School Mapping Technical Committee.. In addition to the members of Technical Committee, the Ward Education Coordinators (WECs), Ward Executive Officers (WEO)s, Village/Mitaa Leaders (sometimes teachers when the assistance is necessary) and Head Teachers will play important roles in the exercise. Please refer to APPENDIX 1 for the participants of the each activity.

5. TEAM ORGNIZATION

A part from the participants in the district, Ministry of Education and Culture/the JICA Study Team assign the following team of staffs to support School Mapping and Micro Planning. Conceptual Organisation chart for School Mapping and Micro Planning is shown in APPENDIX 2.

- Project Manager
- 16 facilitators
- Data Analysis Engineer
- 8 Data Entry Clerks
- 2 Editors
- 2 Editing Secretaries

6. OUTPUTS and DEADLINES

The following outputs are required to submit to MoEC/ the JICA Study Team by the deadline shown below.

School Location Map (1 original for each target district))	November 13th
Schools Profile (8 copies for each target district)	December 8th
Draft School Mapping Report (6 copies for each target district)	December 8th
School Mapping Report (8 copies for each target district)	January 8th
Micro Planning Report (8copies for each target district)	January 8th

The facilitators must submit the following outputs to the Project Manager by the deadlines shown below.

School Location Map (1 original for each target district))	November 6th
Draft School Mapping Report (hard copy and electric file of the text part)	December 7th
School Mapping Report (hard copy and electric file of the text part)	December 28th
Micro Planning Report (hard copy and electric file)	December 26th

7. PROCEDURE IN CARRYING OUT THE STUDY

(1) Overall Preparation

- The project manager will train facilitators on the technical and logistical aspect of school mapping in the training workshop for facilitators.

(2) School Mapping Fieldwork

- The project manager is responsible for the scheduling of facilitators' work, overall supervision of facilitators' work and communication between facilitators and the JICA Study Team during School/Mapping, and will give necessary advice to facilitators or take action if problems arise.
- The facilitators are responsible for the following activities carried out in the district.

Task of the each actor during School Mapping Fieldwork (in each district)

(2-1) Sensitisation Seminar at District: 1 day at each targeted district
- The facilitator together with DEO will conduct a Sensitisation Seminar to explain the up-coming School Mapping and Micro Planning exercise to the respective district.

(2-2) Training Workshop at District: 3 days at each targeted district
- The facilitator together with DEO will conduct a training seminar for the member of the Technical Committee and WECs/WEOs.

(2-3) Training Workshop at Ward: 2 days in every ward in the district
- The facilitator together with the Technical Committee will supervise and monitor the Training Workshops at Wards.
- WECs/WEOs will train data collectors (Head Teachers, Village/Mitaa Leaders and sometimes teachers who assist Village/Mitaa Leaders.)

(2-4) Data Collection: 10~15 days in every ward in the district
- The facilitator together with the Technical Committee will supervise and monitor the whole process below.
- WECs/WEOs will supervise and monitor the data collection at their wards.
- Data Collectors (Head Teachers, Village/Mitaa Leaders and sometimes Teachers who assist Village/Mitaa Leaders) will fill the questionnaires and submit the completed ones to WECs/WEOs.
- WECs/WEOs will check the submitted questionnaires, and if necessary, return them to data collectors until they submit the appropriate ones.
- The Technical Committee will check the submitted questionnaires, and if necessary, return them to WECs/WEOs and data collectors until they submit the appropriate ones.
- DEO will check the submitted questionnaires and give final approval.

Each facilitator will carry all the completed questionnaires to Dar Es Salaam and submit them to the Project Manager, so that the data in the questionnaires can be entered into computer and analysed by data analysis engineer and data entry clerks.

At the end of each of the above activities (2-1), (2-2),(2-3),(2-4), facilitators should write a report and fax to the Project Manager.

The participants for each of the above activities are shown in APPENDIX 1.

(3) Data Consolidation

- The data analysis engineer will supervise the work of the data entry clerks and will produce the data tables, and distribute them to each facilitator in completing the task.
- The data entry clerks will enter the data following the instruction given by the data analysis engineer.

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(4) Production of School Mapping Report and Schools Profile
- The project manager is responsible for necessary logistical arrangement for the production of School Mapping Reports and Schools Profiles, and supervision and coordination of this process.
- The project manager will produce Schools Profile for each district using the data tables produced in (3).
- Each facilitator will receive data tables from the data analysis engineer and write a *Draft School Mapping Report*. Two copies of the *Draft School Mapping Report* must be submitted to the JICA Study Team before the Information Sharing Seminar (both in hard copies and electronic file), and four copies must be submitted to the target district during the Information Sharing Seminar.
- Each facilitator will revise the report based on the discussion in the Information Sharing Seminar, if necessary, and produce *Final School Mapping Report*.
- The data entry clerks will support facilitators in typing the reports.
- The editors will review and edit the text part of the *Draft School Mapping Reporst* and *Final School Mapping Reports* produced by facilitators, and combine them with data tables produced in (3) to produce *Final School Mapping Report* for each district.

(5) Micro Planning Training Workshop
- The project manager is responsible for logistically organising the Micro Planning Training Workshop including preparation of a suitable conference room that can accommodate 70 persons. The workshop will be held in Dar Es Salaam for 10 days. The trainees will be 16 facilitators and 32 district officers, while the trainers will be a few members from MoEC and the JICA Study Team.
- The facilitators, DEOs and DPOs are required to attend the Micro Planning Training Workshop.

(6) Information Sharing Seminar / Micro Planning Workshop
- The project manager is responsible for overall supervision of facilitators' work and communication between facilitators and the JICA Study Team during Micro Planning, and will give necessary advice to facilitators or take action if problems arise.
- The facilitators are responsible for the following activities carried out in the district.

Task of the each actor during Information Sharing Seminar / Micro Planning Workshop

(6-1) Information Sharing Seminar: 1 day at each target district
- The facilitator together with DEO will prepare and organise an Information Sharing Seminar to present the Draft School Mapping report to DC, DED, Technical Committee, Councillors, WECs/WEOs.
(6-2) Micro Planning Workshop: 10 days at each targeted district
- The facilitator together with DEO and DPO will organise and facilitate a Micro Planning workshop.
- All participants (members of Technical Committee and other participants) will formulate district education plan.

The participants for each of the above activities are shown in APPENDIX 1.

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(7)   Production of Micro Planning Report

-    The project manger is responsible for necessary logistical arrangement for the production of Micro Planning Reports, and supervision and coordination of this process.

-    Each facilitator will summarise the results of the Micro Planning Workshop and prepare a Micro Planning Report following the instruction given during the Micro Planning Training Workshop.

-    The data entry clerks will support facilitators in typing the report.

-    The editing secretaries will review and edit the Micro Planning Report submitted by the facilitators.

All the above work will be carried out in accordance with the attached work schedule in APPENDIX 3.

8. CONTENTS OF QUESTIONNAIRES

The main instrument used to collect data is questionnaires that are designed to capture information which comprises the following six categories.

①   *Coverage of Education System*
     This section deals with the information on coverage and accessibility to school.

②   *Internal Efficiency of School System*
     This section aims to measure the efficiency of each school looking at indicators such as promotion rate, repetition rate, drop-out rate, completion rate, result of Primary Leaving Examination, and others.

③   *Educational/Physical and Financial Resources*
     This section aims to identify the availability and adequacy of school facilities, equipment, textbooks, syllabi, teachers guides, services and finance.

④   *Educational/Human Resources*
     This section aims to identify the availability and adequacy of human resources examining the teacher's qualification, teacher workload and experience.

⑤   *Out of School Children*
     This section aims to identify the percentage of children in the village/mitaa currently out of school and find out their reasons, and possible measures to be taken to provide opportunities to those children to study.

⑥   *Community Related Factors*
     This section aims to identify indirect factors which affect education in the community level such as community environment, family perceptions/attitudes to education, etc.

In order to capture the above information, two types of questionnaires are prepared, "Questionnaires for Head Teachers" and "Questionnaire for Village/Mitaa Leaders", Composition of each questionnaires is as follows.

A6·8

Questionnaires for Head Teachers:
   COVER PAGE (HT-0)
   ①. Coverage of Education System(HT-1)
   ②. Internal Efficiency of School System (HT-2, HT-3)
   ③. Educational/Physical and Financial Resources (HT-4, HT-5, HT-6))
   ④. Educational/Human Resource (HT-7)
   ⑤. Out of School Children (HT-8, HT-9)

Questionnaires for Village/Mitaa Leaders:
   COVER PAGE (V-0)
   ①. Coverage of Education System (V-1, V-2))
   ⑤. Out of School Children (V-3, V-4)
   ⑥. Community Related Factors (V-5, V-6)

1.   IMPORTANT POINTS IN COMPLETING QUESTIONNAIRES

(1) Questionnaires for Head Teachers

The Head Teachers will be provided with the "Questionnaires for Head Teachers".
To fill the questions in Item 1-1 and 1-3 on HT-1, Head Teachers should request teachers for each stream to head count the number of pupils according to the categories and later sum up those numbers to have the total number at their school.

It should also be added that in filling certain part of questionnaires the Head Teacher can hold discussion with School Committee, Assitant Head Teachers, Teachers and pupils.

(2) Questionnaires for Village/Mitaa Leaders

The Village/Mitaa Leaders will be provided with the "Questionnaires for Village/Mitaa Leaders", "Example Sheet for Registration of School Aged Children" and a notebook. The Village/Leader will make tables in the notebook referring to the "Example Sheet", then register all school-aged children in the village/mtaa into the notebook, by interviewing each child or the parents. It could be done by visiting each household or by holding the meetings with parents, etc. Filling the category of reasons for not studying at school, one reason from the table "Reasons for not going to school should be selected for each out-of-school child, and should be written with that roman capital character. IT IS IMPORTANT for Village/Mitaa Leaders to register all children and describe their status of schooling and monitor their status in every 6 months. In case the children's' population is too large and the village leader can not get enough information by him/herself, the village leader should request Kitongoji and Balozi to collect sufficient information. The notebooks should later be utilized by the community in order to encourage/support out of school children to get educational opportunity, therefore, it is not necessary to submit them.

The notebook will be utilised, in filling out the 1-1 on V-1, and 5-1 on V-3 of the "Questionnaires for Village/Mitaa Leaders".

In filling out V-1 of the questionnaire, the Village/Mitaa Leaders should completely understand the meaning of the each question. The number of children or adults filled here SHOULD be the number of those in the TARGETED VILLAGE/MTAA. Sometimes, the village/mitaa leaders mistakenly put the number of children of a neighbouring primary school. Besides this, it is important to make them understand the difference between question(B) and (C), and also between (E) and (F). The numerical formula described below each table such as $(A) \geqq (B) \leqq (C)$, $(D) \geqq (G)$ should be used by WECs/WEOs, Techinical Committee and the facilitators when they check the submitted questionnaires. For example, $(A) \geqq (B) \leqq (C)$ means that (B) must not be bigger than (A), and (C) must not be smaller than (B), if the numbers are correctly filled.

In filling out V-2 of the questionnaire, it is important to tick only one answer for each question.

In filling out V-4 of the questionnaire, it is also important to tick or select only one answer for each question.

In filling out 6-7 on V-5, and all question on V-6 of the questionnaire, it is also important to tick only one answer for each question.

It should also be added that in filling out certain questions the Village/Mtaa Leader can hold discussions with the Village Council involving Kitongoji and Balozi, parents, pupils and etc.

10. METHOD OF DATA ANALYSIS

All the data from the completed questionnaires will be entered into computers and analysed by computers. However, it is important to know how the data will be analysed, as the facilitators are required to read the tables produced by the computer, and write into the reports. The followings are the formulas for key educational indicators.

(1)Enrolment Rate

$$\text{Std I/Gross Enrolment Rate (GER)} = \frac{\text{Total no. of pupil enrolled in Std I}}{\text{Total no. of 7 year olds}} \times 100$$

$$\text{Std I/Net Enrolment Rate (NER)} = \frac{\text{No. of 7 year olds in Std I}}{\text{Total no. of 7 year olds}} \times 100$$

$$\text{Std I-VII/Gross Enrolment Rate (GER)} = \frac{\text{No. of total primary enrolment}}{\text{Total no. of 7-13 year olds}} \times 100$$

$$\text{Std I-VII/Net Enrolment Rate (NER)} = \frac{\text{No. of pupils enrolled aged 7-13}}{\text{Total no. of 7-13 year olds}} \times 100$$

(2) Repetition Rate

$$\text{Repetition Rate} = \frac{\text{No. of current year repeaters}}{\text{No. of previous year enrolment}} \times 100$$

(3) Drop-out Rate

$$\text{Dropout Rate} = \frac{\text{No. of current year drop-out}}{\text{No. of previous year enrolment}} \times 100$$

(4) Promotion Rate

Promotion Rate = 100 – Repetition Rate – Drop-out Rate

(5) Completion rate

This indicates the percentage of pupils who completed standard VII.. It is computed by multiplying promotion rate six times.

Completion Rate = (Promotion Rate)

(6)Teacher Pupil Ratio, Class Pupil Ratio

Teacher workload is measured by Teacher Pupil Ratio (TPR)(or the number of pupils divided by the number of teachers). To recognise the actual number of pupils who study in one classroom at one time, Class Pupil Ratio (CPR):(or the number of pupils divided by the number of streams) is used.

In case of the sample below, TPR and CPR are calculated as 1:80 (80), 1:61(61), respectively, which means the school is facing shortage of teachers and classrooms.

(Example)

a) Total number of pupils at school	b) Total number of classrooms	c) Total number of teachers at school	d) Total number of streams from Std.1 to Std.7
1280	10	16	21

Teacher Pupil Ratio (c):(a)	Class Pupil Ratio (d):(a)
1: 80 (=16:1280)	1: 61 (=21:1280)

(7)Book Pupil Ratio, and Availability of Teachers' Guide and Syllabi

The Book Pupil Ratio(BPR) by subject can be calculated simply by dividing the total number of pupils by the number of textbook. As for Syllabi, the number expected to exist in any school is one syllabi for each subject for each stream. As for Teachers' Guides, the necessary number in any school is one teacher's guide for each subject for each standard and for each stream. In computing whether a syllabi is appropriately distributed in a school, the percentage of surplus/shortage is used. In the case below, there is a shortage of 7 syllabus (=20-13). This indicates −35% (=(13-20)*100/20). In other word, there is 35% shortage of mathematics syllabi.

No of Classes (Streams)

	STD I	STD II	STD III	STD IV	STD V	STD VI	STD VII	TOTAL
No. of Classes	3	4	3	2	3	3	2	20

3-2 Number of Syllabi

	STD I	STD II	STD III	STD IV	STD V	STD VI	STD VII	TOTAL
Mathematics	3	2	1	2	2	2	1	13

APPENDIX 7:

MICRO-PLANNING HANDBOOK

United Republic of Tanzania
Ministry of Education and Culture
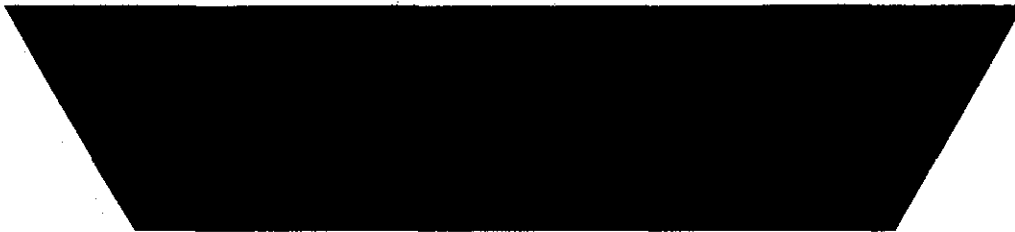
Supported by

Introduction

Since 1997, The Ministry of Education and Culture (hereinafter "MoEC), in collaboration with various international organisations, has initiated school mapping as a prerequisite to sound educational micro-planning at the district level. Micro-planning in turn has been thought a necessary strategy by which Master-plans (prepared by the MoEC in the wake of the 1995 Education and Training Policy) could be implemented at various educational levels. The organisations which have so far supported the school mapping initiative include UNICEF (United Nations Children's Fund) and JICA (Japan International Cooperation Agency). Other donors are also contemplating to join the move.

By June 2000, 35 districts had been school-mapped. By the end of year 2000, 22 more districts are likely to undergo the same process. It is anticipated that all Tanzania Mainland districts will have been school mapped in the near future. What, however, emerges behind these efforts, is the extent to which district and ward authorities are able to make use of school mapping reports to develop plans for education development in their areas. Plans drawn at the local levels (micro-plans) have the advantage of responding to the needs of the local community and promotes participation, transparency, accountability and sustainability.

This handbook was developed by MoEC with technical assistance from JICA, and is intended to help personnel to conduct micro-planning.
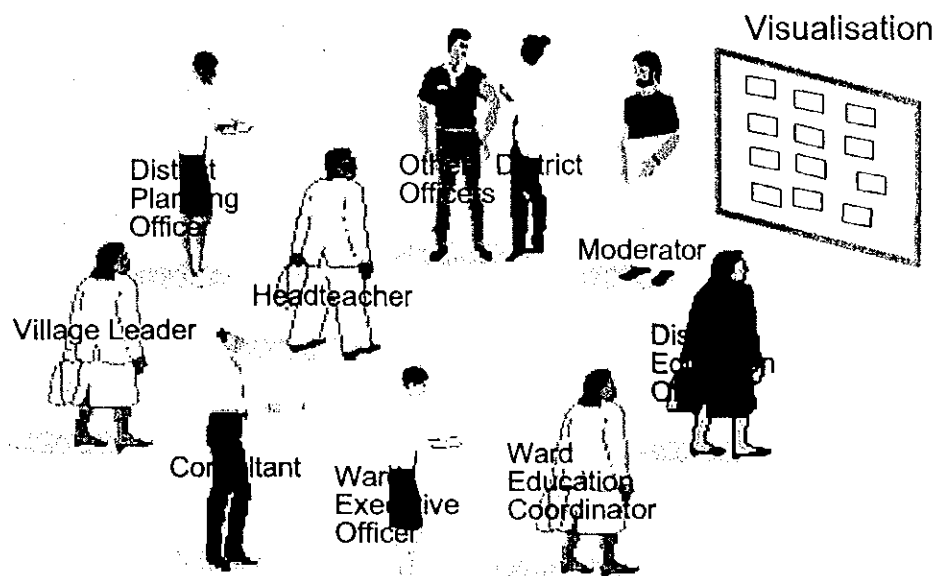
Contents

SECTION 1
INTRODUCTION
THE MICRO-PLANNING WORKSHOP

One of the characteristics of the micro-planning is the positive involvement of stakeholders concerning basic education in the target district. The micro-planning is not done by the person in charge of a specific part of the basic education alone; representatives of the central government, the district government, wards in the district etc. meet and work on micro-planning together. In each stage of micro-planning, a meeting is convened with the attendance of such representatives. Each of a series of such meeting is called a micro-planning "workshop" because it involves tasks.
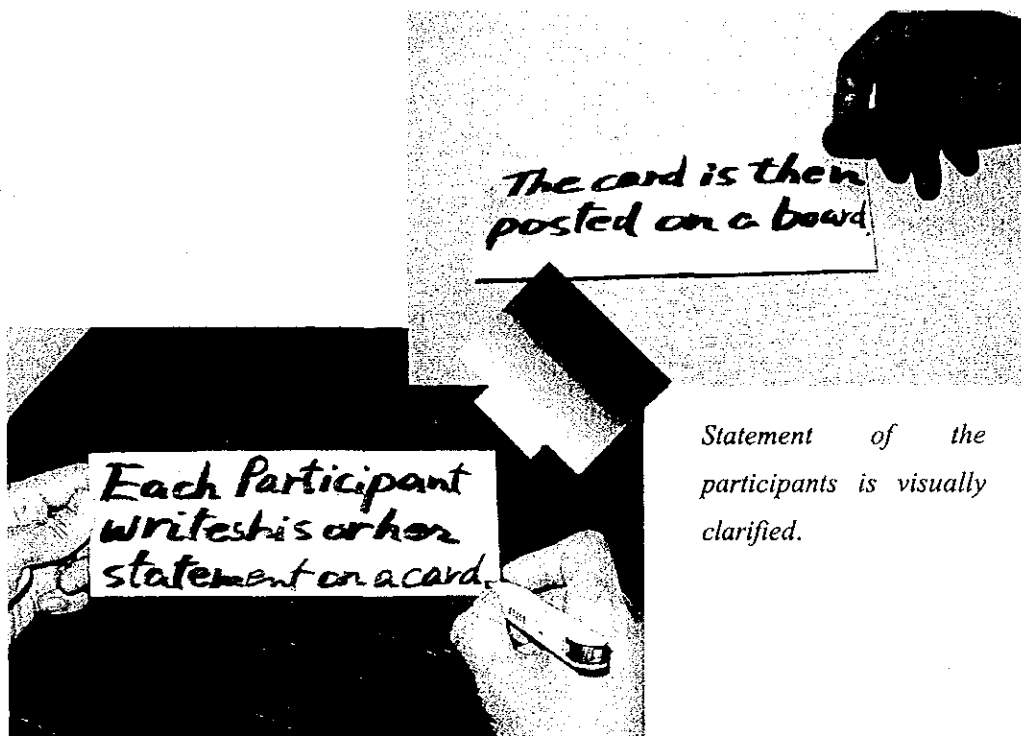
The micro-planning workshop is presided over by a professional chairperson called a moderator. The moderator is an expert in coordinating and promoting discussion, and thus supports micro-planning. Each participant is required to write his or her statement on a card, which is then posted on a board to visually clarify the statement, and all participants participate in the analysis as a team. To expedite the discussion, all participants are required to obey the following rules.

RULES OF MICRO-PLANNING WORKSHOP

1. Write your own statement on a card.

2. Write only one statement in a full sentence per card.

3. Make your statement brief and specific.

4. Stick to the facts and avoid abstractions and generalisations.

5. Write your statements on the cards before discussing them.

6. Do not remove a card from the board before a consensus is obtained.

7. Do not ask who wrote a particular card.

Visualisation

District Planning Officer

Other District Officers

Moderator

Headteacher

Village Leader

District Education Officer

Consultant

Ward Executive Officer

Ward Education Coordinator

Micro-planning Workshop

The card is then posted on a board

Each Participant writes his or her statement on a card.

Statement of the participants is visually clarified.

The nature of the Micro-planning clearly requires the positive cooperation of the participants. Participants should take a leading role in planning a micro-plan, while the moderator must remain neutral and should not voice an opinion regarding the content of the cards.

If discussion of certain topic becomes prolonged, the participants are required to write their opinions on cards for coordination. When necessary, the moderator may use the "traffic sign" cards shown on the next page to direct the participants to the next step.

Micro-plan is formulated through active discussion in a workshop.

TRAFFIC SIGN CARDS

? Discussion of this matter is required at a later stage.

INFO Lack of information requires this be investigated further.

Disagreement, conflict, or controversy exists.

STOP No further discussion or analysis is needed.

THE NATIONAL TARGET

The micro-plan should be drafted by the participants of the workshop with the district and ward authorities. However, it is also necessary to refer targets of basic education at national level. Such national targets are defined in BEMP (Basic Education Master Plan) and other documents produced by MoEC as follows:-

---

Objectives stated in BEMP (Basic Education Master Plan)
- *To raise completion rate for Standards I-VII to 80%.*
- *To assure 85% gross enrolment rate*
- *To strengthen policy/planning, management and monitoring capacity at central, regional, district and school levels, consistent with Government policy for greater ministerial organisation/efficiency, and civil service and local government reform policies and plans,*
- *To optimising the use of existing resources, including strategies that increase non-salary/salary spending ratios and targets a greater share of public, community and donor-financed assistance on quality-raising measures.*

National Minimum Standard for Educational Inputs

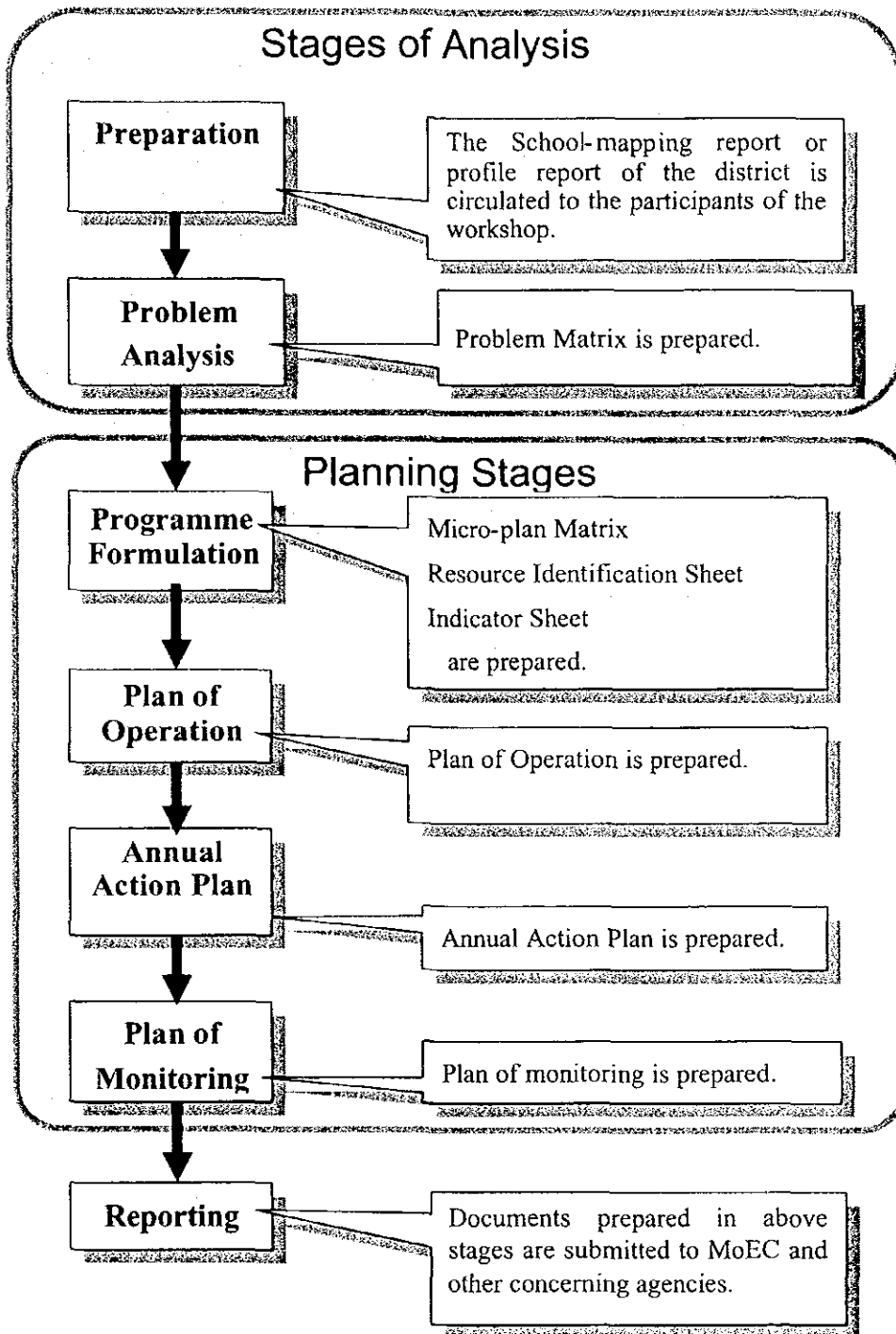| Resource Item	National Minimum Standard
Classrooms	1 per 53 pupils
Desks	1 per 3 pupils
Blackboards	1 per classroom
Staff houses	1 per teacher
Classroom tables	1 per classroom
Classroom chairs	1 per classroom
Office Tables	1 per teacher
Office chairs	1 per teacher
Toilet pits	1 per 25 pupils (boys), 1 per 20 pupils (girls)
Cupboards	1 per classroom
Stores	1 per school
Libraries	1 per school
Textbooks	1 per 3 pupils per subject per grade
Syllabi	1 per subject
Teachers' Guides	1 per subject
Teachers	1 per 45 pupils
Frequency of School Inspection	One time for every two years
Headteachers' Qualification	Grade A trained teacher
Teachers' Qualification	50% Grade A teachers per school

SECTION 2
PROCEDURE OF MICRO-PLANNING
MAIN STEPS OF MICRO-PLANNING

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 Plan of Monitoring.

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 Plan of Operation are formulated showing the components of the micro-plan in detail. At the end, a Plan of Monitoring is formulated showing how to monitor the implementation of the micro-plan.

MAIN STEPS OF MICRO-PLANNING

Stages of Analysis

Preparation → The School-mapping report or profile report of the district is circulated to the participants of the workshop.

Problem Analysis → Problem Matrix is prepared.

Planning Stages

Programme Formulation → Micro-plan Matrix

Resource Identification Sheet

Indicator Sheet

are prepared.

Plan of Operation → Plan of Operation is prepared.

Annual Action Plan → Annual Action Plan is prepared.

Plan of Monitoring → Plan of monitoring is prepared.

Reporting → Documents prepared in above stages are submitted to MoEC and other concerning agencies.

STEP 1
PREPARATION

Before starting the workshop, necessary and sufficient information for designing the micro-plan of the district must be shared among the participants. For this purpose, the district education officer (DEO) should draft sketchy report on the profile of the basic education in the district. The profile report must be circulated to the participants at the workshop.

The profile report would comprises some 10 pages and should state important points in a way easy to understand. The profile report must cover the following items at least. If a report on a recent School-mapping is available, it is ideal as the profile report.

- Geographical location
- Economic, social and cultural status
- Population
- Status of Basic Education Provision
- Projection of School-Age Children in Future

STEP 2
PROBLEM ANALYSIS

Problem Analysis visually represent the causes and effects of existing problems pertaining to the basic education in the form of a problem tree and a Problem Matrix. This process begins with selection of a Core Problem. The tree is then expanded downward as the causes of the problem are identified.

1. PARTICIPATION ANALYSIS

As the first step of the Problem Analysis, the participants of micro-planning workshop identify all stakeholders (individuals, groups, organisations and institutions) likely to be affected by the implementation of the micro-plans, and analyse their roles and potentials for improving the basic education. This is called a Participation Analysis which helps the participants to conduct the following stages (problem identification, programme formulation etc.) from various points of view. These stakeholders would be MoEC, funding agencies, the School Mapping experts, the district leadership team and finally the local community representatives from wards and schools.

HOW TO CONDUCT PARTICIPATION ANALYSIS

1. List on cards all individuals, groups, organisations, and institutions related to the basic education in the targeted district.

2. Sort the card by category. The following are examples of the categories.

  -Beneficiaries: Groups likely to benefit from the implementation of the expected micro-plan.

  -Decision-makers: Groups with decision-making authority.

  -Implementing agencies: Groups who can implement the expected micro-plan.

  -Funding agencies: Groups who can bear expenses.

  -Negatively affected people: People likely to be negatively affected by the expected micro-plan.

  -Supporting groups: Groups likely to cooperate with the expected micro-plan.

EXAMPLE: PARTICIPATION ANALYSIS

BENEFICIARIES	DECISION-MAKERS	IMPLEMENTING AGENCIES	NEGATIVELY AFFECTED PEOPLE	SUPPORTING GROUPS
School-age children	District government	District government	Parents of school-age children	NGOs
Pupils		Schools	Out of school children	International Organisations
Teachers		School committees		
Parents of school-age children		Wards		
Out of school children		Villages		

2. IDENTIFYING THE CORE PROBLEM

The Core Problem is the starting point for developing a problem tree. With this approach, various problems existing in the basic education are positioned within the problem tree as causes of the Core Problem. To develop a problem tree that extensively covers the all problems concerning the basic education, a comprehensive problem should be selected as the Core Problem, but it need not be the most important problem.

At the Problem Analysis stage, each workshop participant writes on a card the one problem that he or she considers to be the nucleus of the existing problems that face the school-age children in the district. The participants then place the cards on the board in a manner that depicts a cause-effect relationship, while discussing which problems are most appropriate to developing a tree that includes all relevant problems. A consensus is then achieved to identify the one Core Problem. If a consensus can not be reached, one problem is tentatively selected and worked on. Selection of the Core Problem can be taken up again later. Workshop should avoid resorting to a majority vote.

HOW TO WRITE PROBLEM CARDS

1. Indicate *existing problems* only, not theoretical or potential ones.
2. Write only *one problem* per card.
3. Describe the problem in a *sentence*.

Incapability of teachers.	Some teachers are not capable.
AVOID	PREFER

4. Try to avoid expression such as "No (solution or resource) is available." Instead, describe the conditions resulting from the lack or absence of particular resources.

There is no textbook.	Some pupils studies without textbook in classes.
AVOID	PREFER

5. Do not include both the cause and effect of a problem on one card.

School management skill is poor and budget is not mobilised efficiently.	Budget for the school is not mobilised efficiently.
AVOID	School management skill is poor.
	PREFER

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3. DEVELOPING A PROBLEM TREE

After identifying the Core Problem, place the card on the top of the board. Then locate the immediate causes of the Core Problem and place them below the Core Problem card. These are called Direct Causes. Then write the causative problem below the Direct Causes. These are called 2nd Level Causes.

Typically, a problem has several causes. If two or more cards are identified as the causes of the problem and such cards have no cause-effect relationship, place them in parallel. Further, even if a problem appears to have only one cause, look for other causes that may have been overlooked in the analysis process.

When the problem tree is nearly completed, check if the wording is proper, if the cause-effect relationships are adequate, and if the problem tree comprehensively covers the all problems relevant to the basic education.

In the workshop, the profile report produced in the preparation stage provides the necessary information for the analysis. However, sometimes, lack of information may prevent identification of the cause-effect relationship. In this case, use the "INFO" card and identify the matter clearly for later investigation.
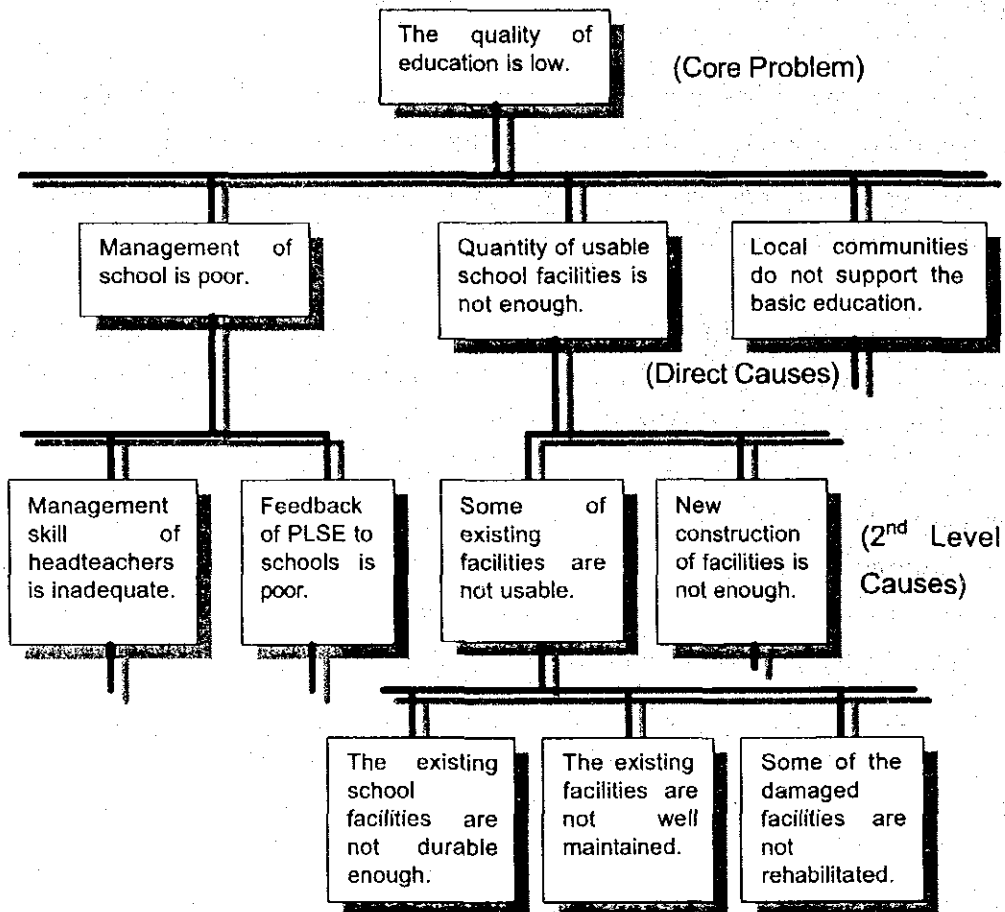
The Problem Tree is eventually submitted to MoEC and other concerned agencies.

The Problem Analysis must comprehensively cover the all problems relevant to the basic education.

EXAMPLE: PROBLEM TREE

[EXAMPLE]

```
                    ┌─────────────────┐
                    │ The quality of  │
                    │ education is low.│   (Core Problem)
                    └─────────────────┘
                             │
   ┌─────────────────────────┼─────────────────────────┐
   │                         │                          │
┌──────────────┐   ┌──────────────────┐   ┌──────────────────────┐
│ Management of │   │ Quantity of usable│   │ Local communities    │
│ school is poor.│   │ school facilities is│  │ do not support the   │
│              │   │ not enough.      │   │ basic education.     │
└──────────────┘   └──────────────────┘   └──────────────────────┘
                             (Direct Causes)
```

| Management skill of headteachers is inadequate. | Feedback of PLSE to schools is poor. | Some of existing facilities are not usable. | New construction of facilities is not enough. | (2nd Level Causes) |

| The existing school facilities are not durable enough. | The existing facilities are not well maintained. | Some of the damaged facilities are not rehabilitated. |

4. PROBLEM MATRIX

After completing the problem tree, the result is summarised into writing as a Problem Matrix, which is eventually submitted to MoEC and other concerned agencies. The following is a format of the Problem Matrix.

Problem Matrix

Name of District: _____   Drafted on:
Core Problem:

Direct Causes	2nd Level Causes

At first, enter the name of the district, date of entry and Core Problem identified in the problem tree, in the designated space in the upper part of the matrix. Then in the matrix enter the Direct Causes, and 2nd Level Causes corresponding for each direct cause which are identified in the problem tree. The causes below the level of 2nd Level Causes in the problem tree are not described in the Problem Matrix, to make the Problem Matrix easy to understand.
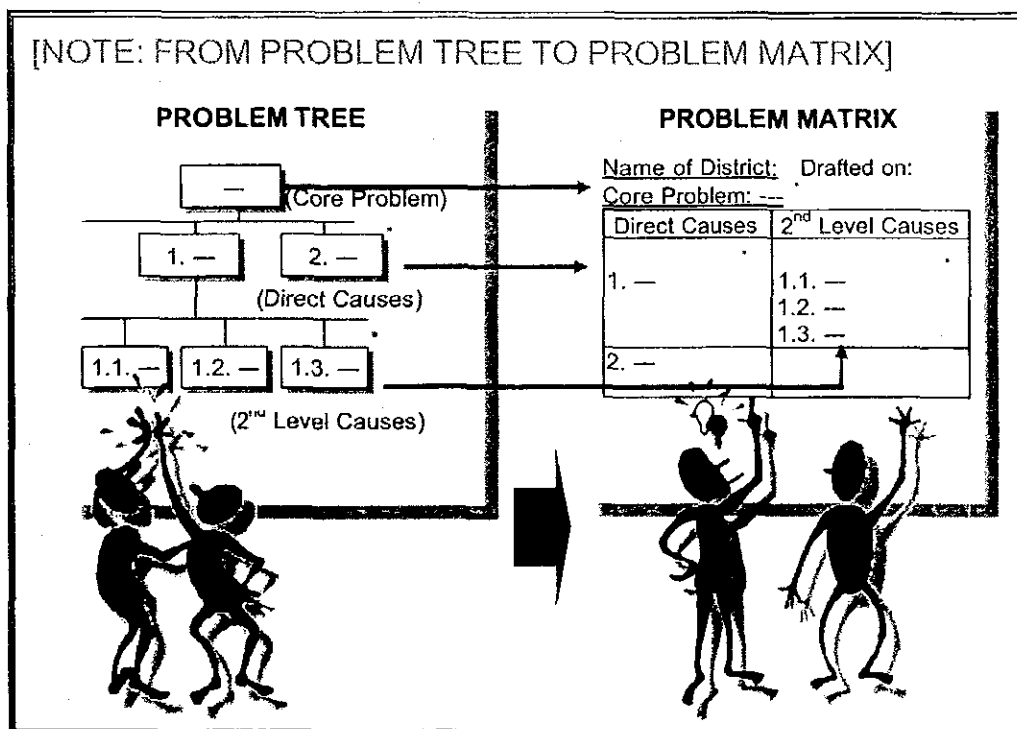
EXAMPLE: PROBLEM MATRIX

Name of District: x District   **Drafted on: 2000/11/4**

Core Problem: The quality of education is low

Direct Causes	2nd Level Causes
1. Management of school is poor.	1.1 Management skill of headteachers is inadequate. 1.2 School committees do not functioning for school management. 1.3 Feedback of PLSE to schools is poor.
2. Quantity of usable school facilities is not enough..	2.1 Overage or damaged facilities are not rehabilitated. 2.2 New construction of facilities is not enough. 2.3 Damaged Furniture in the classrooms are not replaced or rehabilitated.
3. Local communities do not support the basic education.	<The rest is omitted>
----	----

STEP 3
PROGRAMME FORMULATION

1. OBJECTIVES ANALYSIS

Objectives Analysis is a process for identifying the desirable situation that would be attained once problems have been solved, and clarifying the means-end relationship required to attain such conditions. Like the former Problem Analysis, this stage also requires development of a tree.

An objectives tree can be developed from the problem tree by replacing cause-effect relationships with positive means-end ones. The Core Problem and Direct Causes in the problem tree are replaced as a Core Objective and Direct Means respectively.

However, automatically replacing negative conditions with positive ones is not appropriate. Instead, participants should consider the feasibility of each card to determine means and ends. Further, participants have to ensure that the means and ends presented as the desirable conditions are realistic, that all the means are included, and that the micro-plan will not have any adverse effects when implemented.

In forming the lower part of the objectives tree, participants should add cards at least down to the level at which specific means are identified. This is required because participants will meet difficulty in identifying specific activities in the micro-plan if the tree is not fully developed in the downward direction.
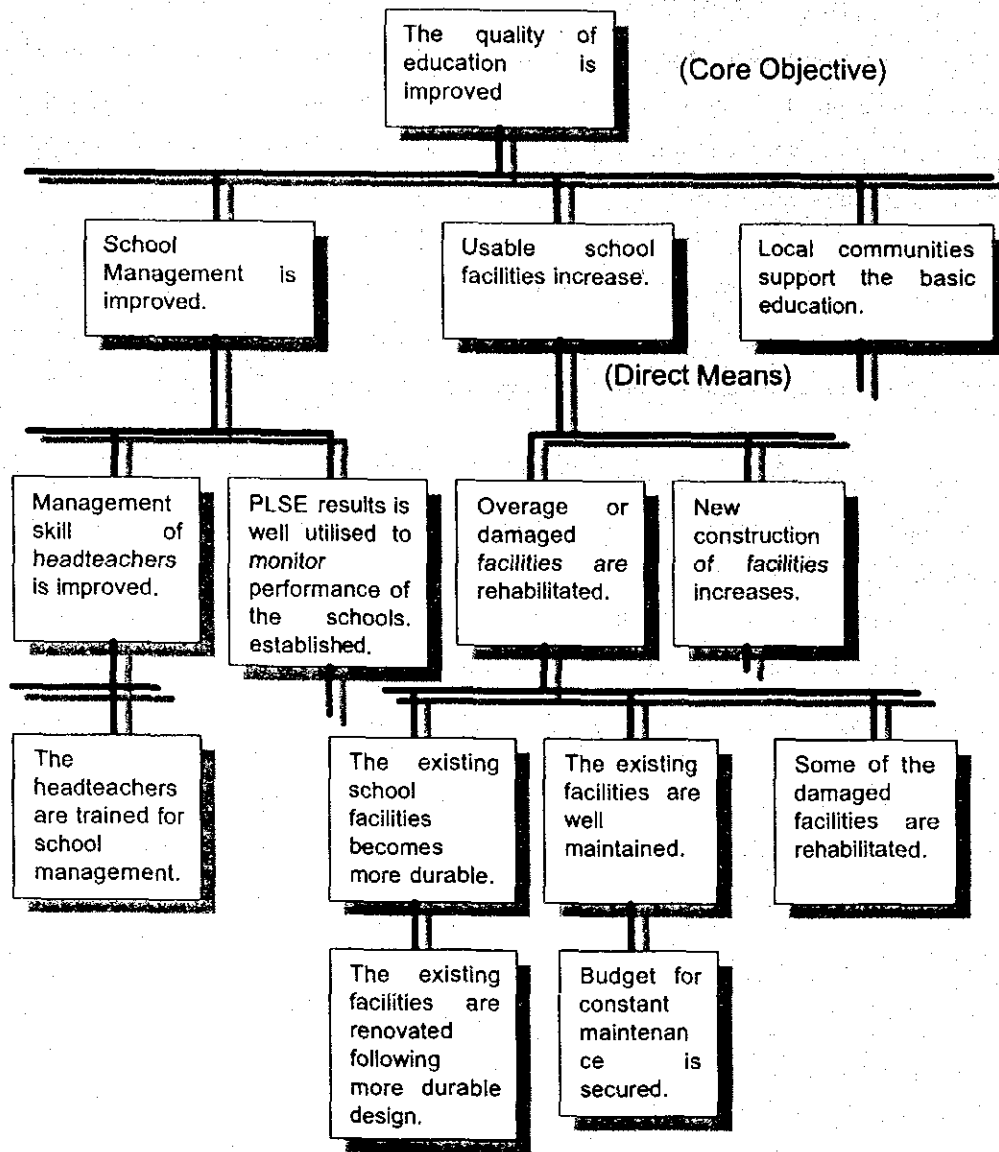

[NOTE]

In conducting the Objective Analysis, ensure that all the means necessary to attain the objectives are covered. If several options are available, list them all. In this case, you can add cards not included in the problem tree.

Similarly, producing a card corresponding to a certain problem can be omitted if deemed unnecessary

---

EXAMPLE: OBJECTIVES TREE

[EXAMPLE]

```
                    ┌─────────────────┐
                    │ The quality of  │
                    │ education is    │   (Core Objective)
                    │ improved        │
                    └─────────────────┘
```

School Management is improved.	Usable school facilities increase.	Local communities support the basic education.

(Direct Means)

Management skill of headteachers is improved.	PLSE results is well utilised to monitor performance of the schools. established.	Overage or damaged facilities are rehabilitated.	New construction of facilities increases.

The headteachers are trained for school management.	The existing school facilities becomes more durable.	The existing facilities are well maintained.	Some of the damaged facilities are rehabilitated.

The existing facilities are renovated following more durable design.	Budget for constant maintenance is secured.

2. MICRO-PLAN MATRIX

Based on the objective analysis, a framework of micro-plan for improving basic education in the district is formulated. The result of the work is summarised to a Micro-plan Matrix, which specifies major components of the micro-plan, i.e. Programme Purpose, Outputs, Activities, Inputs, Verifiable Indicators and Means of Verification. The Micro-plan Matrix is submitted to MoEC and other concerned agencies. The following is a format of the Micro-plan Matrix.

Micro-plan Matrix

Name of District: Duration: Drafted on:

Programme Purpose:

Outputs	Activities	Inputs	Verifiable Indicators of Outputs	Means of Verification

2-1. Information in the Margin

Enter the name of the district, duration of the micro-plan and date of the entry in the designated space in the upper part of the matrix.
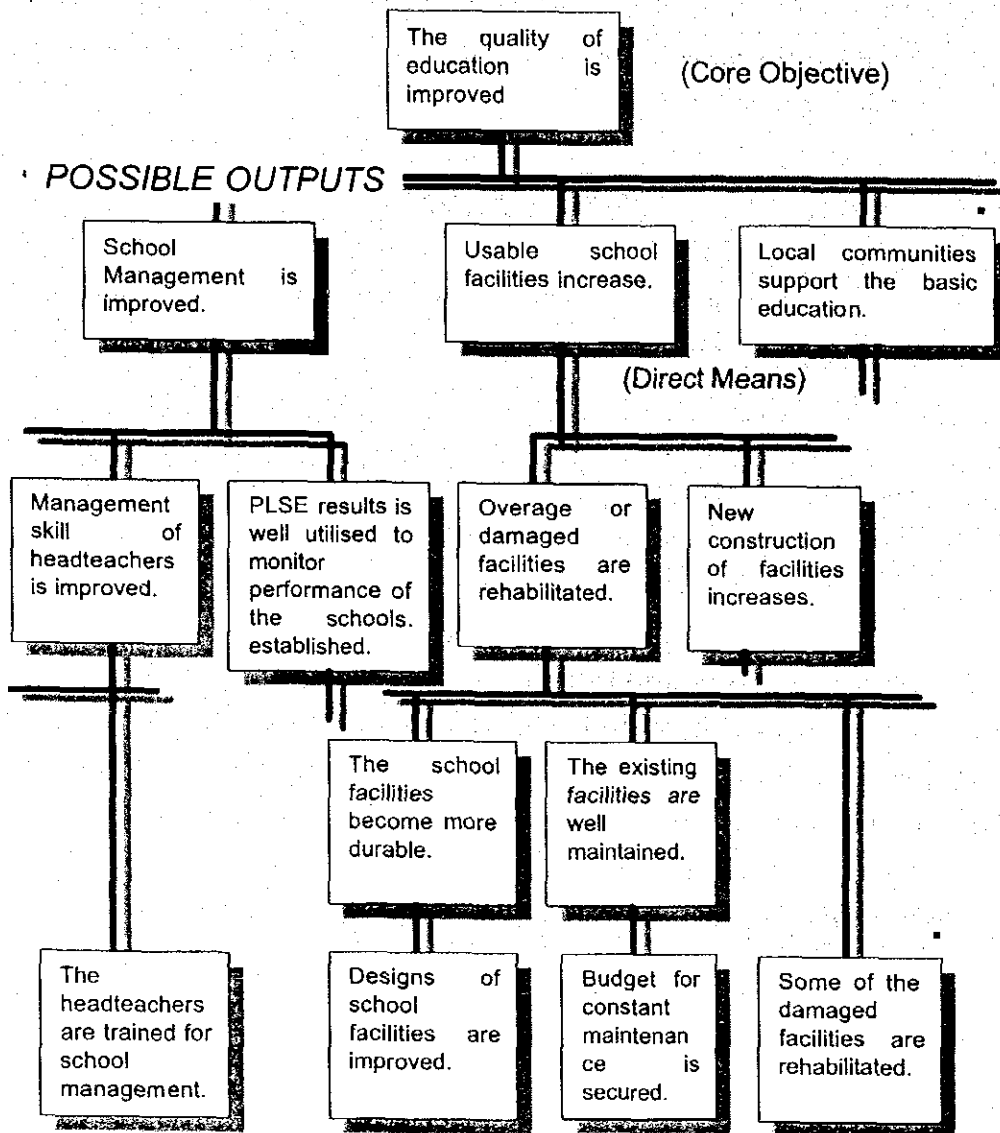
2-2. Setting a Programme Purpose

This is the objective that is expected to be achieved by the time the implementation of micro-plan is completed. Only one Programme Purpose is described in the upper part of the matrix. In most cases the Core Objective identified in the objective tree is taken as the Programme Purpose, as it corresponds to the Core Problem. The Programme Purpose should be described in a full sentence and illustrate the state of achievement.

EXAMPLE: OBJECTIVE TREE AND MICRO-PLAN MATRIX

[EXAMPLE]

POSSIBLE PROGRAMME PURPOSE

| The quality of education is improved | (Core Objective) |

POSSIBLE OUTPUTS

| School Management is improved. | Usable school facilities increase. | Local communities support the basic education. |

(Direct Means)

| Management skill of headteachers is improved. | PLSE results is well utilised to monitor performance of the schools. established. | Overage or damaged facilities are rehabilitated. | New construction of facilities increases. |

| The school facilities become more durable. | The existing facilities are well maintained. |

| The headteachers are trained for school management. | Designs of school facilities are improved. | Budget for constant maintenance is secured. | Some of the damaged facilities are rehabilitated. |

POSSIBLE ACTIVITIES

2-3. Setting Outputs and Their Prioritisation

Outputs are objectives to be realised by the micro-plan in order to achieve the Programme Purpose. Normally, the Direct Means identified in the objective tree are taken as the Outputs, as they correspond to the Direct Causes identified in the problem tree. The Outputs should be described in a sentence and illustrate the state of achievements. In the Micro-Plan Matrix, the Outputs should be arranged and numbered following the order of priority. The way to identify the order of priority is shown in the boxes below.

[NOTE: PROCESS FOR SETTING AND PRIORITISING THE OUTPUTS]

1) Identify all possible Outputs (Direct Means) in the objective tree.

2) Remove Outputs considered difficult to achieve under the district authority.

3) Choose the prioritisation criteria for comparing the Outputs to be examined.
    (example of the prioritisation criteria)

Cost and Inputs:	*How much cost or other inputs are?*
Effectiveness:	*How much the output can contribute to the higher objective (the Programme Purpose)?*
Cost-benefit:	*Can the cost or other inputs be efficiently converted to the Output.*

Needs of residents: How much the need of local residents are satisfied?

Sustainability: Can the Outputs sustain after the micro-plan?

4) Compare and examine each Outputs according to the prioritisation criteria.
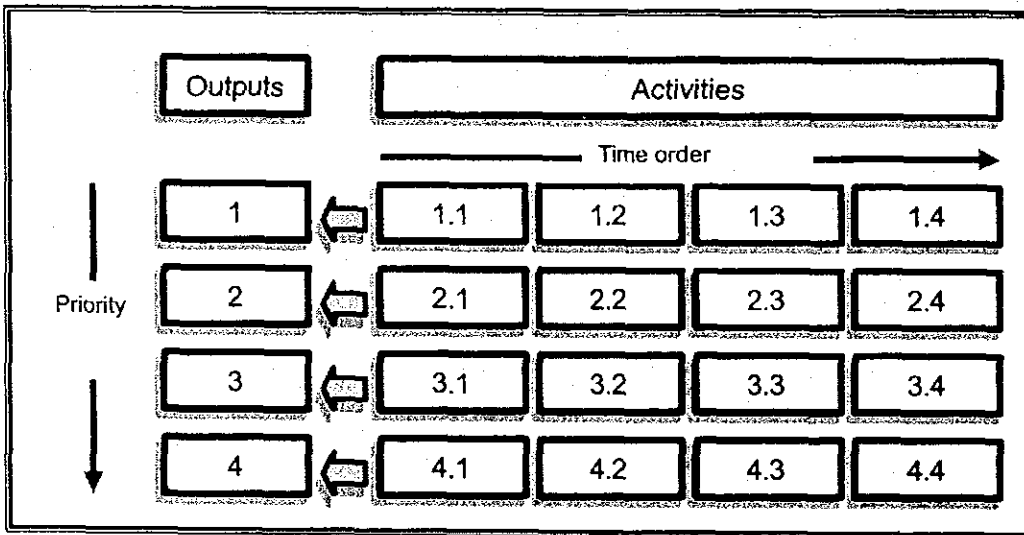   *(example)*

Outputs \ Criterion	School Management is improved.	Usable school facilities increases.	Local communities support the basic education.	------
Cost & Inputs	High	Very high	Low	—
Effectiveness	High (but takes long time)	High	High (but takes long time)	—
Cost Benefit	High	Medium	High	—
Needs of residents	High	High	Low	—

5) Place the Outputs in the order of priority.

2-4. Setting Activities

Activities are specific actions intended to produce the Outputs of the micro-plan by effective use of the Inputs. As a micro-plan involves many diverse activities, it is not necessary to list all the activities in the Micro-plan Matrix; simply specifying major activities necessary to realise each Output is sufficient. Referring to each of the numbered Outputs, add corresponding activities on the right side of them in sequential order, if possible.

Normally, the specific means at the bottom of the objective tree can be taken as the Activities. However, the sentences in the cards must be converted to the sentences beginning with a primitive verb in the Micro-plan Matrix, and illustrating appropriate actions, such as "The existing facilities are renovated..." would be converted as "Renovate the existing facilities...".

Outputs		Activities			
		Time order →			
1	⇐	1.1	1.2	1.3	1.4
2	⇐	2.1	2.2	2.3	2.4
3	⇐	3.1	3.2	3.3	3.4
4	⇐	4.1	4.2	4.3	4.4

Priority (arrow downward, on left of the matrix)

EXAMPLE: PROGRAMME PURPOSE, OUTPUTS AND ACTIVITIES IN A MICRO-PLAN MATRIX

.... x District   Duration: 2001/1/1-2005/12/31   <u>Drafted on: 2000/11/5</u>

<u>Programme Purpose: The quality of education is improved</u>

Outputs	Activities	Inputs	Verifiable Indicators of Outputs	Means of Verification
1. School management is improved.	1.1 Train the headteachers for school management. 1.2 Hold workshops and seminars to train managerial capacity of the school committees. 1.3 Establish evaluation scheme performance of schools by results of PLSE.			
2. Usable school facilities increase.	2.1 Rehabilitate existing classrooms and other school facilities with following more durable design. 2.2 Secure a budget for constant maintenance of school facilities. 2.3 Construct new classrooms and other school facilities. 2.4 Repair damaged furniture 2.5 Provide new furniture			
3. Local communities support the basic education.	<The rest is omitted>			

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2-5. Resource Identification

The Activities identified in the Micro-plan Matrix imply necessary Inputs, i.e. personnel, equipment, and costs required for the Activity set. At the same time, to design a feasible micro-plan, the Inputs must be within the limit of the available resources. Then, here in this stage, the participants of the workshop need to identify the resources available for implementation of the micro-plan The available resources includes existing and potential resources from different sources (schools, villages, wards, the central government etc.).

The Resource Identification Sheet is prepared in this stage. This document is also eventually submitted for the MoEC and other concerned agencies. The following is a format of the Resource Identification Sheet.

Resource Identification Sheet

Type of resource	Source	Amount	Certainty	Use

The participants write a resource that can be mobilised for the duration of the micro-plan, and fill it in the left column of a Resource Identification Sheet. Then write its source and amount in the right columns. In case if any in-kind or personnel resources are available, they must be also described.

Sometimes an accurate estimation of availability of some specific resources is difficult. Then, a certainty of availability of each resource should be described in the forms of high/ moderate/ low in the "Certainty" column. The resource with low certainty can not be taken as an essential Input in the micro-plan in the following stage. Also, if the use of a resource is limited to a specific purpose, that should be described in the "Use" column. Such resource must be taken as an Input consistent with its use, in the following stage.

[NOTE FOR RESOUCE IDENTIFICATION]
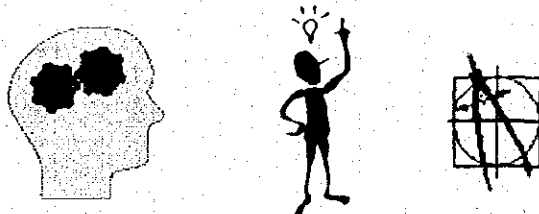
WHAT ARE THE RESOURCES FOR BASIC EDUCATION?

Human Resources from Local Communities, the Government, International Organisations etc.

In-kind Resources from Local Communities, the Government, International Organisations etc.

Financial Resources from Local Communities, Governments, International Organisations etc.

Other Resources, i.e. Information, ideas, expertise etc.

MANY THINGS CAN BE THE RESOURCES.

THE QUESTION IS WHETHER THEY ARE AVAILABLE FOR THE IMPROVEMENT OF THE BASIC EDUCATION IN THE DISTRICT...

EXAMPLE: RESOURCE IDENTIFICATION SHEET

Type of resource	Source	Amount	Certainty	Use
Recurrent Budget	The Ministry of Finance through MoEC	Tsh.***/year	High	Salaries for teachers only.
Recurrent Budget	MoEC	Tsh.***/year	Moderate	General use.
Development Budget	MoEC	Approx. Tsh.***	Moderate	General use.
Financial assistance from UNICEF or JICA	JICA or UNICEF through MoEC	Approx. Tsh.***	Low	The next school mapping and micro-planning only.
Consultant	JICA or UNICEF through MoEC	Approx. 2 man-month	Low	The next school mapping and micro-planning only.
Financial assistance from the Sector Wide Programme.	International Development Partners through MoEC	N/A	Low	General use.
Construction materials	The District Government	Equaling to *** classrooms	High	Construction of classrooms and other school facilities only.
Budget from UPE fees	Schools	Approx. Tsh.*** (total of the district)	High	Improvement of their own schools only.
Construction materials	Villages (donation from the villagers)	N/A	Low	Construction of classrooms and other school facilities in their own villages only.
<The rest is omitted.>				

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2-6. Setting Inputs

Within the limitation of the available resources identified in the former stage, plans for Inputs needed for each Activity should be drawn up in the right column of the Activity in the Micro-plan Matrix, with considering the personnel, equipment, and costs required for the Activity set. Before calculating costs for the activity, each district should fill in the unit cost of required items for the activity referring to the MOEC estimation. All Inputs needed for each activity must be described and they are numbered following the number of the Activity.

On the one hand, the Activities set in the Micro-planning matrix define the necessary Inputs for the Activities, on the other hand, the resource availability limits the feasible Activities. Then, feasibility of the Activities in the Micro-plan Matrix should be reviewed and revised if necessary, in the light of the resource identification. In the following example, the Activities are also changed to some extent to focus the limited Inputs on selected schools and wards.

Unit Cost for Input Setting

Items	Unit Cost (MOEC,Tsh)	Unit Cost (District, Tsh)
New Construction		
Teachers' House	8,000,000.00	
Staff Room	5,000,000.00	
Library	7,500,000.00	
Toilets	1,500,000.00	
Water Tank (30m2, reinforce concrete tank)	2,300,000.00	
Store Room		
Rehabilitation		
Teachers' House		
Staff Room		
Library		
Toilets		
Water Tank		
Store Room		
Furniture		
Desk and Chair	75,000.00	
Cupboard with Shelves	100,000.00	
Teachers' Table	40,000.00	

Items	Unit Cost (MOEC,Tsh)	Unit Cost (District, Tsh)
Teachers' Chair	30,000.00	
Blackboard	120,000.00	
Others (Specify)		
Teaching Materials		
Teachers' Guide	3,000.00	
Students' Textbook	3,500.00	
Readers	1,500.00	
Science Kit	340,000.00	
Atlas-Social Studies Primary5-7	3,500.00	
Wall Maps	8,000.00	
Others (Specify)		
Human Resource Development		
Teacher Upgrading		
Head Teacher Training		
Workshop/Seminar at District		
Workshop/Seminar at Ward		
Workshop/Seminar at School		
Others (Specify)		

EXAMPLE: INPUTS IN A MICRO-PLAN MATRIX

Name of District: x District   Duration: 2001/1/1-2005/12/31   Drafted on: 2000/11/5

Programme Purpose: The quality of education is improved

Outputs	Activities	Inputs	Verifiable Indicators of Outputs	Means of Verification
1. School management is improved.	1.1 Select 20 schools as targets for improving school management. 1.2 Train the headteachers of the target schools for school management. 1.3 Hold a seminar and workshops to train managerial capacity of the school committees of the target schools. 1.4 Establish evaluation scheme of school performance by results of PLSE.	1.1 DEO for investigating appropriate target schools. 1.2.1 Training fees. 1.2.2 DEO for arrangement of training courses. 1.3.1 DEO for coordination and WECs in charge of the target schools. 1.3.2 Costs for holding a seminar 1.3.3 Costs for workshops. 1.4.1 Necessary information from NECTA. 1.4.2 DEO, WECs		
2. Usable school facilities increase.	2.1 Select 20 wards as targets for increasing usable school facilities. 2.2 Rehabilitate *** classrooms, *** toilets, *** other rooms of the schools in the target wards. 2.3 Construct *** classrooms, *** toilets, *** other rooms of the schools in the target wards. 2.4 Secure a budget for constant maintenance of school facilities in the target wards. 2.5 Repair damaged furniture in the target wards. 2.6 Provide new furniture in the target wards.	2.1 DEO and District Engineer for investigating appropriate target schools. 2.2.1 District Engineer for designing the renovation. 2.2.2 Construction fee for private constructors 2.2.3 Cooperation of wards' residents for construction work. 2.3 Same as 2.2.1-2.2.3. 2.4 Costs for maintenance 2.5.1 Costs for repair 2.5.2 Wards' residents for repair work. 2.6 Same as 2.2.1-2.2.3.		
<The rest is omitted>				

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2-7. Setting Verifiable Indicators

As the last step of the programme formulation, Verifiable Indicators and Means of Verification are identified. The Verifiable Indicators, which allow measurement of the success of the Programme Purpose and Outputs, should describe "what" will be achieved, to "how much" extent, "by when" at least. The Verifiable Indicators should be objectively verified so that they can serve as monitoring and evaluation criteria in future. The Means of Verification refer to the data source required to verify the Verifiable Indicators.

An Indicator Sheet is prepared as a result of this stage. This document is also eventually submitted to MoEC and other concerned agencies. The following is a format of the Indicator Sheet. The Indicator Sheet shows verifiable indicators corresponding the Programme Purpose and Outputs.
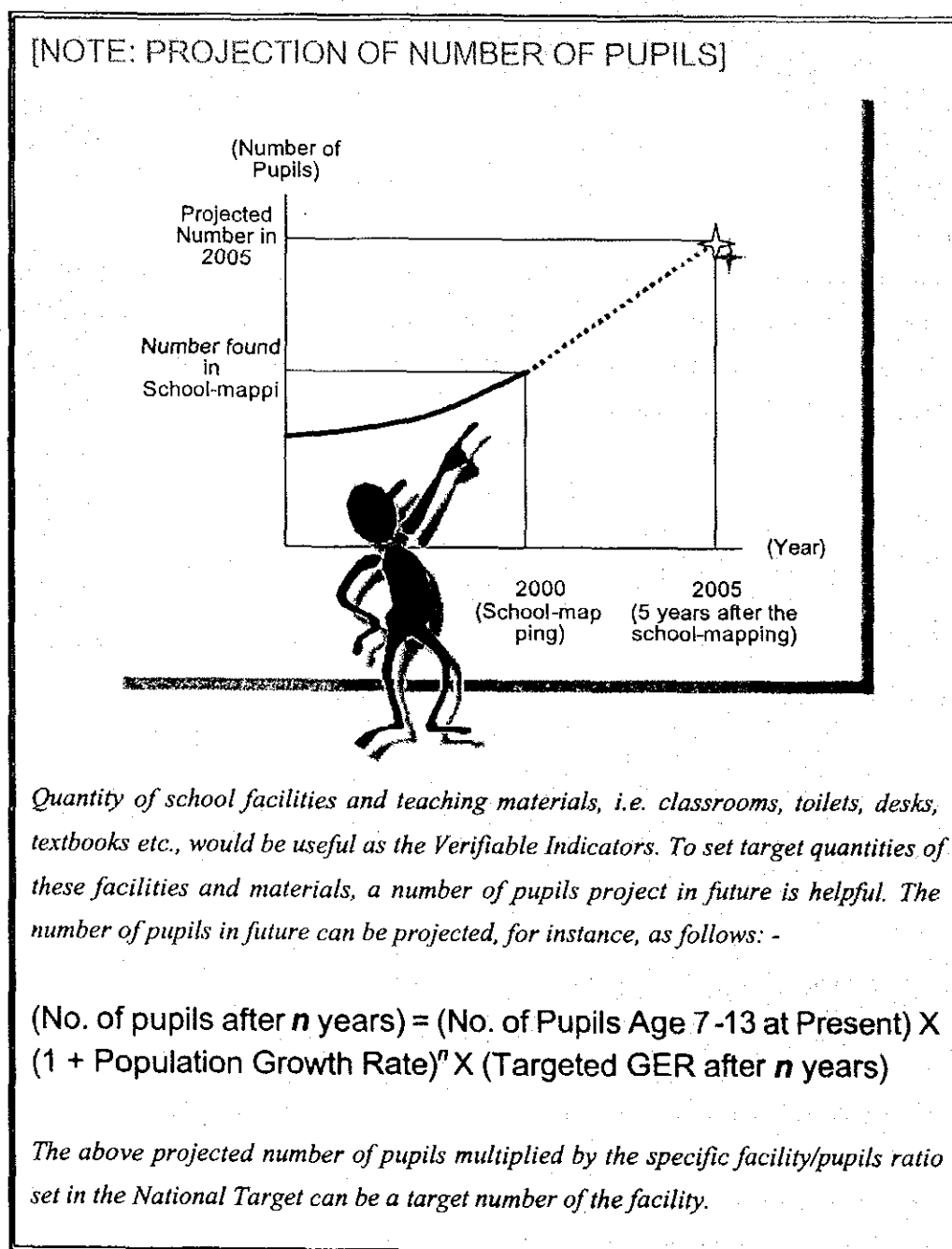
Indicator Sheet

Objectives	Verifiable Indicators		
T	ype of Data	Targeted Quantity and Time	
(Programme Purpose)		Immediate target	Target
(Outputs)			

In the Micro-plan Matrix, only the Verifiable Indicators and Means of Verification of Outputs are described to make it easy to understand. Then the means of verification for each indicator are described.

The example of the Indicator Sheet is shown in the next page. When the participants of the workshop make the Indicator Sheet, they have to refer the National Target as mentioned above in Section 1. In the example, gross enrolment rates (GER) is set as Verifiable Indicators of the Programme Purpose. The target rate of GER has been set in the National Target. If the types of data in the National Target are also used as the Verifiable Indicators in the micro-plan, it is desirable that the target amounts and due dates are equal or better than those in the National Target.

On the other hand, the targets should be realistic and feasible. Then, the participants

should set feasible target amounts, with referring the present states of indicators found in the School-mapping report.

[NOTE: PROJECTION OF NUMBER OF PUPILS]

Quantity of school facilities and teaching materials, i.e. classrooms, toilets, desks, textbooks etc., would be useful as the Verifiable Indicators. To set target quantities of these facilities and materials, a number of pupils project in future is helpful. The number of pupils in future can be projected, for instance, as follows: -

(No. of pupils after *n* years) = (No. of Pupils Age 7-13 at Present) X (1 + Population Growth Rate)^n X (Targeted GER after *n* years)

The above projected number of pupils multiplied by the specific facility/pupils ratio set in the National Target can be a target number of the facility.

Name of District: x District   Duration: 2001/1/1-2005/12/31   Drafted on: 2000/11/5

Objectives	Verifiable Indicators		
	Type of Data	Targeted Quantity and Time	
(Programme Purpose)		Immediate target	Target by the end of the programme (2005)
The quality of education is improved.	Gross Enrolment Rate (GER)	80% by 2002 as the average of the 20 wards in the lowest position at present.	90% as the district average.
	Net Enrolment Rate (NER)	65% by 2002 as the average of the 20 wards in the lowest position at present.	70% as the district average.
	Standard I-VII Completion Rate	75% by 2002 as the average of the 20 wards in the lowest position at present.	80% as the district average.
	Standard VII Examination Success Rate.	More than 80% every year (2001-2005)	
(Output 1) School management is improved.	Managing capacity of each headteacher	Assured by the school committee with using the evaluation form, once a year.	
	Managing capacity of each school committee	Assured by the district government with using the evaluation form, once a year.	
	School funds with proper accounting	Established at all schools by 2005.	
(Output 2) Usable school facilities increase.	Pupils/Classroom Ratio	xxx P/C by 2002 in the target wards.	xxx P/C as the district average.
	Number of Classrooms	xxx classrooms by 2002 in the target wards.	xxx classrooms in the district.
	Pupils/Desk Ratio	xxx P/D by 2002 in the target wards.	xxx P/D as the district average.
	Number of Desks	xxx desks by 2002 in the target wards.	xxx desks in the district.
	Pupils/Toilet Ratio	xxx P/T by 2002 in the target wards.	xxx P/T as the district average.
	Number of Toilets	xxx Toilets by 2002 in the target wards.	xxx Toilets in the district.
<The rest is omitted>			

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EXAMPLE: MICRO-PLAN MATRIX (COMPLETED)

Name of District: x District   Duration: 2001/1/1-2005/12/31   Drafted on: 2000/11/5

Programme Purpose: The quality of education is improved

Outputs	Activities	Inputs	Verifiable Indicators of Outputs	Means of Verification
1. School management is improved.	1.1 Select 20 schools as targets for improving school management. 1.2 Train the headteachers of the target schools for school management. 1.3 Hold a seminar and workshops to train managerial capacity of the school committees of the target schools. 1.4 Establish evaluation scheme of school performance by results of PLSE.	1.1 DEO for investigating appropriate target schools. 1.2.1 Training fees. 1.2.2 DEO for arrangement of training courses. 1.3.1 DEO for coordination and WECs in charge of the target schools. 1.3.2 Costs for holding a seminar 1.3.3 Costs for workshops. 1.4.1 Necessary information from NECTA. 1.4.2 DEO, WECs	1.a Managing capacity of each headteacher is assured by the school committee with using the evaluation form, once a year. 1.b Managing capacity of each school committee is assured by the district government with using the evaluation form, once a year. 1.c All school committees will establish their own school funds with proper accounting by the end of the programme.	1.a The evaluation reports on headteachers. 1.b The evaluation reports on the school committees. 1.c Accounting reports of the school funds.
2. Usable school facilities increase.	2.1 Select 20 wards as targets for increasing usable school facilities. 2.2 Rehabilitate *** classrooms, *** toilets, *** other rooms of the schools in the target wards. 2.3 Construct *** classrooms, *** toilets, *** other rooms of the schools in the target wards. 2.4 Secure a budget for constant maintenance of school facilities in the target wards. 2.5 Repair damaged furniture in the target wards. 2.6 Provide new furniture in the target wards.	2.1 DEO and District Engineer for investigating appropriate target schools. District Engineer for designing the 2.2.1 schools. 2.2.2 renovation. 2.2.3 Construction fee for private constructors 2.3 Cooperation of wards' residents for construction work. 2.4 Same as 2.2.1-2.2.3. 2.5.1 Same as 2.2.1-2.2.3. 2.5.2 Costs for maintenance 2.6 Costs for repair Wards' residents for repair work. Same as 2.2.1-2.2.3.	2.a xxx classrooms will be usable and Pupils/Classroom Ratio will be xxx by 2005 in the district. 2.b xxx desks will be usable and Pupils/desk Ratio will be xxx by 2005. 2.c xxx toilets will be usable and Pupils/Toilet Ratio will be xxx by 2005 in the district.	2.a Data from BEST. -2. BEST. c Data from the next school mapping.
<The rest is omitted>				

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STEP 4
PLAN OF OPERATION

Once the Micro-plan Matrix which shows a framework of the micro-plan is formulated, then more detailed plan describing implementation methods of the micro-plan has to be designed. Hence a Plan of Operation (PO) has to be prepared, based on the Micro-plan Matrix. This plan describes the activities to be undertaken each year of the micro-plan period. Its main components include activities to be undertaken; implementing agency; personnel required; items required; cost and its sources for each Activities. An example of the Plan of Operation is shown in the next page. The Plan of Operation is also submitted to MoEC and other concerned agencies.

In a Plan of Operation, the all Activities described in the Micro-plan must be listed at first in the left column. Then, a name of Implementing Agency responsible for the implementation of each activity is described. All human resources, material resources and financial resources required for each activity are also described in the columns of Required Personnel, Items required and Cost respectively. The source of the financial resources should also be described in the column of Source. After that, implementation schedule of the Activity is also clarified.

[NOTE]

The required resources (Personnel Required, Items Required and Cost) in the Plan of Operation must be compatible with the Inputs in the Micro-plan Matrix, and also must be within the limitation of the available resources stated in the Resource Identification Sheet.

EXAMPLE: PLAN OF OPERATION

Drafted on: 2000/11/5

ACTIVITIES		IMPLEMENTI NG AGENCY	PERSONNEL REQUIRED	ITEMS REQUIRED	COST	SOURCE	YEARS				
							2001	2002	2003	2004	2005
1.1	Select 20 schools as targets for improving school management.	District	DEO for investigating on target schools	School mapping report			■				
1.2	Train he headteachers of the target schools for school Management.	District, schools	DEO for arranging the training courses	Appropriate training courses at TRCs, NGOs etc.	Tsh.*** Tsh.***	Schools District	■	■			
1.3	Hold a seminar and workshops to train managerial capacity of the school committees of the Target schools.	District, Schools	DEO, DPO and members of the committees.	Meeting room and stationaries	Tsh.*** Tsh.***	District Schools	■	■			
1.4	Establish evaluation scheme of school performance by results of PLSE.	District		Cooperation by NECTA	Tsh.***	District				■	
2.1	Select 20 wards as targets for increasing usable school facilities	District	DEO for investigating on target wards.	School mapping report			■				
2.2	Rehabilitate *** classrooms, *** toilets, *** other rooms of the schools in the target wards.	Schools, wards		Construction materials and labour if available	Tsh.*** Tsh.***	Schools Local communities	■	■			
2.3	Construct *** classrooms, *** toilets, *** other rooms of the schools in the target wards.	Schools, wards		Construction materials and labour if available	Tsh.*** Tsh.***	Schools Local communities			■	■	■
2.4	Secure a budget for constant maintenance of school facilities in the target wards.	Schools, wards			Tsh.*** Tsh.***	Schools Local communities		■	■	■	■
2.5	Repair damaged furniture in the target wards.	Schools, wards		Materials and labour if available	Tsh.*** Tsh.***	Schools Local communities	■	■			
2.6	Provide new furniture in the target wards.	Schools, wards		Materials and labour if available	Tsh.*** Tsh.***	Schools Local communities			■	■	■
<The rest is omitted.>											

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STEP 5
ANNUAL ACTION PLAN

From the Plan of Operation for coming five years discussed above, the Annual Action Plan is derived. The Activities planned in the target year, should be listed in the Annual Action Plan. The resources (items and costs) mobilised in the target year only are described in detail. Then, the schedule of the Activity for each quarter or the target year is described. An example of the Annual Action Plan is shown in the next page. The Annual Action Plan is also submitted to MoEC and other concerned agencies.

EXAMPLE: ANNUAL ACTION PLAN

Drafted on: 2000/11/5

ACTIVITIES		IMPLEMENTING AGENCY	PERSONNEL REQUIRED	ITEMS REQUIRED	COST	SOURCE	QUARTERS (2001)			
							Q1	Q2	Q3	Q4
1.1	Select 20 schools as targets for improving school management.	District	DEO for investigating on target schools	School mapping report			▬▬▬			
1.2	Train he headteachers of the target schools for school Management.	District, schools	DEO for arranging the training courses	Appropriate training courses at TRCs, NGOs etc.	Tsh.***	Schools: UPE fee			▬▬▬	
1.3	Hold a seminar and workshops to train managerial capacity of the school committees of the Target schools .	District, Schools	DEO, DPO and members of the school committees.	Meeting room and stationaries	Tsh.***	Schools: UPE fee			▬▬▬	
2.1	Select 20 wards as targets for increasing usable school facilities	District	DEO for investigating on target wards.	School mapping report			▬▬▬▬			
2.2	Rehabilitate *** classrooms, *** toilets, *** other rooms of the schools in the target wards.	Schools, wards		Construction materials and labour if available	Tsh.*** Tsh.***	Schools Local communities			▬▬▬	
2.5	Repair damaged furniture in the target wards.	Schools, wards		Materials and labour if available	Tsh.*** Tsh.***	Schools Local communities			▬▬▬	
	<The rest is omitted.>									

STEP 6
MONITORING PLAN

Monitoring is to examine the degree of programme implementation and to reformulate the plan if necessary. The achievement level of the Activities, Outputs and Programme Purpose are reviewed in the monitoring. To play this role effectively, there has to be a Monitoring Plan. An example of the Monitoring Plan is shown in the next page. The Monitoring Plan is also submitted to MoEC and other concerned agencies.

The Monitoring Plan should indicate the Activities, Outputs and Programme Purpose whose achievement must be monitored, as well as a target of each activity and the Verifiable Indicators of the Outputs and Programme Purpose. Also, the person who will collect information and report, and timing and frequency of reporting are indicated. Then, the person who will analyse and make decisions with getting the report is identified.

The Monitoring Plan should indicate the Activities, Outputs and Programme Purpose whose achievement must be monitored, as well as a target of each activity and the Verifiable Indicators of the Outputs and Programme Purpose. Also, the person who will collect information and report, and timing and frequency of reporting are indicated. Then, the person who will analyse and make decisions with getting the report is identified.

EXAMPLE: MONITORING PLAN

Name of District: x District　Duration: 2001/1/1-2005/12/31　Drafted on: 2000/11/5

Programme purpose/ Outputs	Type of Data	Targets/ Verifiable Indicators		Person in charge of collecting data and reporting	Timing and Frequency of reporting	Person making the judgement with the report
		Immediate Target	Target by the end of the programme			
Programme Purpose: The quality of education is improved	Gross Enrolment Rate (GER)	80% by 2002 as the average of the 20 wards in the lowest position at present.		Headteachers and WECs of the target wards,	2001/1/1-2002/12/31. Quarterly.	DEO, DPO, DED
			90% as the district average.	DED collecting data of BEST from MoEC.	2001/1/1-2005/12/31. Annualy.	DED, DPO, DED
	Net Enrolment Rate (NER)	80% by 2002 as the average of the 20 wards in the lowest position at present.		Headteachers of the wards, WECs.	2001/1/1-2002/12/31. Quarterly.	DEO, DPO, DED
			70% as the district average.	DED collecting data of BEST from MoEC.	2001/1/1-2005/12/31. Annualy.	DED, DPO, DED
	Standard I-VII Completion Rate	80% by 2002 as the average of the 20 wards in the lowest position at present.		Headteachers of the wards, WECs.	2001/1/1-2002/12/31. Quarterly.	DEO, DPO, DED
			80% as the district average.	DED collecting data of BEST from MoEC.	2001/1/1-2005/12/31. Annualy.	DED, DPO, DED
	Standard VII Examination Success Rate.	More then 80% every year		DED collecting data from NECTA.	2001/1/1-2005/12/31. Annualy.	DED, DPO, DED
Output 1: School Management is improved.	Managing capacity of each headteacher	Assurance by the school committee with using the evaluation form.		School Committees.	2001/1/1-2005/12/31. Yearly.	DED, DPO, DED
	Managing capacity of each school committee.	Assurance by the district government with using the evaluation form.		WEC.	2001/1/1-2005/12/31. Yearly.	DEO, DPO, DED
	School funds with proper accounting.	Established at all schools by 2005.		WEC.	2001/1/1-2005/12/31. Yearly.	DEO, DPO, DED
Output 2: Usable school facilities increase	Pupil/ Classroom ratio	xxx P/C by 2002 in the target wards.		Headteachers and WECs of the wards,	2001/1/1-2002/12/31. Quarterly	DEO, District Engineer, DPO, DED
			xxx P/C as the district target.	WECs, Inspection Officers of the district government.	2001/1/1-2005/12/31. Yearly.	DEO, District Engineer, DPO, DED
<The rest is omitted.>						

SECTION 3
Reporting

After completing whole steps stated above in the workshop, the facilitator put the outcomes of the Micro-planning workshop in writing as a Micro-planning Report, then submit it to MoEC and other concerned agencies.

The format of the Micro-planning report is shown in the following pages.

FORMAT OF THE MICRO-PLANNING REPORT

Executive Summary(1 page)

   (Describe summary of the micro-plan based on the Micro-plan Matrix and other documents.)

1. Process of the Micro-planning (2-4 pages)

   1.1 Outline of the Micro-planning Workshop (less 1 page)

   (Describe the venue, time etc. of the workshop.)

   1.2 Daily Schedule of the Workshop (1 page)

   1.3 A list of Participants (1-2 pages)

2. Problems Identified in the Basic Education (3-5 pages)

   2.1 Summary (1 page)

   (Describe in sentences the summary of the Problem Matrix.)

   Example:

   Through the problem analysis in the workshop, the Core Problem of the basic education in this

   x district was identified as "The quality of education is low". Then, the Direct Causes of the

   Core Problem were identified as follows:-

   1) Management of school is poor.

   2) Quantity of usable school facilities is not enough..

   3) Local communities do not support the basic education....

   2.2 Problem Matrix (2-4 pages)

   (Attach the Problem Tree produced in the workshop here.)

   2.3 Problem Matrix (2-4 pages)

   (Attach the Problem Matrix derived from the Problem Tree here.)

3. Framework of the Micro-plan (9-18 page)

   3.1 Summary (1-2 pages)

   (Describe in sentences the summary of the Micro-plan Matrix, Resource Identification Sheet and

   Indicator Sheet)

Example:

The Programme Purpose of the micro-plan is "The quality of education is improved." As verifiable indicators of the Programme Purpose, Gross Enrolment Ratio (GER), Net Enrolment Ratio (NER), Standard I-VII Examination Success Ratio and Standard VII Examination Success Ratio are identified. Target GER is 80% as the average of 20 wards in the lowest position by 2002, and 90% as the district average by 2005. Target NER is 65% as the average of the 20 wards in the lowest position by 2002, and 70% as the district average by 2005. Target Standard I-VII Examination Success Ratio is 75% as the average of the 20 wards in the lowest position by 2002, and 80% as the district average by 2005. Target Standard VII Examination Success Ratio is 80% every year (2001-2005)

Available resources during the coming 5 years for the micro-plan are identified. The financial resources with high-moderate certainty of mobilisation are the recurrent budget from the MoEC for teachers Salaries (Tsh. ***/year), recurrent budget from the MoEC for general use (Tsh. ***/year) and development budget from the MoEC for general use (Approx. Tsh. *** in the 5 years). The material resources with high-moderate certainty of mobilisation are...

In the micro-plan, 7 Outputs are planned as means necessary for achieving the above Programme Purpose. Output 1 is "School Management is improved." Output 2 is "Usable school facilities increase."...

3.2. Micro-plan Matrix (4-8 pages)

(Attach the Micro-plan Matrix produced in the workshop here.)

3.3. Prioritisation of Outputs (1-2 pages)

(Attach the result of prioritisation of the outputs here.)

3-4. Resource Identification Sheet (2-4 pages)

(Attach the Resource Identification Sheet produced in the workshop here.)

3-5. Unit Cost for Input Setting (1-2 pages)

(Attach the Unit Costs estimated in the workshop here.)

3-6. Indicator Sheet (2-4 pages)

(Attach the Indicator Sheet produced in the workshop here.)

4. Plan of Operation (3-6 pages)

(Attach the Plan of Operation produced in the workshop here.)

5. Annual Action Plan (2-4 pages)

(Attach the Annual Action Plan produced in the workshop here.)

6. Monitoring Plan (3-6 pages)

(Attach the Monitoring Plan produced in the workshop here.)

APPENDIX 8:

PRELIMINARY QUESTIONNAIRE AND

POST QUESTIONNAIRE

Type A (Preliminary Questionnaire)

District Name _____

Table A shows the information on education in a certain district. All data were collected at the beginning of school year. (The number of dropout and repeated pupils are those from the previous year.) Please answer the following questions from Q1 to Q7.

1. Calculate Net Enrolment Ratio of year 1998.

2. Calculate Gross Enrolment Ratio of year 2000.

3. Calculate Dropout Rate of year 1999.

4. Calculate Repetition Rate of year 2000.

5. Calculate teacher-pupil ratio in year 2001.

6. Calculate classroom-pupils ratio in year 2000.

1
2
3
4
5
6

7. How many teachers are necessary to attain teacher-pupil ratio 1:30 in 2001 ?

7

Table A

Year the data were collected.	1998	1999	2000	2001
No. of children (age 7-13)	1,000	1,100	900	1,000
No. of enrolled pupils from Std.I-VII (all age)	1,200	1,000	900	1,200
No. of enrolled pupils from Std.I-VII (age 7-13)	800	900	800	900
No. of drop out pupils	15	24	10	18
No. of repeated pupils	24	36	20	27
No of teachers	24	25	30	20
No. of classrooms	10	12	15	15

District Name _____

Table A shows the information on education in a certain district. All data were collected at the beginning of school year. (The number of dropout and repeated pupils are those from the previous year.) Please answer the following questions from Q1 to Q7 .

1. Calculate Net Enrolment Ratio of year 1998.

2. Calculate Gross Enrolment Ratio of year 2000.

3. Calculate Dropout Rate of year 1999.

4. Calculate Repetition Rate of year 2000.

5. Calculate teacher-pupil ratio in year 2001.

6. Calculate classroom-pupils ratio in year 2000.

1
2
3
4
5
6

7. How many teachers are necessary to attain teacher-pupil ratio 1:30 in 2001 ?

7

Table A

Year the data were collected.	1998	1999	2000	2001
No. of children (age 7-13)	1,000	1,100	900	1,000
No. of enrolled pupils from Std.I-VII (all age)	1,200	1,000	900	1,200
No. of enrolled pupils from Std.I-VII (age 7-13)	800	900	800	900
No. of drop out pupils	15	24	10	18
No. of repeated pupils	24	24	20	27
No of teachers	24	25	30	20
No. of classrooms	10	12	15	15