

CHAPTER 2:
SUMMARY OF MICRO-PLANS

2. SUMMARY OF MICRO-PLANS

2.1 Ilala Municipality

2.1.1 Overall Target

The purpose of the micro-plan is to achieve the following statement: **“attendance rates for potential school-age children is improved”**. Verifiable indicators of program progress include the Gross Enrolment Ratio (GER) (I-VII) and Net Enrolment Ratio (I-VII) (NER). Verifiable target indicators by the year 2002 are as follows:

To raise the NER from 65% to 75% by the year 2002, and 90% by the year 2005.

To reduce the GER from 131% to 115% by the year 2002, and 110% by the year 2005.

2.1.2 Available Resources

Available financial resources for the upcoming five years for the micro-plan, are identified in this section. Those with a high/moderate chance of securing include financial (recurrent and development budget) resources from the Central Government, district sources, as well as NGOs, religious institutions, donors, and parents. The budget from the treasury for teacher salaries is Tsh..... 2,500,000.00 in 2001, while the development budget from the Treasury for general use is 2,500,000,000/= in the five years. A total of Tsh..... 11,075,000,000/= is expected for these five years. Material resources with a high/moderate certainty of mobilisation from the community are obtainable through self-help. Human resource inputs include security, labour, etc.

2.1.3 Strategy to Attain Targets

In the micro-plan, the following seven (7) outputs are planned as means for achieving the aforementioned programme objectives.

Increase in the number of school facilities.

Increase in the availability and quantity of learning materials.

Improvement in willingness of parents to send children to school.

Increase in the number of qualified teachers.

Improvement in motivation of pupils to attend classes.

Improvement in willingness of parents to pay school fees.

Improvement in working morale of teachers.

Output	1. Increase in the number of school facilities
Activities	1.1. Improve collection of school funds 1.2. Build classrooms 1.3. Rehabilitate classrooms 1.4. Build toilets 1.5. Build staff houses 1.6. Build new schools
Output	2. Increase in the availability and quantity of learning materials
Activities	2.1. Purchase text books 2.2. Purchase exercise books, as well as reference and supplementary books 2.3. Stabilise the syllabus 2.4. Maintain the existing materials through binding (rebinding) and repair 2.5. Train teachers in materials management
Output	3. Improvement in willingness of parents to send children to school
Activities	3.1. Sensitise the school committee 3.2. Sensitise the parents on the importance of enrolment 3.3. Foster good relationships between teachers and parents
Output	4. Increase in the number of qualified teachers
Activities	4.1. Train teachers in management courses 4.2. Send teachers to in-service training 4.3. Conduct up-grading course for grade C/B teachers 4.4. Employ "Grade A" teachers
Output	5. Improvement in motivation of pupils to attend classes
Activities	5.1. Provide lunch to pupils 5.2. Maintain playing grounds 5.3. Improve sports activities/facilities in schools 5.4. Improve school band
Output	6. Improvement in willingness of parents to pay school fees
Activities	6.1. Sensitise parents regarding school usage of funds 6.2. Improve control of funds 6.3. Improve transparency in usage of school funds 6.4. Raise good academic performance
Output	7. Improvement in working morale of teachers
Activities	7.1. Improve salary-paying system 7.2. Pay teachers fringe benefits 7.3. Encourage community to appreciate the work of the teachers

2.2 Kinondoni Municipality

2.2.1 Overall Target

The purpose of the micro-plan is to achieve the following statement: **“most school-age children receive adequate education”**. As verifiable indicators of the program, the Gross Enrolment Ratio (GER) and the Net Enrolment Ratio (NER) have been identified. A target goal for GER is 100% (as a municipal average), by the end of the programme (2005). An immediate target for NER is 50% by 2003 as an average of the eight wards with the lowest existing NERs (Mbezi, Mikocheni, Hananasif, Bunju, Makumbusho, Mbweni, and Kijitonyama). A subsequent target for NER is 90% (as a municipal average) by the end of the programme (2005).

2.2.2 Available Resources

Available resources during the upcoming five years for the micro-plan are identified in this section. The financial resources with a high-moderate certainty of mobilisation include the recurrent budget from the MoEC for teacher salaries (Tsh..... 15 billion), the development budget of the Municipal Council for construction of school facilities (Tsh..... 375 million), the government subsidies from the MoEC for purchasing teaching and learning materials (Tsh..... 905 million), and the financial assistance from development agencies such as JICA, CIDA, UNICEF, DANIDA (Tsh..... 20 billion). As a materials resource, construction materials donated from the communities and villages (worth Tsh..... 18 billion) are also expected.

2.2.3 Strategy to Attain Target

As means necessary of achieving the above Programme, five outputs are identified as follows:

- Existence of a sufficient number of schools for all school-age children.
- Assurance of good number of qualified teachers.
- Assurance of good number of qualified teachers.
- Improvement in learning and teaching materials (i.e. textbooks, supplementary books, exercise books, science kits, furniture, etc.).
- Parents encourage to send their children to school.

Output	1 Existence of a sufficient number of schools for all school-age children
Activities	1.1 Secure land and plots for the eight new schools 1.2 Secure funds for building of the eight new schools 1.3 Construct the eight new schools in Bunju, Mbezi, Mbweni, Kunuduchi, Goba, Kimara, Hananasif 1.4 Construct 32 staff houses. 1.5 Construct 16 toilet units.

	<p>1.6 Construct 533 classrooms in the existing schools in Mwanamyamala, Kinondoni, Makuburi, Mabibo, Goba, Mbrahati, Hananasif, Mbezi, and other wards.</p> <p>1.7 Secure school boundaries for 20 schools</p> <p>1.8 Maintain existing school buildings</p> <p>1.9 Renovate 50 existing staff houses</p> <p>1.10 Renovate 300 classrooms</p>
Output	2. Assurance of good number of qualified teachers
Activities	<p>2.1 Construct three more teacher resource centres</p> <p>2.2 Equip TRCs</p> <p>2.3 Identify teachers to be trained</p> <p>2.4 Identify training needs of teachers</p> <p>2.5 Train teachers</p>
Output	3. Assurance of good number of qualified teachers
Activities	<p>3.1 Provide adequate training resources to head teachers and school committee members</p> <p>3.2 Select personnel to undergo training</p> <p>3.3 Identify training needs</p> <p>3.4 Train head teachers and school committees in managerial skills</p> <p>3.5 Improve communication system in education sector (between MoEC, REO, MEO, WEOs, schools and communities)</p> <p>3.6 Set by-laws to make parents pay school fees/dues</p> <p>3.7 Inspect schools at least twice per year</p>
Output	4. Improvement in learning and teaching materials (i.e. textbooks, supplementary books, exercise books, science kits, furniture, etc.)
Activities	<p>4.1 Conduct seminar and meeting for community</p> <p>4.2 Secure funds for purchasing school furniture</p> <p>4.3 Motivate school committees and parents to contribute school furniture</p> <p>4.4 Purchase furniture to the schools</p> <p>4.5 Encourage interested parties to contribute school materials</p> <p>4.6 Secure funds for purchasing learning and teaching materials</p> <p>4.7 Provide teaching and learning materials.</p> <p>4.8 Encourage the use of local materials for teachers to make teaching aids.</p>
Output	5 Parents encourage to send their children to school
Activities	<p>5.1 Secure funds for community education i.e. preparation of leaflets</p> <p>5.2 Educate community on the importance of education</p> <p>5.3 Impose by-laws to discourage child labour.</p>

2.3 Temeke Municipality

2.3.1 Overall Target

The purpose of the micro-plan is to achieve the following statement: “**the quality of school facilities and equipment is improved**”. The programme includes classroom construction and rehabilitation. Other activities include school environment preparation such as construction of toilets, establishment of wells for rural schools, provision of textbooks and teaching-learning materials, training for teachers and school committee members, as well as the development alternative education for talented students and the establishment of such type of schools.

2.3.2. Available Resources

Available resources during the upcoming five years for the micro-plan are identified in this section. The financial resources with a high certainty of mobilisation include the recurrent budget from the MoEC for teacher salaries (Tsh..... 50 million) and the house rental allowance for teachers working in rural schools. The development budget from the MOEC, Ministry of Finance, Ministry of Local Government and the Municipal Council is earmarked for the construction/rehabilitation of school facilities (Tsh..... 100 billion), with government subsidies from the MoEC utilised for purchasing teaching and learning materials (Tsh..... 20 million). Other financial resources originate from the development partners (JICA and UNICEF) and are intended for textbook supplies as well as the continuation of school mapping and micro-planning activities (Tsh..... 20 million). As a material resource, construction materials donated from the communities and villages (worth Tsh..... 40 billion) are also expected.

2.3.3 Strategy to Attain Target

As a strategy to attain the above objectives, the following nine outputs are identified:

- Rehabilitation of 100 classrooms.
- Construction of 1,905 classrooms.
- Provision of 250 toilets to schools with the greatest need.
- Provision of “safe” water facilities for 30 selected primary schools.
- Construction of 45 staff rooms.
- Provision of 5,718 desks to accommodate school pupils.
- Distribution of 1,020,000 textbooks.
- Provision of teacher upgrading programme for 985 teachers.
- Establishment of an equal number of teachers in all schools.
- Training of school committee members on their prospective roles.
- Establishment of documentation centres.
- Development of potential talent of pupils.
- Identification of child-friendly schools.

Output	1. Rehabilitation of 100 classrooms
Activities	<p>1.1 Municipal team to identify classrooms to be rehabilitated based on the results of school mapping and the requisition from the school committees</p> <p>1.2 Municipal Engineer to make a detailed plan including cost analysis for school rehabilitation</p> <p>1.3 Rehabilitation to be undertaken by private contractors and communities themselves (for cost effectiveness).</p> <p>1.4 Supervision/monitoring/ evaluation will be done by municipal team.</p>
Output	2. Construction of 1,905 classrooms
Activities	<p>2.1. Municipal team to identify construction location for classrooms based on the results of school mapping and the requisition from the school committees.</p> <p>2.2. Municipal engineer to make a detailed plan including cost analysis for school construction.</p> <p>2.3. Construction to be undertaken by private contractors and the communities themselves (for cost effectiveness).</p> <p>2.4. Supervision/monitoring/evaluation to be done by the municipal team.</p>
Output	3. Provision of 250 toilets to schools with the greatest need
Activities	<p>3.1 Identify schools to be prioritised for toilet construction.</p> <p>3.2 Municipal Engineer to make a detailed cost analysis for toilet construction</p> <p>3.3 Construct toilets in the identified schools</p> <p>3.4 Supervise/monitor/evaluate all activities</p>
Output	4. Provision of "safe" water facilities for 30 selected primary schools
Activities	<p>4.1 Select 30 primary schools in rural and urban areas for construction of water wells</p> <p>4.2 Train head teachers of the target schools for water management</p> <p>4.3 Municipality team to mobilise the school committees and communities</p> <p>4.4 District water engineer to provide tools and equipment</p> <p>4.5 District water engineer to convey effective techniques to the school committees and communities</p> <p>4.6 School committees to undertake construction starting on a self-help basis</p> <p>4.7 Establish evaluation scheme of water performance</p>
Output	5. Construction of 45 staff rooms
Activities	<p>5.1 Municipal team to identify the schools slated for addition of 45 staff rooms as a result of school mapping and school committees.</p> <p>5.2 Municipal engineer to make a detailed plan including cost analysis for staff-room construction.</p> <p>5.3 Supervise/monitor/evaluate all activities undertaken by the municipal team.</p> <p>5.4 Municipal team to write the project report.</p>

	5.5 Municipal team and donor to review some project activities. 5.6 Review programme
Output	6. Provision of 5,718 desks to accommodate school pupils
Activities	6.1 Select primary schools to be provided with the 5,718 desks. 6.2 WECs (WECs), Ward Executive Officers (WEOs) and head teachers to identify the required number of desks in each school. 6.3 WEC to organise the school committee to purchase the necessary number of desks. 6.4 Municipal team to supervise/monitor/evaluate all activities. 6.5 Make report on programme (project)
Output	7. Distribution of 1,020,000 textbooks
Activities	7.1 Municipal education staff to make a detailed cost analysis. 7.2 Municipal education staff to advertise the teacher for supply of textbooks. 7.3 Municipal office to purchase textbooks. 7.4 Municipal education officers and MEO to distribute textbooks to school. 7.5 Municipal education staffs to follow and monitor activities.
Output	8. Provision of teacher upgrading programme for 985 teachers
Activities	8.1 WECs to identify teachers with Grade III B/C and IIIA. 8.2 WECs to sensitise teachers on up-grading courses so as to improve their education qualities. 8.3 Municipal officers and Teachers Resource Centres to identify problems in different topics/subjects and to plan the workshop/ seminars. 8.4 Municipal office to hold workshops/seminars for teachers. 8.5 Monitor/evaluate activities.
Output	9. Establishment of an equal number of teachers in all schools
Activities	9.1 MEO to identify shortage of teachers at school level. 9.2 MEO to distribute an equal number of teachers within the municipality. 9.3 MD to motivate teachers who are in rural areas by providing transport allowance and water for instance. 9.4 MD in collaboration with MoEC to employ 80 teachers per annum
Output	10. Training of school committee members on their prospective roles.
Activities	10.1 Municipality office to estimate budget for training. 10.2 Municipality to prepare training and to identify facilitators. 10.3 Train 56 school committee members for one day 10.4 Evaluate/monitor all activities.
Output	11. Establishment of documentation centres
Activities	11.1 Train two documentation specialists. 11.2 Train 56 teachers and 24 WECs on data collection. 11.3 Purchase two computers and one photocopier. 11.4 Install equipment and internet connection

Output	12. Development of potential talent of pupils
Activities	12.1 Select 30 schools (20 from urban and 10 from rural areas) as targets for developing individual talents. 12.2 Teachers from selected schools to identify pupils with special talents (i.e. academic, sports and culture). 12.3 Train WECs, head teachers and teachers from the selected schools on how to organise and develop them according to their talents. 12.4 Municipality to establish two centres. 12.5 Implement the plan.
Output	13. Identification of child-friendly schools.
Activities	13.1 Identify ten model schools for the programme. 13.2 Collect data from schools, regarding school profile and pupil profiles. 13.3 Familiarise stakeholders on the concept of child-friendly schools through seminars and workshop. 13.4 Prepare action plans. 13.5 Evaluate/monitor all activities.

2.4 Arusha Municipality

2.4.1 Overall Target

The purpose of the micro-plan is to achieve the following statement: "education delivery is adequate". The following were identified as verifiable indicators: Gross Enrolment Rate (GER), Net Enrolment Rate (NER), Std. 7 Examination Pass Rate, adult illiteracy, and out-of-school children. The target GER is 120% by 2002 (the average of 2 wards in the lowest position), and 105% by 2005 (the municipal average). The target NER is 65% by 2002 (the average of five wards in the lowest position), and 70% by 2005 (the municipal average). The target Std. 7 Exam Pass Rate is 30% by 2005 (the average of five wards in the lowest position by 2005), and 60% by 2005 (the municipal average). The target out rate for out-of-school children is 15% by 2002 (the municipal average) and 5% by 2005. The target adult illiteracy rate is 4% by 2002 (the municipal average), and 2% by 2005.

2.4.2. Available Resources

Available resources during the upcoming five years are identified. The financial resources with a high-moderate certainty of mobilisation include: the recurrent budget from the Ministry of Education and Culture for teacher salaries (Tsh..... 1.4 billion/year), the recurrent budget from the Municipal Council for general use (Tsh..... 25m/year), the development budget from the Municipal Council for school buildings (Tsh..... 6m/year), and the Education Trust Fund from parents and donors for construction of classrooms and furniture, operation of schools for disabled/orphans, development of teachers, and the

construction of teacher houses (Tsh..... 40m/year). In the municipality, the community prefers to contribute financially rather than materially.

2.4.3 Strategy to Attain Target

In the micro-plan, six outputs are planned as necessary means for achieving the above purpose. These are as follows:

- Teachers are motivated.
- Schools facilities have been increased.
- Management skills for head teachers have improved.
- Most schools have a sufficient number of classrooms.
- Pupils are motivated to learn.
- School facilities are maintained.

Classrooms are one part of the school facilities. Participants feel that the shortage of classrooms is a major problem, so it should stand as a direct cause by itself.

Output	1. Teachers are motivated
Activities	1.1 Promote teachers on-time. 1.2 Pay allowances to teachers. 1.3 Improve teacher salaries. 1.4 Increase teacher housing by 30%
Output	2. Schools facilities have been increased
Activities	2.1 Sensitise parents to contribute. 2.2 Increase latrine pits by 25%. 2.3 Increase the number of textbooks by 40%. 2.4 Mobilise parents to construct desks.
Output	3. Management skills for head teachers have improved
Activities	3.1 Promote relationships between teachers and parents. 3.2 Reduce training expenses by introducing cost sharing. 3.3 Train all head teachers. 3.4 Improve teaching performance. 3.5 Utilise teaching time effectively.
Output	4. Most schools have a sufficient number of classrooms.
Activities	4.1 Reduce congestion in classrooms. 4.2 Collect contribution from parents.
Output	5. Pupils are motivated to learn.
Activities	5.1 Provide playgrounds. 5.2 Improve the book-pupil ratio. 5.3 Provide school meals.

	5.4 Mobilise parents to buy uniforms for their children. 5.5 Abolish excessive punishments.
Output	6. School facilities are maintained.
Activities	6.1 Establish workshop for school facilities. 6.2 Train teachers to be masons and carpenters.

2.5 Babati District

2.5.1 Overall target

The purpose of the micro-plan is to achieve the following statement: **“to improve the standard of education in the district”**. The following are the verifiable indicators for the programme: Gross Enrolment Ratio (GER) for Std. 1-7, Net Enrolment Ratio (NER) for Std. 1-7, Primary Education Completion Rate, and Std. 7 Examination (PSLE) Pass Rate. The GER is targeted for 95% by 2005 (the average), while the NER is to be 80% by 2005 (the average). As a means of achieving this goal, the micro-plan aims to establish 30 new schools in the district by 2005. Two of these are to be boarding schools built in pastorals areas. Furthermore, the Std. 7 Exam success rate target is 55% by 2005 (the average for the district), while 25% of pupils will be selected for special schools.

2.5.2 Available Resources

The participants earmarked several resources for inputs in the five-year micro-plan from the recurrent and development budget. It is expected that contributions from the Ministry of Education and Culture as well as other donors, NGOs, communities, and schools will have a moderate-high chance of mobilisation. Most construction work will be supported by manual labour and available material support from the community. Within the recurrent budget, the work will require Tsh..... 904,722,500 for the construction of 250 toilets, Tsh..... 2,023,944,480 for the construction of 894 toilet pits, Tsh.....1,571,138,250 for the construction of 30 new primary schools, Tsh..... 104,790,000 for the construction of Teacher Resource Centres (TRCs) at 21 wards. Other developments are shown in the Resource Identification Sheet in Section 3.3.

Funds for the micro-plan will come from the recurrent budget from the MoEC (teacher salaries), the Recurrent Budget from MoEC (General Use-OC) and the development budget from MoEC over the next five-year period as shown in the table on available resources in Babati District given at the end of Section 3.3. For the final year (2004/2005), the amounts to be received from these three funds are Tsh..... 3,768,960,230, Tsh..... 1,233,320,050, and Shs.3,354,649,790, respectively.

2.5.3 Strategy to Attain Target

As a means for achieving the program objectives, twelve outputs are planned in the micro-plan. These are the means of overcoming the core problem and are shown in the problem matrix. The outputs are identified below:

- Increase in enrolment of school-age children.
- Reduction in dropout rate.
- Provision of proper education to pupils.
- Improved responsibility of teachers in district.
- Provision of school lunch to all pupils.
- Increase in PLSE pass rate.
- Improvement of efficiency in school operation.
- Improvement in physical education and sports.
- Improvement in school building conditions.
- Provision of adequate number of desks in all schools.
- Construct sufficient number of Teacher Resource Centres (TRC) in the district.
- Improvement in social service.

Output	1. Increase in enrolment of school-age children.
Activities	1.1 Build boarding schools for pastoral children 1.2 Build more schools in the district 1.3 Assure that enough classrooms are built 1.4 Rehabilitate the poor classrooms 1.5 Encourage parents to send their children to school 1.6 Improve village management skills 1.7 Encourage school committees to operate 1.8 Mobilize parents to pay school fees 1.9 Educate parents to know/understand their responsibilities in improving education in the district 1.10 Create awareness of the importance of education in pastoral communities
Output	2. Reduction in dropout rate.
Activities	2.1 Encourage parents to send their children to attend school 2.2 Discourage parents from forcing their children into early marriage 2.3 Create good cooperation between teachers and parents 2.4 Encourage school committees to operate properly 2.5 Create conducive environment of learning 2.6 Provide lunch at all schools

	2.7 Encourage parents to take care of their children 2.8 Create boundaries on all school properties
Output	3. Provision of proper education to pupils
Activities	3.1 Pay teachers salaries on schedule 3.2 Increase the number of teachers 3.3 Improve teacher remuneration
Output	4. Improved responsibility of teachers in district.
Activities	4.1 Provide transport to teachers 4.2 Improve teaching environment 4.3 Provide medical facilities to teachers 4.4 Discipline irresponsible teachers 4.5 Reduce the rate of truancy
Output	5. Provision of school lunch to all pupils.
Activities	5.1 Raise the school funds 5.2 Parents to pay school fees 5.3 Schools improve their income 5.4 Parents to contribute to lunch 5.5 Establish income generating activities
Output	6. Increase in PLSE pass rate.
Activities	6.1 Provide proper education to pupils 6.2 Provide teachers with appropriate teachers guides 6.3 Assure sufficient textbooks supply 6.4 Provide enough syllabi in schools 6.5 Distribute teachers evenly among schools 6.6 Provide conducive teaching and learning 6.7 Provide learning and teaching materials for pupils and teachers 6.8 Provide equipment for practical education in schools 6.9 Obtain funds for purchasing learning and teaching materials 6.10 Improve social facilities in schools
Output	7. Improvement of efficiency in school operation.
Activities	7.1 Inspectors to inspect schools regularly 7.2 DEO and WECs to identify problems in school in time 7.3 Provide transport to inspector 7.4 Provide transport to WECS 7.5 Provide transport to head teachers in remote areas 7.6 Provide DEO and inspectors with enough working equipment 7.7 Central Government to allocate funds to the district
Output	8. Improvement in physical education and sports.
Activities	8.1 Provide pupils with physical education 8.2 Provide games coach to all schools 8.3 Provide sports gears to all schools

	8.4 Improve sports grounds 8.5 Give seminars to games coaches
Output	9. Improvement in school building conditions.
Activities	9.1 Build enough classrooms 9.2 Build enough teacher houses 9.3 Build enough toilets in schools 9.4 Build libraries in all schools 9.5 Build rooms for girls in all schools 9.6 Rehabilitate all school buildings in poor condition
Output	10. Provision of adequate number of desks in all schools.
Activities	10.1 Increase the number of desks to sufficient quantity in all schools
Output	11. Construct sufficient number of Teacher Resource Centres (TRC) in the district.
Activities	11.1 Construct enough TRCs in the District
Output	12. Improvement in social service.
Activities	12.1 Provide clean water at all schools 12.2 Build shallow wells 12.3 Provide medical services to schools 12.4 Provide first-aid kits to all schools

2.6 Bukoba District

2.6.1 Overall Target

The purpose of the micro-plan is to achieve the following statement: “**children receive relevant/appropriate education within or/and outside the school system**”. As verifiable indicators of the objective, the Gross Enrolment Ratio (GER) and the Net Enrolment Ratio (NER) have been identified. The target GER is 100% by the end of the programme in 2005 (as district average). An immediate target for NER is 55% by 2003 (the average of the 12 wards with lowest NERs, i.e. Buhendagabo (42), Ishunju (49), Kaibanja (48), Kakunyu (41), Karabagaine (45), Katoro (40), Kibirizi (43), Kyamulaile (37), Nyakato (48) and Ruhunga (34)). Additionally, the target NER is 85% by the end of the programme in 2005 (the district average).

2.6.2 Available Resources

Available resources during the upcoming five years for the micro-plan are identified in this section. The financial resources with a high-moderate certainty of mobilisation include the recurrent budget from the MRALG for teacher salaries (Tsh..... 1.3 billion), the development budget of the District Council itself

for construction of school facilities (Tsh..... 350 million), the government subsidies from the MoEC for purchasing teaching and learning materials (Tsh..... 905 million), and financial assistance from CBF, CIDA, UNICEF, DANIDA (Tsh..... 20 billion). As a material resource, construction materials donated from the communities and villages (worth Tsh..... 18 billion) are also expected. Additionally, communities will pay funds at a rate of Tsh..... 300,000 per classroom, as labour plus locally-contributed building materials are locally available in their vicinities.

2.6.3 Strategy to Attain Target

As table 4.6.1 shows, the micro-plan has identified six outputs as the means for achieving the above mentioned programme purposes. They are as follows:

- Provision of adequate learning infrastructure conducive to all school-age children.
- Provision of sufficient number of responsible teachers.
- Enhancement of education management capacity.
- Provision of improved learning and teaching materials (i.e. textbooks, supplementary books, exercise books, science kits, furniture, etc.).
- Reinforcement of value of sending children to school through perspective of parents.
- Provision of appropriate learning opportunities for out-of-school youth/adults.

Output	1. Provision of adequate learning infrastructure conducive to all school-age children
Activities	1.1 Mobilise funds and other resources for construction, rehabilitation and acquisition of physical facilities. 1.2 Construct 60 classrooms a year for five years 1.3 Rehabilitate 100 classrooms a year for five years 1.4 Make or acquire 1773 two-seater desks a year for five years 1.5 Construct 176 pit-holes (ten per toilet unit). a year for five years 1.6 Purchase 300 tables every year for five years 1.7 Purchase 300 chairs every year for five years 1.8 Purchase 253 cupboards a year for five years 1.9 Establish a maintenance strategy within schools
Output	2. Provision of sufficient number of responsible teachers
Activities	2.1 Construct three additional teacher resource centres 2.2 Train teachers 2.3 Improve teacher remuneration and incentive schemes 2.4 Build teacher houses and offices 2.5 Tighten supervision of teacher performance in schools
Output	3. Enhancement of education management capacity
Activities	3.1 Provide management training (including resource and financial management, school mapping and micro-planning, monitoring and

	<p>management, school mapping and micro-planning, monitoring and evaluation) to District Officials, WECs and WEOs</p> <p>3.2 Expand Task 3.1 to include schools and school committees, emphasising school plans, finance and maintenance of school physical infrastructure</p> <p>3.3 Establish management performance indicators and accompanying incentive schemes</p> <p>3.4 Establish Education Management Information System linked to the National EMIS</p> <p>3.5 Establish a district based Code of Professional Conduct for all educational managers at all levels up to the school level accompanied with a disciplinary code</p>
Output	4. Provision of improved learning and teaching materials (i.e. textbooks, supplementary books, exercise books, science kits, furniture, etc.)
Activities	<p>4.1 Purchase sufficient quantity of textbooks to meet targets established in school mapping report.</p> <p>4.2 Purchase supplementary readers for the library and additional readings</p> <p>4.3 Support a book management and maintenance culture</p> <p>4.4 Establish a book replenishment policy</p> <p>4.5 Encourage interested parties to contribute school materials.</p> <p>4.6 Purchase other learning and teaching materials.</p> <p>4.7 Promote local development of preparatory teaching and learning materials by encouraging local writers and publishers.</p> <p>4.8 Encourage the use of local material for teachers to make teaching aids.</p>
Output	5. Reinforcement of value of sending children to school through perspective of parents
Activities	<p>5.1 Educate community on the importance of education</p> <p>5.2 Council to secure funds for educating community on the importance of education</p> <p>5.3 Impose by-laws to discourage child labour</p>
Output	6. Provision of appropriate learning opportunities for out-of-school youth/adults
Activities	<p>6.1 Prepare/obtain/conduct COBET programmes.</p> <p>6.2 Prepare/obtain/conduct ICBAE programmes</p> <p>6.3 Obtain/conduct REFLECT package</p>

2.7 Dodoma Municipality

2.7.1 Overall Target

The purpose of the micro-plan is the improvement in the standard of basic education. This target may ultimately be shown via the verifiable indicators (by the year 2002) as shown below:

- The three existing wards with the lowest GER to have an average GER of 90%
- The middle eight wards are to have an average GER 100%.
- The remaining seven Wards to have an average NER of 90%.
- By the year 2005, the average GER and NER for the district should be 120% and 100% respectively.

The following are the target completion rates

- In the seven lowest and the remaining eight wards, the rate should be 80% and 90% respectively by 2005.
- The district average should be 95% by 2005.
- The district average pass rate should be 50% and 75% by 2002 and 2005 respectively.

2.7.2 Available Resources

Several resources for input in the five-year micro-plan have been noted. Those with a high/moderate certainty of securing include funds (recurrent and development budget) from the Ministry of Finance, the World Bank, various NGOs, as well as the schools themselves. A total of Tsh..... 3,107,347,299 is expected for the five years as follows below:

SOURCE	RECURRENT		DEVELOPMENT		TOTAL (RES + DEV)	
	2001-2005	Annual Average	2001-2005	Annual Average	2001- 2005	Annual Average
World Bank	-	-	11,112,930,800	222,458,016	1,112,930,800	222,458,016
Govt Budget	74,950,000	14,990,000	278,244,500	55,648,900	353,194,500	70,638,900
NGO's	21,920,000	4,384,000	561,850,000	112,370,000	583,700,000	116,754,000
DMC	103,270,000	20,654,000	96,330,833	19,266,167	199,600,833	39,920,167
Community	-	-	712,333,333	142,466,667	712,333,333	142,466,667
Schools	49,187,000	9,837,400	96,330,833	19,266,167	145,517,833	2,910,357
Total	249,327,000	49,865,400	2,858,019,999	2,858,019,999	3,107,346,999	621,469,400

Other sources with a reasonably high-moderate certainty of mobilisation include human and material resources, mainly obtained from the community through self-help. Human resource inputs range from manual labour, to planning/organisation, to expert/constancy. Material resources on the other hand include locally available materials such as construction materials, facilities, transport etc.

2.7.3 Strategy to Attain Target

As a means for achieving the program objectives, five outputs are planned within the micro-plan. These are a means of overcoming the five problems (district causes) shown in the matrix. These targets are identified below as follows:

- Improvement in school management.
- Expansion of physical facilities.
- Increase in learning/teaching materials.
- Improvement in quality of teaching.
- Systematic modifications to curriculum.

Output	1. Improvement in school management.
Activities	1.1 Train head teachers in school management skills. 1.2 Conduct seminars and workshops for head teachers. 1.3 Train school committees in managerial skills
Output	2. Expansion of physical facilities
Activities	2.1 Construct classrooms. 2.2 Rehabilitate 215 classrooms. 2.3 Construct 340 staff houses. 2.4 Make desks, cupboards, tables and chairs 2.5 Construct toilets. 2.6 Construct storerooms
Output	3. Increase in learning/teaching materials
Activities	3.1 Purchase learning/ teaching materials 3.2 Sensitise the community to contribute financial resources 3.3 Repair damaged learning/ teaching materials
Output	4. Improvement in quality of teaching
Activities	4.1 Provide incentives to teachers. 4.2 Organise in service training for teachers. 4.3 Improvise teaching/learning materials by teachers.
Output	5. Systematic modifications to curriculum
Activities	5.1 Recommend ties in curriculum change.

2.8 Iringa Municipality

2.8.1 Overall Target

The purpose of the micro-plan is to achieve the following statement: **“the enrolment rate of most schools has been raised”**. In the micro-plan, eight outputs are planned as necessary means of achieving the above objectives. As verifiable indicators of the outputs, the Net Enrolment Rate, Transition Rate, availability of classrooms school management, of school facilities, of school performance, and of teaching/learning materials have been identified. The most important objective however is that the enrolment rate should rise to 77% by 2002 and to 82% by 2005. The transition rate should rise to 30% by 2002 and to 50% by 2005. The number of classrooms should rise to 87% by 2003 and 92% by 2005. The immediate target for the transition rate is 30% for the 13 wards, which should then rise to 50% by 2005. The number of classrooms will rise from 87% in 2002 to 92% in 2005.

2.8.2 Available Resources

Available resources during the upcoming five years for micro-planning activities are identified as follows:

Financial Resources

Recurrent Budget from the Central Government	Tsh.....500,000,000
Recurrent Budget from the Municipal Sources	Tsh.....100,000,000
Development Budget from Central Government	Tsh.....100,000,000
Development Budget from Municipal Sources	Tsh.....100,000,000
Donation from Various Agencies	Tsh..... 10,000,000
Others	Tsh..... 1,000,000
Labour Force	Tsh..... 2,000,000
Human Resources.	
Material Resources (i.e. bricks, sand, gravel, stones)	Tsh..... 2,000,000
Construction Materials (i.e. iron sheets, nails, timber)	Tsh..... 3,000,000
School Contributions	Tsh..... 5,000,000

The material resources with a high/moderate certainty of mobilization include iron sheets, cement, timber, bricks, stones, gravel, and sand.

2.8.3 Strategy to Attain Target

As Table 4.4.1 shows, the micro-plan has indicated eight outputs as a means of achieving the aforementioned program objectives. These outputs are as follows:

- Most parents send their children to school.
- Transition rate is increased.
- Number of classes is increased.
- Well-managed schools.
- Pupils are motivated to attend classes.
- School facilities are sufficient.
- Teaching and learning materials are adequate.
- Improved performance in most schools.
- School facilities are sufficient.

Output	1. Most parents send their children to school.
Activities	1.1 Educate the community on the importance of education. 1.2 Educate parents on poverty alleviation strategies. 1.3 Revive adult education classes. 1.4 Remunerate teachers. 1.5 Build more community secondary school. 1.6 Build teacher houses.
Output	2. Transition rate is increased
Activities	2:1 Provide inspections of facilities. 2:2. Develop teaching and learning materials. 2.3. Upgrade IIIB and IIIC Teachers (182 Teachers). 2.4. Provide adequate training to teachers IIIC – IIIA (250 teachers).
Output	3. Number of classes is increased.
Activities	3.1. Mobilise parents to pay school fees. 3.2. Mobilise community to increase contribution to education
Output	4. Well-managed schools.
Activities	4.1. Conduct seminars for teachers. 4.2. Mobilize community to increase contribution education
Output	5. Pupils are motivated to attend classes.
Activities	5.1 Provide lunch. 5.2 Provide basic services in school. 5.3 Provide enough school facilities. 5.4 Provide sports and game activities

Output	6. School facilities are sufficient
Activities	6.1 Provide lunch. 6.2 Provide basic services in school. 6.3 Provide enough school facilities. 6.4 Provide sports and games.
Output	7. Teaching and learning materials are adequate
Activities	7.1 Sensitise the community about the importance of each school to have teaching/learning materials. 7.2 Conduct seminars on how to make teaching/learning materials. 7.3 Educate the community.
Output	8. Improved performance in most schools.
Activities	8.1 Educate the community. 8.2 Educate the community about the importance of improving the school environment.
Output	9. School facilities are sufficient
Activities	9.1 Purchase enough school facilities for our schools. 9.2 Provide management skills through education to teachers on the conservation of the facilities we have. 9.3 Improve management skills through seminars and workshop on community the existing facilities

2.9 Kahama District

2.9.1 Overall Target

The purpose of the micro-plan is to improve the quality of primary education. The Gross Enrolment Ratio (GER), Net Enrolment Ratio (NER), Std. 4 Examination Pass Rate, the Std. 7 Examination Pass Rate, and the in-school pupil illiteracy rate have been identified as verifiable indicators of the objectives. The target GER is 80% by the year 2002 (the average of 20 wards in the lowest position), and 90% by the year 2005 (the district average). The target NER is 60% by 2002 (the average of the 20 wards in the lowest position), and 75% by 2005 (for the district average). The target Std. 4 Examination Success Rate is 50% by 2002 (the average of the 20 wards in the lowest position), and 80% by 2005 (the district average). The target Std. 7 Examination Success Rate is to be 10% by 2002 (the average of the 20 wards in the lowest position), while the target for the district is 35% by the year 2005. The target pupil illiteracy rate is 9% by 2002 (the average of 20 wards in the lowest position) and 2% for the district average by 2005.

2.9.2 Available Resources

The available resources during the five-year micro-plan period are identified in this section. The financial resources with a high-moderate certainty of mobilisation include: the recurrent budget from the Ministry of Education and Culture for teacher salaries (Tsh..... 1.5 billion per year); the recurrent budget from MoEC for general use-purchase of text books (Tsh..... 94 million per year); the recurrent budget from Kahama District Council for transport and procurement of materials (approx. Tsh..... 10 million per year); the development budget from Kahama District Council for construction of school buildings and materials (approx. The. 80 million per year); the UPE fees for school development (approx. The. 100 million per year); and donor support (EFG/DFID) for construction of classroom, toilets, furniture and water tanks (Tsh..... 2 billion per year). Material resources with a high-moderate certainty of mobilisation include construction materials, bills of quantities and infrastructure standard designs.

2.9.3 Strategy to Attain Target

As Table 4.5.1 shows, in the micro-plan, seven outputs are planned as the necessary means for achieving the above programme purpose. These outputs are ordered as follows: (i) attendance of pupils is improved; (ii) curriculum implementation is improved; (iii) infrastructure is improved; (iv) enrolment is increased; (v) the number of teachers in schools is increased; (vi) the amount of furniture is increased; and (vii) school management is improved. Activities which will be undertaken to achieve the above outputs have also been documented.

As part of the micro-plan, the matrix was formulated from the objective analysis, whereby the objective tree had been formed. The formulation of the objective tree was not only automatic by simply replacing the cause-and-effect relationship with positive means-to-an-end, but participants also considered the importance of ensuring the means-to-an-end presented are desirable, realistic, and necessary to achieve the outputs and programme purpose.

Output	1. Attendance of pupils is improved
Activities	1.1 Increase the number of teachers in schools. 1.2 Provide sports and game facilities to schools. 1.3 Provide lunch for pupils. 1.4 Implement rules and regulations on compulsory school attendance.
Output	2. Curriculum implementation is improved
Activities	2.1 Provide relevant textbooks and reference books to all schools. 2.2 Balance the number of teachers in schools. 2.3 Motivate teachers whose schools perform well in PSLE. 2.4 Design a transparent scheme for teacher self-improvement. 2.5 Establish teacher resource centres within each division. 2.6 Provide WECs with transport facilities to enhance follow-up activities. 2.7 Update system to deal with irresponsible teachers

Output	3. Infrastructure is improved
Activities	3.1 Sensitise parents to contribute funds to school. 3.2 Conduct meetings for parents and other stakeholders on school development programmes at each village. 3.3 Train three committee members from 129 schools on school management for three days at each ward. 3.4 Strengthen capacity of three members from each school maintenance team at each ward. 3.5 Rehabilitate school buildings (1080 classes).
Output	4. Enrolment is increased
Activities	4.1 Sensitise parents in 34 wards through meetings on importance of education. 4.2 Identify school-age children. 4.3 Construct schools in 36 villages that presently lack them. 4.4 Increase number of classrooms by 404. 4.5 Implement rules and regulations on school enrolment.
Output	5. Number of teachers in schools is increased
Activities	5.1 Construct 299 teacher houses. 5.2 Rehabilitate 56 teachers' houses. 5.3 Employ ten (10) teachers each year through KDC funds. 5.4 Design and implement attractive incentive packages for teachers. 5.5 Provide transport facilities to teachers.
Output	6. Amount of furnishings is increased
Activities	6.1 Sensitise communities to produce furniture for schools. 6.2 Purchase new furniture through KDC funds. 6.3 Repair furniture at each school. 6.4 Develop a good system for handling furniture. 6.5 Update school maintenance committee for each school
Output	7. School management is improved
Activities	7.1 Train 372 head teachers and assistant head teachers in school management. 7.2 Train 372 school committee members in school management (two from each school (male and female)). 7.3 Establish an evaluation of PSLE performance scheme for schools.

2.10 Lindi Town

2.10.1 Overall Target

The objective of the micro-planning matrix is to improve the quality of education. The verifiable indicators of this programme purpose include the following:

- Std.7 Examination Pass Rate - 40% pass rate by 2002 (the average of four wards in the lowest position at present) and 65% for the district average pass rate;
- Std. 1-7 Gross Enrolment Rate - 80% by 2002 (the average of the five wards where GER is the lowest position at present);
- Net Enrolment Rate (NER) - 50% by 2002 (the average of the five wards in the lowest position at present) and 70% by 2005 (the district average); and
- Std. 7 to Public Secondary Schools - 45% transition rate by 2002 (the lowest wards at present) and 50% transition rate for the district average.

2.10.2 Available Resources

Available resources for the upcoming five years of the micro-plan are identified in this section. The financial resources with a high-moderate certainty of mobilisation include the recurrent budget from MoEC for teacher salaries (amounting to one billion Tsh..... or nearly Tsh..... 200,000,000.00 per year), as well as the development budget from the Ministry of Finance, which could provide Tsh..... 300,000,000.00. This budget is earmarked for construction of teacher houses, classrooms, and cupboards. The development budget from the Prime Minister's Office (expected to be Tsh..... 250,000,000.00) would be utilised for the purchase of learning and teaching materials, as well as general usage.

Other financial resources identified included the recurrent budget from the Town Council of Tsh..... 100,000,000.00, which would be slated general use activities (i.e. training, sensitisation, and mobilisation of parents and communities at large). The budget from parent contributions (worth Tsh..... 100,000,000.00), would facilitate the construction of teacher houses, classrooms, as well as the purchase of stationery. The financial assistance provided by RIPS (Tsh..... 25,000,000.00) would be for rehabilitation of the existing school buildings/classrooms. Part of the UPE contribution/fees (Tsh..... 9,000,000.00) would be spent on construction of new desks as well as rehabilitation of old desks. The remaining part will be for the purchase of exercise books and other types of stationery.

The material resources with a high-moderate certainty of mobilisation include stones, sand, cement, timber, iron sheets, iron bars, nails, furniture, and water. Furthermore, if personnel is included, teachers, technicians, administrators, and engineers can be added.

2.10.3 Strategy to Attain its Target

In the micro-plan, which was formulated by participants in collaboration with the facilitators, seven outputs were planned as necessary means for achieving the objectives of the micro-plan. These outputs are as follows:

- School management is improved.
- Parent's level of awareness towards basic education is improved
- Contribution of funds towards basic education is improved.
- Classrooms in schools are increased.
- Teacher houses are increased.
- Management skills of primary school teachers in maintaining learning/teaching materials are improved.
- Budget for learning/teaching materials in school is increased.

Output	1. School management is improved.
Activities	1.1 Conduct management seminar to the 13 targeted school committees. 1.2 Provide management training for the 13 selected head teachers. 1.3 Train targeted six district education officers in management. 1.4 Formulate follow-up and monitoring plan for the implementation of training management programme.
Output	2. Parent's level of awareness towards basic education is improved.
Activities	2.1 Carry out consultation meetings on how to mobilise and sensitise parents. 2.2 Organise/undertake rally on the importance of basic education to children. 2.3 Print posts on basic education to youths. 2.4 Conduct parents meetings in all 13 wards
Output	Contribution of funds towards basic education is improved.
Activities	3.1 Mobilise parents to raise their income levels. 3.2 Mobilise parents to pay school contributions promptly. 3.3 Mobilise primary schools to expand income-generating activities
Output	Classrooms in schools are increased.
Activities	4.1 Identify schools with classroom shortages. 4.2 Mobilise parents to contribute towards classroom construction. 4.3 Construct seven classrooms.
Output	5. Teacher houses are increased
Activities	5.1 Construct 19 teacher houses in targeted schools/wards by 2002. 5.2 Construct 106 more teachers houses by 2005.
Output	6. Management skills of primary school teachers in maintaining learning/teaching materials are improved.
Activities	6.1 Train all primary school teachers in management of learning/teaching materials

	<p>materials.</p> <p>6.2 Conduct training in preventive maintenance of learning/teaching materials to primary school pupils (standard III – VII).</p> <p>6.3 Improve and/or construct new stores.</p> <p>6.4 Install new cupboards in each classroom.</p> <p>6.5 Develop procurement plans at both district and school levels</p>
Output	7. Budget for learning/teaching materials in school is increased.
Activities	<p>7.1 Town council to formulate effective revenue collection programmes.</p> <p>7.2 Motivate general communities to contribute funds for basic education</p>

2.11 Moshi Municipality

2.11.1 Overall Target

The gross enrolment rate for Moshi Urban is 103%. The district plans to lower this percentage to 90% by the year 2002. By the end of the programme, this figure is supposed to improve to 85%. Moshi Urban has 24 schools. The average pass rate of the district is 43%, but the average of the 10 lowest schools is 22%. The district plans to raise the pass rate of the ten schools to 43% by the year 2002. By the end of the programme, the district pass rate is expected to rise from 43% to 60%. The district has identified the five schools with the lowest completion rate. All school-age children will attend classes. The target of the district is to raise the present attendance rate of 88% to 92% by the year 2002, and to 98% by the year 2005. The promotion rate for the five poor performing schools will be raised to 90% by 2002, and to 99% by the year 2005 as the district average. Also, the drop-out rate will be lowered from the present 1.0% to 0.5% by 2002 and to 0.1% as the district average by the year 2005.

2.11.2 Available Resources

There is no development in education without injecting enough human resources, financial resources, material resources and others. In fulfilling this purpose, Moshi Urban has identified the following resources and their sources for different uses. The information also includes the amount and degree of certainty (in regards to their ultimate availability). Parents for example, are supposed to contribute financial assistance.

The district will use financial assistance, as well as materials/expertise from the NGO community and the Moshi Municipal Council (MMC). Financial assistance is also expected to come from international development agencies including the World Bank, JICA, UNICEF, the Governments of Denmark, the Netherlands, and the United Kingdom, as well as the European Union, and other donors/partners through the Ministry of Education and Culture.

The district has plans to construct 27 classrooms per annum using Tsh.....135,000,000 and building materials expected to come from the community, MMC donors, and the Central Government. The chances of obtaining these funds from the World Bank are considered to be high-moderate compared to other sources.

About Tsh.....12m. is needed to construct and improve school playgrounds. The funding and materials are expected to come from the community, although expectations in this respect are moderate.

The construction of teacher houses will amount to Tsh.....40m each year. The money and building materials are expected to come from the community and MMC. The certainty of receiving this funding is considered moderate.

The provision of textbooks and reference books is expected to come from UNICEF, Denmark, Netherlands, European Union, United Kingdom and other donors. The last four donors mentioned have already committed themselves to give Tsh..... 30m, so the certainty of receiving these funds is quite high, whereas that for obtaining the remaining amount is considered moderate.

The construction of libraries and books will cost Tsh..... 480m. The fund is expected to come from UNICEF, as well as other international agencies and donor communities. The certainty of receiving this financing (including materials) is moderate.

2.11.3 Strategy to Attain its Target

As Table 4.7.2 shows, the micro-plan has identified eight outputs as a means to achieve the programme goals. These outputs are as follows:

The first output is that all pupils will attend class. Six means are identified to achieve this output.

The second output is that all teachers will teach using syllabi and three means are identified.

The third one is there will be close monitoring of teaching in the class and five means are identified. The district plans to strengthen school-monitoring machinery. To do this, it will use data such as subject log books, school inspection reports, as well as lesson notes and plans. The managing capacity of each head teacher, the managing capacity of each school committee will be evaluated, with appropriate training and workshop provided.

The fourth output is that all teachers will have good morale to teach. The element of morale to teachers is of crucial importance. This district has taken this issue seriously by increasing the number of teacher houses, organising appropriate promotion systems, and encouraging community and parent communication with teachers.

The fifth is that all teachers will possess an adequate academic and professional quality background. The district has made plans to develop teachers who have adequate academic and professional qualifications. In so doing, the district will offer in-service training to teachers. It will up-grade 65% of Grade C teachers to Grade A by year 2002. This figure will reach 100% by 2005. Also, the district intends to up-grade the number of head teachers with a diploma by 60% by 2005.

The sixth output is that the classroom-pupil ratio will be in accordance with the national target. The major issue is the shortage of enough classrooms to accommodate all children.

The seventh output is that all pupils will be motivated to learn. As a means to achieve this output, seven activities concerning the school environment are identified.

The eighth output is that the learning environment will be improved. A number of school buildings need rehabilitation. The district will ask the donor community to assist in this exercise in terms of supplying materials and finance, although the certainty of this is low. Although a good number of Moshi Schools already possess taps, the water supply may be inconsistent. The water problem is exacerbated, especially during drought periods, when schools experience frequent water rationing. Also the taps in some of the schools need rehabilitation.

Output	1. All pupils will attend classes
Activities	1.1. Organize the community to be involved in small-scale economic groups. 1.2. Set by-laws to prohibit child labour. 1.3. Organise seminars to sensitise parents on the importance of education. 1.4. Use government machinery to control truancy 1.5 Identify NGOs to assist with school fees for orphans and the disabled. 1.6 Establish evaluation scheme for pupil attendance
Output	2. All teachers will teach according to syllabi.
Activities	2.1 Procure adequate teaching syllabi for all subjects. 2.2 Conduct workshop and seminars to orientate teachers on effective use of syllabi. 2.3 Establish evaluation scheme on effective usage of syllabi by teachers.
Output	3. Establishment of close monitoring of teaching in the class
Activities	3.1 Identify head teachers for management and professional training. 3.2 Train the head teachers on school management skills. 3.3 Conduct workshops/seminars to train managerial capacity of the school committee 3.4. Establish evaluation scheme for trained head teachers 3.5. Purchase transport to facilitate regular visit to schools

Output	All teachers will have raised teaching morale
Activities	<p>4.1.Fill appraisal forms and promote teachers on-time.</p> <p>4.2.Sensitise community to build teacher houses and procure other school facilities</p> <p>4.3.Procure and renovate furniture such as tables, chairs and cupboards</p> <p>4.4 Sensitise parents to accept and support teacher strategies to improve training.</p> <p>4.5. Meet regularly to discuss issues concerned with education and their performance</p>
Output	5. All teachers will possess adequate academic and professional qualifications.
Activities	<p>5.1.Improve TRC Library by purchasing books and other learning facilities</p> <p>5.2.Prepare teaching and learning facilities</p> <p>5.3.Conduct in-service training to teachers</p> <p>5.4.Increase teacher salaries.</p> <p>5.5.Conduct workshops/seminars on curriculum changes</p> <p>5.6. Ensure head teachers maintain their position after training.</p>
Output	6. Classroom-pupil ratio will be in accordance with national targets
Activities	<p>6.1.Construct enough classrooms.</p> <p>6.2.Train one teacher from each school on accounting principles.</p> <p>6.3 Audit school funds frequently.</p>
Output	7. All pupils will be motivated to learn
Activities	<p>7.1.Restrict application of corporal punishment in schools</p> <p>7.2.Purchase and supply sufficient textbooks in schools.</p> <p>7.3.Construct playgrounds</p> <p>7.4.Purchase and supply sports equipment.</p> <p>7.5.Introduce inter-school study tours.</p> <p>7.6.Award pupils for good performance</p> <p>7.7.Introduce teaching methods via audio/visual aids.</p>
Output	8. Learning environment will be improved
Activities	<p>8.1.Renovate school buildings regularly</p> <p>8.2 Supply sufficient number of desks.</p> <p>8.3. Fence all schools.</p> <p>8.4. Supply enough water to all schools.</p> <p>8.5. Purchase enough teaching/ learning materials</p> <p>8.6 Prepare teaching aids using local materials.</p> <p>8.7. Rehabilitate existing school equipment and furniture</p> <p>8.8. Install electricity to schools that currently lack it.</p>

2.12 Musoma Town

2.12.1 Overall Target

The purpose of the micro-plan is to achieve the following statement: “**quality of education is improved**”. The target GER is to be lowered from 110% to 105% by 2002 and 100% by 2005. The target NER is 80% (for the average of the 13 wards in the lowest position) by 2002 and 90% (for the district average) by 2005. The target Standard 1-7 Examination Pass Rate is 55% (for the average of the 13 wards in the lowest position) by 2002 and 80% (for the district average) by 2005. The average completion rate is to reach 90% by 2002 and 98% by 2005. The transition rate is targeted to be 23% (for the average of the 13 wards in the lowest position) by 2002 and 42% (for the district average) by 2005.

2.12.2 Available Resources

Available resources during the upcoming five years for the micro-plan are identified in this section. The financial resources with a high-moderate certainty of mobilisation include the recurrent budget from the Ministry of Education and Culture for teacher salaries (Tsh..... 435,885,765/year), the recurrent budget from the MoEC for general use (Tsh..... 32,218,000/ year), and the development budget from the MoEC for general use (approximately Tsh..... 40,000,000 over the five years). The material resources with a high-moderate certainty of mobilisation include construction materials and supplementary readers.

2.12.3 Strategy to Attain its Target

In the micro-plan, four outputs are planned as a means of achieving the stated objectives. Outputs and associated activities are shown below.

Output	1. Basic education program is well-implemented
Activities	1.1 Upgrade teachers from Grade III C/IIIB-III A by In-service courses 1.2 Conduct six subject workshop to teachers
Output	Contribution from parents satisfy school requirement
Activities	2.1 Conduct seminars for 21 head teachers on management ski 2.2 Conduct seminars for school committees on their responsibilities 2.3 Sensitise parents on the importance of education.
Output	Teachers are attracted to the school environment
Activities	3.1 Rehabilitate classrooms 3.2 Construct enough residential housing for teachers
Output	Pupils are attracted to school environment
Activities	4.1 Provide enough learning materials. 4.2 Provide enough teaching materials. 4.3 Construct more pit-latrines. 4.4 Construct new classrooms.

2.13 Mwanza City

2.13.1 Overall Target

The purpose of the micro-plan is to achieve the following statement: “**primary education is improved**”. Verifiable indicators of the programme purpose include: the Gross Enrolment Ratio (GER); the Net Enrolment Ratio (NER); the Textbook Pupil Ratio (BPR); the Dropout Rate; the Pass Rate; the Transition Rate; and the Completion Rate. The target GER is 90% by 2003 in Sangabuye, Nyakato, Mkolani, Kirumba, Ilemela, Butimba, Buswelu and Isamilo. The GER is to be 95% by 2005 for the average in Mwanza City. The target NER is 69% by 2003 in Bugogwa, Buswelu, Butimba, Ilemela, Mkolani, Sangabuye, and Buhongwa. The target NER is 85% for the average of the whole of Mwanza City by 2005. The target BPR is 1:5 by 2003 and 1:3 by 2005. The dropout rate should be reduced by 95% in Buhongwa and Sangabuye by 2003, and reduced to 0.0% throughout the entire city by 2005. The repetition rate in the city should be reduced to 6.5% by 2003 and to 2.0% by 2005. The Std. 7 Examination Pass Rate should be increased to 28.5% or above by 2003 in Buhongwa, Bugogwa, Buswelu, Igoma, Ilemela, Kirumba, Mkuyuni and Sangabuye. The Std. 7 Examination Pass Rate should be 50% or above for the average in the city. The transition rate to public secondary schools should be above 23.5% by the year 2003 in Sangabuye, Mkuyuni, Kirumba, Ilemela, Igoma, Butimba, Buswelu, Buhongwa, and Bugogwa. The target completion rate is 69% by 2003 in Bugogwa and Buhongwa. The target completion rate for the average in the Mwanza City is 75% by 2005.

2.13.2 Available Resources

Available resources during the upcoming five years for the micro-plan are identified. The financial resources with a high-moderate certainty of mobilisation include the recurrent budget from the MoEC for teacher salaries (Tsh..... 8,724,253,830/=), as well as the recurrent budget from Mwanza City Council (Tsh..... 757,850,000/=) for general use. Other resources that may be assumed include the development fund from the Mwanza City Council (Tsh..... 500,000,000/=) for general use, World Bank grants (Tsh..... 1,500,000,000/=) for general use, Plan International grants (Tsh..... 500,000,000/=) for construction of classrooms and the purchase of school furniture. Furthermore, contributions from the community (Tsh..... 340,000,000/=) would be used for general purposes over the five years. The material resources with a high-moderate certainty of mobilisation include: stationery, office equipment, transport facilities, and construction materials. The human resources include the skilled personnel, who are available in the city.

2.13.3 Strategy to Attain its Target

In the micro-plan, seven outputs are planned as a means to achieve programme goals. Outputs and activities are as follows below:

Output	1. School have adequate facilities
Activities	1.1 Construct class rooms 1.2 Purchase school furniture 1.3 Purchase equipment for school bands 1.4 Construct teacher houses 1.5 Construct school playgrounds 1.6 Construct staff rooms 1.7 Construct libraries 1.8 Provide water facilities at all schools 1.9 Construct toilets
Output	2. Management in school is improved
Activities	2.1 Train head teacher for school management 2.2 Conduct in-service seminars for all teachers 2.3 Hold workshops/seminars to train managerial capacity of the school committees 2.4 Provide in-service courses to all teachers
Output	3. Schools have good facilities
Activities	3.1 Mobilise parents to give good donations 3.2 Maintain school buildings properly 3.3 Mobilise parents to pay school fees 3.4 Repair school furniture 3.5 Rehabilitate school buildings 3.6 Maintain playgrounds
Output	4. School materials are sufficient
Activities	4.1 Purchase chalk 4.2 Provide textbooks 4.3 Purchase enough subject books 4.4 Provide enough stationary 4.5 Provide footballs
Output	5. Teachers are motivated
Activities	5.1 Build teacher houses 5.2 Provide transport facilities for teachers 5.3 Build good teacher houses 5.4 Provide transport to teachers 5.5 Reward hard-working teachers 5.6 Promote teachers timely

	5.7 Give loans to teachers 5.8 Pay teachers salaries on-time
Output	6. School have enough teachers
Activities	6.1 Distribute teachers equally 6.2 Employ sufficient number of teachers
Output	7. All teachers possess adequate teaching skills
Activities	7.1 Improve teacher training skills 7.2 Teachers are properly trained 7.3 Provide incentives to all teachers

2.14 Shinyanga District

2.14.1 Overall Target

The purpose of the micro-plan is to achieve the following statement: “**the quality of education is improved**”. As verifiable indicators of the programme purpose, Gross Enrolment Rate (GER), Net Enrolment Rate (NER), as well as the Std. 4 & 7 Examination Pass Rates have been identified. The target GER is 70% by 2002 (for the average of the two wards with the lowest existing rate) and 85% by 2005 (for the district average). The target NER is 70% by 2002 (for the average of 13 wards with the lowest rates), and 86% by 2005 (for the district average). The target Std. 4 & 7 Examination Pass Rates to be raised from the existing 10% to 20% by 2002 (for the average of the 15 lowest wards) and to 30% by 2005 (as the district average). The completion rate is to be raised from the present 65% to 70% by 2002 (for the average of the 19 wards with the lowest existing rates), to 80% by 2005 (as the district average). The repetition rate for Std. 4 is to be reduced from the present (1999) 6% to 2% by 2002 (for the average of the 35 wards with the highest existing rate) to 0% by 2005 (as the district average). Similarly, the dropout rate is to be gradually reduced from the present 4% to 2% by 2002 (for the average of the 18 wards with the highest existing proportion) and further reduced to 0% by 2005 (as the district average).

2.14.2 Available Resources

Available resources during the upcoming five years for the micro-plan are identified in this section. The financial resources with a high-moderate certainty of mobilisation include the recurrent budget from the MoEC for teacher salaries (Tsh..... 951,786,000.00 per annum or Tsh..... 4,758,930,000.00 for the 5 years) for existing teachers. The costs for the employment of 253 new teachers will be covered by the recurrent budget from the MoEC for teacher salaries (Tsh..... 865,260,000.00 or Tsh..... 173,052,000.00 per annum). Other available resources include the recurrent budget from the MoEC for general use (Tsh.....17,600,000.00 per annum or Tsh..... 88,000,000.00 for the 5 years) as well as the development budget from MoEC for general use (approximately Tsh..... 25,940,202,650.00 in the five years). Material resources with a high-moderate certainty of mobilisation include construction materials for the

467 classrooms and 1020 teacher houses, which will cost Tsh..... 2,568,500,800.00, and Tsh..... 12,240,000,000.00 respectively; construction of the 231 water tanks (one for each school) will cost 127,050,000.00.

2.14.3 Strategy to Attain its Target

In the micro-plan, nine outputs are planned as means of achieving the programme goals as follows:

Output	1. All teachers have teaching ability
Activities	1.1 Conduct in-service training to all teachers 1.2 Conduct regular seminars to all teachers 1.3 Construct one in each Division
Output	2. Water-borne diseases are controlled in all schools
Activities	2.1 Provide water services to all schools 2.2 Construct rainwater harvesting tanks Treat/cure students afflicted with waterborne diseases 2.4 Treat water from wells and ponds
Output	3. All schools have enough teaching and learning facilities
Activities	3.1 Provide textbooks to all pupils 3.2 Provide enough chairs and tables in schools 3.3 Provide enough desks and cupboards
Output	4. Enrolment in schools is improved
Activities	4.1 Mobilise parents to maintain positive attitude via seminars/workshops and mass campaigns 4.2 Establish COBET classes for out-of-school children 4.3 Construct six schools within a short distance 4.4 Conduct meetings/discussions with parents on ways to abolish early marriages for children 4.5 Conduct meetings/discussions with parents on ways to encourage children to attend schools. 4.6 Conduct general meeting with village leaders on ways to eliminate child labour. 4.7 Mobilise parents to provide mid-day meals to pupils in all schools.
Output	5. Literacy is contributing to high community participation in education in education issues
Activities	5.1 Conduct education classes for illiterate adults 5.2 Provide adult education sub-sector with transport facilities 5.3 Conduct workshop and seminars to WEOs village leaders 5.4 Conduct mass mobilisation of community participation education issues

Output	6. All schools have enough teacher houses, classrooms, and pit latrines
Activities	6.1 Construct classrooms and teachers houses all schools 6.2 Construct pit latrines. 6.3 Conduct seminars/workshops for all committee members regarding construction/maintenance of school buildings.
Output	7. There is effective teaching and learning in schools
Activities	7.1 Provide enough teaching materials. 7.2 Provide motivation to teachers 7.3 Provide schools with enough staff. 7.4 Provide District Education Officers and inspectors with transport facilities for monitoring and supervision. 7.5 Provide school with sports equipment. 7.6 Establish school bands.
Output	8. Schools have good management
Activities	8.1 Conduct managerial courses for head teachers. 8.2 Conduct managerial seminars to school committees.
Output	9. School have sufficient financial resources
Activities	9.1 Conduct mobilisation campaigns for parents to pay school fees. 9.2. Mobilise communities for establishing credit schemes among families to raise their income.

2.15 Shinyanga Municipality

2.15.1 Overall Target

Adopted from the objectives analysis in 3.1.1 and the objectives tree in 3.1.2, the programme purpose for the micro-plan matrix is to attain the following statement: **“the learning process in primary schools is improved”**.

2.15.2 Available Resources

Available resources during the upcoming five years for the micro-plan are identified. The financial resources with a high-moderate certainty of mobilisation include the recurrent budget and development budget from the Central Government (Tsh.....1,111,175,033), as well as funds from the Municipal Council (Tsh..... 12,000,000), donations from NGOs (Tsh..... 52,060,000), UPE fees and UMISHUMTA from parents (Tsh..... 56,613,000), as well as contributions from the community (Tsh..... 23,250,000).

2.15.3 Strategy to Attain its Target

Normally the three, first-level direct means were to be taken as output (i.e. “there is effective teaching in primary schools”; “the community supports primary education”; and “most of the teachers are competent to teach”). However, since the first-level direct means had seven second-level direct means, the monitor from JICA advised the consultants to use the seven second-level direct means with the other two first-level direct means as the outputs.

Hence the outputs of the micro-plan matrix, with some modifications, are as follows:

Conditions and numbers of classrooms are adequate (this output was combined with the following output: most schools have sufficient facilities).

The living conditions of teachers are improved

Instructional materials are adequate

Teachers are sufficiently motivated

Pupils are sufficiently motivated

People’s income is higher.

The community supports primary education

Most of the teachers are competent to teach.

Output	1. The condition and number of classrooms are adequate
Activities	1.1 Target 20 schools for improved conditions and school facilities 1.2 Construct 50 classrooms, complete 84 toilet pits, construct 48 toilet pits and construct seven stores in target wards 1.3 Rehabilitate 25 primary school classrooms in five years 1.4 Provide 1744 desks in the target schools in five years (Year 2001 target = 336 desks) 1.5 Provide new furniture in target schools 1.6 Repair damaged furniture in target schools 1.7 Construct fences for all schools in the municipality 1.8 Provide reliable water sources in 17 schools in five years
Output	2. Instruction materials are adequate
Activities	2.1 Make funds available for purchase of learning and teaching materials
Output	3. The living conditions of teachers are improved
Activities	3.1 Select ten schools as targets to construct teacher houses in five years 3.2 Rehabilitate and install electricity in ten teacher houses in five years
Output	4. Teachers are sufficiently motivated
Activities	4.1 Fully-implement teacher scheme of service 4.2 Raise teacher salaries

	<p>4.3 Pay newly-appointed teachers their first salaries promptly</p> <p>4.4 Conduct workshops to train teachers on making teaching AIDS to 37 teachers & 13 WECs</p> <p>4.5 Conduct workshop for teachers</p> <p>4.6 Update teacher personal records</p>
Output	5. Most of the teachers are competent to teach
Activities	<p>5.1 Improve quality of teacher training at all TTCS</p> <p>5.2 Establish one teacher resource centre at District Level</p> <p>5.3 Establish up-grading courses for UPE/Grade B/C teachers.</p> <p>- UPE teachers – 129</p> <p>- C/B teachers – 115</p> <p>5.4 Conduct orientation workshop for all teachers in accordance with new curriculum</p> <p>5.5 Pilot new curriculum before implementation</p> <p>5.6 Create alternative job opportunities</p>
Output	6. Pupils are sufficiently motivated to learn
Activities	<p>6.1 Provide lunch in all schools</p> <p>6.2 Provide sports equipment for all schools</p> <p>6.3 Provide playgrounds for all schools</p> <p>6.4 Provide school bands in all schools</p> <p>6.5 Introduce parents' day in all schools</p> <p>6.6 Construct new community secondary schools</p> <p>6.7 Expand existing secondary schools</p>
Output	7. People's income is higher
Activities	7.1 Raise yield of agriculture crops

2.16 Tabora Municipality

2.16.1 Overall Target

The proposed micro-plan matrix is to raise enrolment to 35,230 and raise the NER for Std. 1-7 from 40% to 60%. The verifiable indicators of the programme purpose include both the enrolment and the net enrolment rate. The intermediate targets for the NER for Std. 1-7 is 50% by 2002, while the targeted enrolment is 29,000 by 2002.

2.16.2 Available Resources

The available resources during the programme have been identified in this section. The financial resources with a moderate-high certainty of mobilisation include the recurrent budget of MoEC, which

are composed teacher salaries and other charges. The development budget from MoEC for general usage, fluctuates and is of moderate certainty. Obtaining existing and future short-term donor funding is considered to be moderate-high, with current donors including the World Bank, SIDA, HPA, Water Aid and JICA. The World Bank finances the community education fund, while SIDA finances the procurement of textbooks and supplementary books. HPA finances the purchase of school building materials, while Water Aid supports the provision of water.

Construction materials like sand, stones, and aggregate have a moderate-high certainty of mobilisation. A higher level will be attained with increased sensitisation and a shared programme.

Labourers for construction works have a moderate-high certainty of being mobilised. As with construction materials, a higher level will be attained with increased sensitisation and a shared programme. Skilled labours have a moderate certainty of being mobilised. They receive token pay below market prices for their contribution. Professional engineers, as is the case of skilled labour, have a moderate certainty of being mobilised. They also receive token pay below market prices for their contribution.

UPE and community contributions have a high certainty of mobilisation, but may be smaller when compared with other contributions noted previously. These may be used to finance school meals and other school activities.

Transportation for building materials will be provided by the municipality. It has a moderate-high certainty of mobilisation.

2.16.3 Strategy to Attain its Target

As Table 4.13.2 shows, the micro-plan has identified five outputs as a means of achieving the stated goals. These outputs are as follows:

The first output is that more parents are willing to send their children to school. Five means to achieve this output were identified. The first means is that more parents appreciate the value of education. This will be achieved by increasing the relevance of school to the future economic life of the children. This appreciation will increase their willingness to send their children to school. It will also help to impress upon their children the significance of education. The second means is that more parents are sensitised to bring their children to school. The sensitisation is directed to the parents of disabled children and other parents. The third means is that more illiterate parents join adult education classes. This is made possible through the improvement of the management of adult education and through improved servicing of adult education programmes. The fourth means is that the best performing pupils are attractively rewarded. The rewards are intended to resonate positively and attract parents of out-of-school children to bring their children to school. The

rewards are also intended to give a purpose and orient the pupils in school for more involvement with school and schooling. This may lead to their retention in school and better performance in their studies. The fifth means is that the demand for schooling is increased through employment or self-employment potential. This can be made possible by increasing the relevance of the curriculum to self-employment, through increasing the potential for employment and self-employment. This means is achieved also through favourable employment policies of the government and through improved attainment of pupils who complete school.

The second output is that the financial responsibility of financially-incapable parents is reduced. Thus the financial burden upon such parents is reduced by the community and other sources. This output is only applicable to parents, who have the willingness to send their children to school, but are unable to meet the charges for school requirements.

The third output is that the effectiveness of teaching is increased. This output employs six means to achieve it. The means are as follows: (i) increase teaching and learning materials; (ii) improve academic and professional qualification of teachers; (iii) increase the provision of physical facilities; (iv) increase teaching for pupils; (v) utilise peer feedback to encourage those students not attending school to do so; and (vi) make school environment more conducive to those in and out-of-school.

The fourth output is that support is increased/improved for the management of primary schools. Two major means are used to achieve this output. The first means is that finance management is improved through optimal usage/application of available resources, optimal usage of available facilities, optimal usage of available human resources, and increased exploitation of the untapped resources. The second means is that information management is improved. This means is achieved by establishment and application of the database for school management.

Output	1. School graduates can employ themselves
Activities	1.1 Appoint municipal curriculum revision team 1.2 Conduct annual meeting of municipal curriculum revision team to develop proposals for curriculum revision 1.3 Hold annual national meeting for revision/developing curriculum 1.4 Revised curriculum to reflect the market situation of skilled labour and technologies
Output	2. Institutional and Structural support is provide to school graduates
Activities	2.1 Initiate business skills for pupils 2.2 Initiate business consultancy for new business of school graduates 2.3 Establish revolving support fund for school graduates

Output	3. More parents are sensitised to bring their children to school
Activities	3.1 Head teacher identify disabled children through their pupils 3.2 Prepare/implement sensitisation programme for parents of disabled children Conduct announcements seeking parents wishing to register their children 3.4 Conduct house-to-house visits for registration 3.5 Hold sensitisation for registration through public meetings
Output	4. Best performing pupils are attractively rewarded
Activities	4.1 Select best pupil and prepare reward programme 4.2 Mobilise funds for rewards 4.3 Purchase rewards
Output	5. Teaching and learning materials are adequate
Activities	5.1 Identify training needs for management of teaching and learning materials 5.2 Initiate training programme for management of teaching and learning materials 5.3 Initiate training for management of teaching and learning at district level 5.4 Initiate training for management of teaching and learning materials for head teachers and school committee
Output	6. Academic qualification of teachers is improved
Activities	6.1 Identify training needs for academic qualification 6.2 Prepare training plans for academic qualification 6.3 Prepare municipal up-grade programme 6.4 Up-grade training C/B – A; A-Diploma
Output	7. Professional qualification of teachers is improved
Activities	7.1 Identify training needs for professional qualification 7.2 Prepare training plans for professional qualification 7.3 Prepare municipal in-service training programmes 7.4 Initiate in-service training
Output	8. Management of physical facilities is improved
Activities	8.1 Identify training needs for management of physical facilities are identified 8.2 Prepare training programme for management of physical facilities for head teachers and school committee 8.3 Prepare training programme for management of physical facilities for district level 8.4 Initiate training for management of physical facilities for district level
Output	9. More teachers are available
Activities	9.1 Teacher management is operational 9.2 Monitor schools

	9.3 Inspect schools 9.4 Optimally-distribute teachers
Output	10. Experiences of pupils are relayed as positive feedback to those out-of-school
Activities	10.1 Prepare feedback programme 10.2 Organise exhibition of pupil activities 10.3 Promote sale of items made by pupils
Output	11. Supply of equipment, tools and facilities for school activities is improved
Activities	11.1 Provide equipment, tools and facilities for out-of-class activities
Output	12. Management of School environment is improved
Activities	12.1 Initiate training programme for management of school environment 12.2 Initiate training for management of school environment
Output	13. Management of out-of-class process is improved (management of school environment and of out-of-class activities)
Activities	13.1 Identify training needs for management of out-of-class processes (All components) 13.2 Initiate training programme for management out-of-class activities 13.3 Initiate training for management of out-of-class activities
Output	14. Finance management is improved
Activities	14.1 Identify raining needs for finance management are identified 14.2 Initiate training programme for finance management 14.3 Initiate training on finance management

2.17 Tanga Municipality

2.17.1 Overall Target

The purpose of the Tanga-Urban micro-plan is to achieve the following statement: **“the quality of education is improved”**. Verifiable indicators of the programme include the number of rehabilitated classrooms, Net Enrolment Ratio (NER), the increase in school facilities, the provision of lunch, the provision of clean water, and existence/degree of community sensitisation. The target for classroom rehabilitation is 50% by 2002 (for the eight peri-urban wards) and 90% by 2005 (for the district). The target for NER is 50% by 2002 (for the eight peri-urban wards) and 75% by 2005 (as the district average). The target for provision of lunch and clean water is ten schools (or 15%) by 2002 and 30 schools (or 45%) by 2005 for the district. The target for sensitisation of the community to participate in school activities is 50% by 2002 (for the eight peri-urban wards) and 75% by 2005 (as the district average).

The target for both the attendance and completion rates is 75% by 2002 (for the eight peri-urban wards) and 90% by 2005 (for the district).

2.17.2 Available Resources

Available resources during the micro-plan years (2001 – 2005) were identified as follows below. All financial resources are considered to have a high-moderate certainty of mobilisation.

The recurrent budget from the Central Government or the MoEC for teacher salaries amounting to Tsh..... 1,160,853,056.00;

The development budget from both the Central and Municipal Council, amounting to 53,300,000.00, for rehabilitation of existing school building and 36,000,000.00 for construction of new classrooms.

The development budget from community donations for classroom construction is 10,000,000.00.

The recurrent budget from the Central and Municipal Governments is Shs. 59,400,000.00.

The budget for construction materials assistance is Shs. 20,700,000.00 and Shs. 6,000,000.00 from the Central Government and Municipal Council respectively.

Human resources for school toilets stands at Tsh..... 6,960,000.00 from the council, while community labour is estimated at Tsh..... 1,500,000.00.

2.17.3 Strategy to Attain its Target

As Table 4.14.1 shows, five primary outputs were planned as the ways and means necessary for achieving the set programme purpose. These outputs are as follows:

Teaching/learning environment is improved.

Education resources are sufficient.

Educational planning is improved

Pupils are motivated to learn

Local community support is adequate.

Output	1. Teaching/learning environment is improved.
Activities	1.1 Build teacher houses 1.2 Reward hard working teachers. 1.3 Give transport loans to teachers. 1.4 Employ new teachers. 1.5 Conduct study tours for teachers. 1.6 Rehabilitate existing school buildings. 1.7 Build new classrooms.
Output	2. Education resources are sufficient.
Activities	2.1 Enforce existing by-laws. 2.2 Collect school fees. 2.3 Purchase enough teaching/learning materials. 2.4 Provide loans to community 2.5 Renovate school furniture.

	2.6 Prepare teaching aids from local materials. 2.7 Conduct study tours to school committees. 2.8 Monitor school fees payment
Output	3. Education planning is improved
Activities	3.1 Apply participatory approach in planning at all levels. 3.2 Identify head teachers for management training. 3.3 Train head teachers in management skills. 3.4 Up-grade teachers.
Output	4. Pupils are motivated to learn
Activities	4.1 Purchase desks 4.2 Purchase tables. 4.3 Repair damaged furniture 4.4 Purchase equipment for school bands and sporting gear. 4.5 Provide lunch/clean water for schools. 4.6 Conduct school competition within academic/cultural activities. 4.7 Reward hard-working pupils
Output	5. Local community support is adequate.
Activities	5.1 Apply participatory approach in planning. 5.2 Create awareness on self-help income generating activities to the community. 5.3 Sensitise the community to contribute willingly. 5.4 Encourage community participation in building of school

2.18 Arumeru District

2.18.1 Overall Targets

In Arumeru District, the programme purpose of the micro-plan is to assure that the majority of school-age children have access to basic education. As verifiable indicators, NER and GER have been identified. The immediate target for NER and GER by (2003) is 55% and 93% respectively. The target by the end of the programme (2006) is 85% and 100% (as a district average).

2.18.2 Available Resources

Available resources during the period of five years for the micro-plan are identified in this section. The financial resources with a high-moderate certainty include the development budget of the District Council itself (for construction of buildings and facilities), the material resources from community, the government subsidies from MoEC for purchasing teaching/learning materials, as well as the financial assistance from development partners.

2.18.3 Strategy to Attain its Target

Four output have been identified as a means of achieving the programme purpose. These outputs are listed in the following order of priority:

- Adequate provision of physical infrastructure to all school-age children.
- Parents enrol their children into schools.
- Provision of teaching/learning materials is improved.
- Establishment of programme for out-of-school children and adults.

Consequently; activities to support the outputs were also identified as listed below.

Output	1. Adequate provision of physical infrastructure to all school-age children
Activities	1.1 Mobilise funds and other resources for construction and rehabilitation of buildings. 1.2 Construct 830 classrooms within five years. 1.3 Rehabilitate 245 classrooms within five years 1.4 Provide 9,252 desks (seating two students) within five years 1.5 Construct 2,235 toilet pits within five years 1.6 Build 15 new schools within five years. 1.7 Purchase 2,318 tables and 2,318 chairs. 1.8 Purchase 1,654 cupboards. 1.9 Sensitive and establish maintenance culture/strategy within the school. 1.10 Demarcate 155 schools.
Output	2. Parents enrol their children into schools
Activities	2.1 Train community on the importance of education. 2.2 Provide lunch to 100 schools 2.3 Provide first-aid kits to 145 schools 2.4 Provide clean water to 200 schools 2.5 Provide school bands to 136 schools. 2.6 Train head teachers and school committees on school management.
Output	3. Provision of teaching/learning materials is improved
Activities	3.1 Purchase 162 science kits, 162 domestic kits, 324 globes and 78,938 mathematical sets. 3.2 Establish book management and maintenance culture. 3.3 Provide training to head teachers and school community on material management and storage. 3.4 Encourage the use of local materials for teachers to make teaching aids.
Output	4. Establishment of programme for out-of-school children and adults
Activities	4.1 Prepare and conduct COBET programme. 4.2 Prepare and conduct ICBAE programme.

2.19 Bukoba Town

2.19.1 Overall Target

The purpose of the micro-plan in Bukoba Urban is to achieve the following statement: “**the majority of school children have access to quality education**”. Verifiable indicators that identified include: Gross Enrolment Ratio (GER); Net Enrolment Ratio (NER); Std. 7 Examination Pass Rate; Classroom Pupil Ratio (CPR); the number of teachers trained; and the number of classrooms constructed. The target of the district is to attain the objectives through the aforementioned indicators, thus the district targets were set in relation to the National Minimum Standards as shown below:

GER and NER is to reach 100% by 2006;

Std. 7 Examination Pass Rate is to reach 65% by 2002, and 75% thereafter;

The number of trained teachers is to reach 100% by 2002;

The number of classrooms is to reach 83% by 2002 and 100% by 2004; and

CPR is to reach 100% by 2006.

2.19.2 Available Resources

The district micro-plan for the five-year period (2002 – 2006) was formulated based on the available resources especially financial resources. Financial resources with a high certainty of mobilisation include: the recurrent budget from the Ministry of Finance (MOF) through the Ministry of Regional Administration and Local Government (MRALG) for teacher salaries, general use, as well as the construction of classrooms and staff houses; and the development and Capitation grants from donor contributions for classroom construction and general usage respectively. Construction materials obtained from the Lake Victoria Environmental Management (LVEM) are resources with a moderate certainty of mobilisation. They will be utilised for construction of classrooms. In addition, resources with a low certainty of mobilisation include the development budget from the council (for transport costs) and community contributions (of construction materials).

2.19.3 Strategy to attain its Target

Means for achieving the program purpose are identified in the four major outputs identified below:

Standard of primary education is improved.

Some schools have sufficient furniture.

NER for the district is raised.

Basic education infrastructure in schools is adequate.

Output	1. Standard of primary education is improved
Activities	<ul style="list-style-type: none"> 1.1 Construct new classrooms 1.2 Train teachers on the use of new syllabi 1.3 Construct new staff houses 1.4 Mobilise community on construction of staff houses 1.5 Mobilise community on construction of classrooms 1.6 Raise teacher salaries 1.7 Establish head teacher training programme on management skills 1.8 Train teachers on management skills 1.9 Conduct workshops/seminars to train managerial capacity of school committees
Output	2. Some schools have sufficient furniture
Activities	<ul style="list-style-type: none"> 2.1 Create awareness of the community for buying school furniture 2.2 Repair existing furniture 2.3 Secure funds for consistent maintenance of school furniture 2.4 Purchase school furniture
Output	3. Net Enrolment Rate for Bukoba Town Council is raised
Activities	<ul style="list-style-type: none"> 3.1 Construct new classrooms 3.2 Create community awareness of school enrolment 3.3 Formulate by-laws to abolish child labor 3.4 Acquire land for school playgrounds 3.5 Acquire land for school classroom construction 3.6 Survey all school areas 3.7 Secure title-deeds for all school areas 3.8 Purchase school gaming facilities 3.9 Provide meals in primary schools 3.10 Mobilise community for classroom construction
Output	4. Basic education infrastructure in schools is adequate
Activities	<ul style="list-style-type: none"> 4.1 Mobilise community on construction of school infrastructure 4.2 Allocate funds for classrooms construction

2.20 Bukombe District

2.20.1 Overall Target

The main educational problems facing the Bukombe District are the low quality of primary education offered and the low enrolment (access) of school-age children. The district is practically last in the country in Primary School Leaving Examination (PSLE) performance. In the year 2000, the Net Enrolment Ratio was 49%, while the Gross Enrolment Ratio was 66%. The primary school completion rate was 58%. Therefore the programme purpose of the micro-plan is to achieve the following statement: **“all children have access to quality education”**. The verifiable indicators of the objectives are as follows for the year 2003: (i) PSLE pass rate of 25%; (ii) NER of 60%; (iii) GER of 76%; and (iv) primary school completion rate of 70%. The targets for the year 2006 are as follows: (i) PSLE pass rate of 40%; (ii) NER of 75%; (iii) GER of 85%; and (iv) primary school completion rate of 90%.

2.20.2 Available Resources

Available resources that are considered to have a high certainty of mobilisation include: (i) the recurrent budget from the Central Government for payment of teacher salaries (Tsh..... 113 million); (ii) community labour for school building construction and furniture-making (Tsh..... 3.4 billion); and (iii) other financial allocation funds from the Central Government (mainly HIPC funds) for school materials (Tsh..... 675 million). Funds with a moderate certainty of mobilisation include donor assistance for school construction and equipment (Tsh..... 810 million) as well as government support for building materials (Central Government-HIPC and District Council) (Tsh..... 4.9 billion).

2.20.3 Strategy to Attain the Target

In the micro-plan matrix, seven outputs have been identified as means of achieving the programme purpose. They are as follows:

- Teachers work properly
- All villages have schools
- School buildings are sufficient
- Teachers are sufficient
- Teaching/learning materials are sufficient
- All parents enrol their children in school
- Dropout rate is reduced

Output	1. Teachers work properly
Activities	1.1 Conduct seminars for head teachers and WECs on schools management 1.2 Provide motorcycles and vehicles for WECs and school inspectors to enable them supervise teachers in teaching 1.3 Conduct regular in-service courses for teachers 1.4 Promote on-time arrival of teachers 1.5 Provide some fringe benefits to teachers 1.6 Establish more teacher resource centres and subsequently utilise them.
Output	2. All villages have schools
Activities	2.1 Prepare budget for school buildings 2.2 Sensitise the community on the importance of having schools 2.3 The village government to provide site for buildings new schools 2.4 Secure funds for buildings materials 2.5 Construct new school buildings
Output	3. School buildings are sufficient
Activities	3.1 Prepare budget for school buildings construction 3.2 Sensitise political/government leaders and the community on school building construction 3.3 Secure funds from District Council for building materials 3.4 Construct new school buildings
Output	4. Teachers are sufficient
Activities	4.1 Bukombe District to send request to MoEC to provide enough teachers 4.2 Distribute teachers equitably 4.3 Provide adequate social services to teachers in remote areas 4.4 Provide teachers with good houses
Output	5. Teaching/learning materials are sufficient
Activities	5.1 Sensitise community to make enough furniture 5.2 BDC to purchase learning materials 5.3 Mobilise teachers to prepare teaching aids 5.4 District Council to buy lorry for transportation of school materials and teachers
Output	6. All parents enrol their children in school
Activities	6.1 Conduct frequent censuses to gauge the number of school-age children 6.2 Mobilise the community through meetings to enrol children to school 6.3 Enrol school-age children to school 6.4 Prepare by-laws to enforce enrolment 6.5 Perform follow-up counts to ensure attendance

Output	7. Dropout rate is reduced
Activities	7.1 Procure sports facilities at all schools 7.2 Conduct seminars for sports teachers 7.3 Establish school bands in all schools 7.4 Establish programme for meals provision in schools 7.5 Conduct follow-up of pupil transfers 7.6 Prepare by-laws to abolish child labour

2.21 Karatu District

2.21.1 Overall Target

The programme purpose of the micro-plan is to improve the performance of primary education in Karatu District by increasing the Std. 7 Examination (PSLE) Pass Rate and the Net Enrolment Rate (NER). The PSLE is to be increased from 20% to 45%, and the NER from 17% to 80% by 2006. The verifiable indicators for the program include the PSLE pass rate and the Net Enrolment Rate (NER). The intermediate targets are to increase the PSLE pass rate to 30% by 2004 as well as to raise NER for Std. 1-7 to 55% by 2004.

2.21.2 Available Resources

Available resources during the programme duration of five years have been identified in this section. The financial resources with a high certainty of mobilisation include the recurrent budget from the MOEC, intended for teacher salaries (Tsh.. 928.9 million) and other charges (Tsh.. 231 million). The development budget from the MOEC fluctuates, and has a moderate certainty. It will be intended for general usage and is expected to total Tsh.. 439.0 million.

The capitation grant from the World Bank is for the development of teaching and learning materials. The investment grant from the World Bank is for physical development of the schools. The totals for the capitation grant and the investment grant are Tsh..536.94 million and Tsh.400 million, respectively. Karatu District can fulfil most of the conditions to qualify for these funds. The certainty of obtaining these funds is therefore considered to be moderate-high.

At present, the largest donor is the Netherlands through the KDRDP, which is expected to provide Tsh.28.0 million for seminars/training on teaching methodology. The joint-funding of KDRDP and the community is slated for usage in TRC construction. The community contribution is expected to be in the form of labour and skilled labour, as well as construction materials (such as sand, stones, and aggregate). The contribution has a moderate-high certainty of mobilisation from the community. Higher levels will

be attainable via increased sensitisation as well as a shared programme. The expected amount for the joint-funding by KDRDP and the community is Tsh.101 million.

2.21.3 Strategy to Attain Targets

A strategy is a collection of broad means or objectives that are used to attain the programme purpose. The micro-plan has four strategies. The strategies are: (i) development of education manpower; (ii) development of school facilities; (iii) development of school inspection body; (iv) development of school-age enrolment; and (v) development of school management. These strategies have a total of eight outputs.

The following is a brief description of the output(s) that constitute the individual strategies. The prioritisation of the individual outputs in the micro-plan is indicated in brackets. Prioritisation of the outputs was determined by simple rank-scaling methods combined together with workshop evaluations (from discussions). The output – school management is improved - has a number of components for each of the other outputs. The priority of these components shall be determined by the priority of the respective outputs.

The strategy for the development of school-age enrolment has two outputs as follows: (i) more school-age children are enrolled and in first priority (1); and (ii) the number of pupils that are school late-starters is reduced (2).

The strategy for development of educational manpower has three outputs as follows: (i) the number of primary school teachers is increased (3); and (ii) the academic standard of teachers is improved (6).

The school facility development strategy has two outputs as follows: (i) more school buildings are constructed (4); and (ii) the provision of teaching/learning material is improved (5).

School inspection development has one output as follows: most school are inspected (7)

Lastly, the strategy of development of school management has one output as follows: school management is improved (8).

Output	1. More school-age children are enrolled and in first priority
Activities	1.1 Sensitise communities to enrol school-age children 1.2 Make the enrolment of school-age children a top priority 1.3 Promote school attendance of pupils
Output	2. The number of pupils that are school late-starters is reduced

Activities	2.1 Sensitise communities to enrol out-of-school and <i>school-belated</i> children in special education program 2.2 Provide special education program to out-of-school and <i>school-belated</i> children
Output	3. The number of primary school teachers is increased
Activities	3.1 Re-deploy teachers according to requirements 3.2 Employ enough teachers as required
Output	4. More school buildings are constructed
Activities	4.1 Mobilise/locate resources for school buildings 4.2 Construct 302 staff houses for teachers over two years 4.3 Construct 313 toilets for girls in 2002 4.4 Construct 221 toilets for boys in 2002 4.5 Construct 200 classrooms in 2002 4.6 Repair/renovate school building in one year 4.7 Construct 75 water tanks in five years
Output	5. Academic standard of teachers is improved
Activities	5.1 Provide academic seminars 5.2 Provide (in-service) training in TRCs to teacher that are Grade III B/C 5.3 Employ teachers with better Std. 4 results 5.4 Construct three TRCs in 2002 5.5 Provide teachers with more time to train
Output	6. Provision of teaching & learning material is improved
Activities	6.1 Mobilise more funds for teaching and learning materials 6.2 Sensitise communities to contribute for learning and teaching materials 6.3 Procure 4222 desks in 2002 6.4 Procure 29,030 textbooks in 2002 6.5 Construct 504 soft-boards in 2002 6.6 Procure 632 teacher's guide in 2002 6.7 Procure 504 cupboards in 2002
Output	7. Most school are inspected
Activities	7.1 Secure budget for school inspection
Output	8. School management is improved
Activities	8.1 Train school committee on its responsibility 8.2 Train school committee in school maintenance management 8.3 Train head teachers and teacher in procurement and materials management 8.4 Train head teachers and teacher in accounting and auditing 8.5 Train head teachers and teacher in school maintenance management 8.6 Train district officers and ward officers in management of teachers and teacher deployment management 8.7 Train district officers and ward officers in school maintenance management 8.8 Train district officers and ward officers in procurement and material management 8.9 Train district officers and ward officers in accounting and auditing

2.22 Kigoma Town

2.22.1 Overall Target

The programme purpose of the micro-plan for the district is to achieve the following statement: “**the access and quality of primary education is improved**”. The Gross Enrolment Rate (GER), the Net Enrolment Rate (NER), the Completion Rate (CR), the Dropout Rate (DOR), the PSLE pass rate, and the rate of out-of-school children have been identified as verifiable indicators. The immediate target is to raise the GER from the present 91% to 95% by 2004 and to 100% by 2006. The NER is targeted to be 75% by 2004 and 85% by the end of the planned period. The Completion Rate is expected to rise from the present 60% to 85% by the year 2006, while the DOR is expected to be no higher than 2% by 2004 and 1% by 2006. PSLE pass rates are to be raised from the present 42% to 45% and 55% in the immediate and end of the programme period, respectively. Finally, the out-of-school rate is expected to fall from the present 31% to 5% by the end of the planned period.

2.22.2 Available Resource

Available resources during the five-year plan period are identified in this section. The financial resources with a high-moderate certainty of mobilization include: (i) the recurrent budget from the MoEC for teacher salaries (TAS 2.1 billion); the recurrent budget from the MRALG for other charges (TAS 210 million.); the development budget from the MRALG for construction of school buildings (TAS 2.1 billion); the development budget from the Kigoma Town Council for construction of school facilities (TAS 250 million); the government subsidy from the MoEC for the purchase of learning and teaching materials (TAS 268.4 million); the capitation grant from the MoEC for rehabilitation of school buildings (TAS 920.3 million); and the capacity building grant from the MoEC for improving the management of schools (TAS 45 million). In addition, the community is expected to contribute significantly in terms of the building materials and labour.

2.22.3 Means for Achieving the Target

As the micro-plan matrix shows, six outputs have been identified as means of achieving objectives as follows:

School facilities are increased.

Teaching and learning environment is conducive.

Management of primary education at district, ward, and school levels is improved.

Schools are attractive.

Out-of-school children receive an education.

More parents understand the importance of education for their children.

Output	1. School facilities are increased
Activities	<ul style="list-style-type: none"> 1.1 Allocate land for school buildings 1.2 Mobilise resources from the community to support school buildings 1.3 Seek assistance from various agencies 1.4 Construct new school buildings 1.5 Build more classrooms 1.6 Rehabilitate damaged or decrepit classrooms 1.7 Build teacher houses 1.8 Make new furniture 1.9 Repair damaged furniture 1.10 Construct latrines 1.11 Build kitchens and stores 1.12 Construct staff rooms 1.13 Build libraries
Output	2. Teaching and learning environment is conducive
Activities	<ul style="list-style-type: none"> 2.1 Provide teaching and learning materials 2.2 Provide INSET for teachers 2.3 Promote teachers on timely-basis 2.4 Pay leave allowance 2.5 Provide study tours for teachers
Output	3. Management of primary education at district, ward, and school levels is improved
Activities	<ul style="list-style-type: none"> 3.1 Provide management training (including financial management, materials management and micro-planning) to district officials, WECs, and WEOs. 3.2 Conduct seminars for school committee members (with particular focus upon school plans and financial management). 3.3 Ensure that school committees are functioning properly 3.4 Enforce Education Act No. 25 of 1978 3.5 Establish EMIS at all levels
Output	4. Schools are attractive
Activities	<ul style="list-style-type: none"> 4.1 Establish playgrounds for schools 4.2 Procure sports games/equipment for schools. 4.3 Establish school bands 4.4 Provide lunch to schools 4.5 Plant trees and flowers 4.6 Provide safe/clean water 4.7 Abolish corporal punishment 4.8 Provide first-aid kits 4.9 Provide electricity to schools.

Output	5. Out-of-school children receive an education
Activities	5.1 Mobilize out-of-school children 5.2 Establish support programme for orphans and out-of-school children 5.3 Conduct COBET programme in schools 5.4 Conduct guidance and counselling for head teachers and teachers 5.5 Provide Family Life Education to schools.
Output	6. More parents understand the importance of education for their children
Activities	6.1 Sensitise parents 6.2 Enrol children by the age of seven 6.3 Abolish employment of school-age children (child labour)

2.23 Maswa District

2.23.1 Overall Target

The purpose of the micro-planning activities in Maswa district is to achieve the following statement: “to raise the academic performance in primary schools”. In achieving this purpose, the verifiable indicator is the Examination Pass Rate (EPR) for Std. 4 and 7. The immediate target is to raise the EPR for Std. 4 from the existing 37% to 45% by 2004. Likewise the EPR for Std. 7 is to increase from the existing 17% to 25% by 2004. Furthermore, by the end of the programme in 2006, the target EPR for both Std. 4 and 7 will reach 55% and 35%, respectively.

2.23.2 Available Resources

The identification of available resources for the upcoming five-year micro-plan are identified in this section. Resources with a high certainty of mobilisation include: (i) the recurrent budget from MoEC (Tsh.. 4,500,000,000/= for salaries of teachers and other charges); (ii) financial assistance from donors like CARE(T), DRDP and World Vision (Tsh...2,670,000,000/= for construction of classrooms and purchase of school materials/equipment); and (iii) the contribution from local communities (Tsh..400,000,000/= for fiscal, labour and building materials).

2.23.3 Strategy To Attain Its Target

To achieve the objectives, the micro-plan matrix has defined seven outputs, which were identified during the ten-day workshop. The identified outputs were arranged according to priority and participant preference.

- There are enough teachers in primary schools.
- The local community is contributing towards the construction of classrooms, staff quarters, and toilets.
- Teaching and learning materials are increased in primary schools.
- All topics in the syllabi are taught.
- Improvement in the revenue collection capacity of the District Council, village governments, and primary school committees.
- Establishment of maintenance scheme for primary school buildings.
- Enhancement of collaboration between stakeholders/donors for the construction of classrooms, staff quarters tickets, and furniture-making.

Output	1. There are enough teachers in primary schools
Activities	1.1 Employ more teachers in primary schools 1.2 Increase the number of graduates in teachers colleges 1.3 Increase sensitivity towards teachers 1.4 Control the absenteeism and truancy
Output	2. The local community is contributing towards the construction of classrooms, staff quarters, and toilets.
Activities	2.1 Mobilise and sensitive the local community towards construction of classrooms, staff quarters, and toilets. 2.2 Collect contributions (fiscal, livestock, etc.) from people with a viable income. 2.3 Construct staff quarters, classrooms, and toilets 2.4 Establish a permanent task force committee to monitor the process
Output	3. Teaching and learning materials are increased in primary schools.
Activities	3.1 Purchase teaching and learning materials 3.2 Provide skills to teachers for making teaching and learning materials. 3.3 Repair broken furniture.
Output	4. All topics in the syllabi are taught.
Activities	4.1 Conduct leadership seminars for head teachers and their assistants. 4.2 Provide short courses for Grade III C/B and A Teachers. 4.3 Establish a sustainable and progressive training programme for all teachers. 4.4 Prepare a monitoring schedule for teacher accountability by using the std IV and VII Examinational Pass Rate (EPR). 4.5 Provide transport facilities to school inspectors and Ward Education Coordinators (WECs)

Output	5. Improvement in the revenue collection capacity of the District Council, village governments, and primary school committees.
Activities	5.1 Conduct seminars for primary school committees focusing on the control of school funds and expenditure. 5.2 Conduct census on sources of revenues to MDC and village government personals. 5.3 Provide training to WEOs, VEOs, and villages governments on revenue collection. 5.4 Provide transport facilities to WEOs
Output	6. Establishment of maintenance scheme for primary school buildings.
Activities	6.1 Prepare District maintenance policy 6.2 Provide maintenance to the existing school buildings 6.3 Make the school furniture 6.4 Invite donors in maintenance of school buildings
Output	7. Enhancement of collaboration between stakeholders/donors for the construction of classrooms, staff quarters tickets, and furniture-making.
Activities	7.1 Discuss with donors about the current situation of school buildings and furniture 7.2 Invite donors to the ward meetings to discuss the current school problems 7.3 Mobilize the local community to participate and collaborate with donors in construction of classrooms 7.4 Look for other donors outside the district 7.5 Purchase school furniture(i.e. desks, cupboards, tables and chairs).

2.24 Mbulu District

2.24.1 Overall Target

The main problem in basic education within the Mbulu District is that the majority of school-age children lack access to quality education. The objectives set out in the micro-plan is therefore to ensure that such children receive their quality education, a fact indicated by an improved NER and an enhanced level/quality of teaching/learning in the schools. Verifiable indicators for the program include: the NER, the Completion Rate, and the Std. 7 Pass Rate.

By the end of 2002, the NER for Std. 1 for the lowest six wards (Bashay 4%, Kainam 9%, Maretadu 8%, Sanu 4%, Tlawi 4%, and Yaeda Chini 10%) is to be raised to 50%, while the district average is to be raised to 55%. That for Std. 1-7 for the lowest six wards (Dongobesh 50%, Gehandu 50%, Kainam 43%, Sanu 58%, Tlawi 47%, and Yaeda Chini 33%) is to be raised to 65%. By the end of 2001 the NER for both groups was 80% and 100% respectively for the district average.

With improvements in the quality of teaching/learning the completion and std 7 pass rates should also be raised. By the end of 2002, the completion rate for the five wards with the lowest existing rates (Kainam 56%, Maghang 56%, Masieda 52%, Mbulu Township 56%, and Tlawi 52%) is to be raised to 65% and to 75% (for the district average). By the end of the programme, the average completion rate for the district is 95%.

By the end of 2002, the pass rate for Yaeda Chini Ward is to be raised to 10%, while the average pass rate for the district is to be 85% by 2006.

2.24.2 Available Resources

Resources to service the programme for the next five years are identified in this section. Financial resources with a high/moderate certainty of mobilization include: (i) the recurrent budget from the Central Government, the MDRDP, and the community (used to pay for teacher salaries, training/seminars for education personnel, purchases of teaching/learning materials, and for incentives; (ii) the development budget from the Central Government, MDC, MDRDP, TANAPA, and TASAF for the completion of different types of buildings and the purchase of furniture; and (iii) contributions from the community to purchase cooking and sports facilities. In addition to financial resources, human and material contributions are expected from the community. Human resources, for example, are estimated to include 85,200 man-months, while material contributions include locally available materials (i.e. sand, aggregate, stones, water, and skins for making drums for school bands).

2.24.3 Strategy to Attain its Target

Six outputs have been identified as means to achieve programme objectives. The outputs have been derived from the second level means of the objective and prioritised as follows:

- Availability of classrooms is adequate
- Majority of school-age children have an interest to attend school
- Improvement in standard/quality of teaching/learning in primary schools
- Educational awareness of parents is improved/raised
- Improvement in nutritional intake of pupils at household level
- Improvement of educational management

The activities for each output are summarized below:

Output	1. Availability of classrooms is adequate
Activities	Construct 110 additional classrooms
Output	2. Majority of school-age children have an interest to attend school
Activities	2.1 Provide mid-day meals (lunch) 2.2 Provide sports facilities 2.3 Construct water storage facilities in 62 schools 2.4 Establish school bands in the schools 2.5 Provide counselling services in the schools (for pupils) 2.6 Establish drama groups in the schools
Output	3. Improvement in standard/quality of teaching/learning in primary schools
Activities	3.1 Construct toilets for all 97 schools (764 pits) 3.2 Construct 333 teacher houses 3.3 Acquire furniture (2071 desks and 339 cupboards) 3.4 Recruit 226 new teachers 3.5 Acquire teaching/learning materials (20,534 pupils texts + 879 TG) 3.6 Improvise teaching/learning aids 3.7 Provide in-service training to 317 Grade B/C teachers 3.8 Conduct subject based seminars for 900 teachers 3.9 Provide 20 motor bikes for 16 WECs and four school inspectors 3.10 Inspect schools regularly 3.11 Provide incentives of different kinds to all teachers 3.12 Provide library services in and around the schools for pupils 3.13 Rehabilitate damaged materials
Output	4. Educational awareness of parents is improved/raised
Activities	4.1 Educate communities (i.e. school committee and village governments) at 97 schools and 71 villages on the importance of education 4.2 Organise/conduct parents' meetings for 97 schools, to sensitise them on the importance of education
Output	5. Improvement in nutritional intake of pupils at household level
Activities	5.1 Provide mass education to community (i.e. school committees and parent meetings) on the importance of a proper (balanced) diet 5.2 Educate pupils on having garden projects at home 5.3 Enforce compulsory attendance to adult education classes
Output	6. Improvement of educational management
Activities	6.1 Conduct training in education management for all district technical committees 6.2 Conduct training for 16 WECs in education management 6.3 Conduct training for 97 head teachers in school management

2.25 Moshi District

2.25.1 Overall Target

In the Moshi District, the purpose of the micro-plan is to achieve the following statement: **“the majority of school-age children possess access to quality education”**. The existing NER for Std. 1 at the district level is 45%. The immediate target for NER is 65% by 2003 and 85% by 2006. The wards with the lowest existing NERs, are targeted for NER improvements.

2.25.2 Available Resources

Available resources during the upcoming five years for the micro-plan are identified in this section. The financial resources that were considered to have a probability of mobilisation include: (i) the MoEC- capitation grant (Tsh..... 3.7billion for 5 years); (ii) the District Council funds for school building construction (Tsh..... 125.0 million for 5 years); and (iii) the financial assistance from CIDA and FINIDA through the DBSPE project under MoEC (Tsh..... 1,630,925,000/= for 5 years). Other financial assistance totals up to Tsh..... 218.0 million. Community contributions reach a total of Tsh..... 962,560,000/=.

2.25.3 Strategies to Achieve the Target

There are five outputs that were identified and listed according to priority as follows:

Close monitoring at schools, wards, and at the district level.

Improvement of teaching and learning environment

Improvement in health of children

Std. 7 Pass Rate is raised.

Community awareness towards education is raised.

Output	1. Close monitoring at schools, wards, and at the district level.
Activities	1.1 Conduct management seminars for HTs 1.2 Purchase transport facilities 1.3 Allocate funds for Orphans
Output	2. Improvement of teaching and learning environment
Activities	2.1 Construct new buildings + 106 toilets 2.2 Rehabilitate 38 classrooms + renovate 134 existing buildings 2.3 Make 18,000 new desks 2.4 Repair 19,400 desks 2.5 Construct five new schools. 2.6 Construct one special school

	<p>2.7 Make 1,788 new tables</p> <p>2.8 Make 1,446 new chairs</p> <p>2.9 Make 1,762 new cupboards</p> <p>2.10 Construct 100 pre-primary classes</p> <p>2.11 Purchase 4,138,050 exercise books</p>
Output	3. Improvement in health of children
Activities	<p>3.1 Repair 125 water taps</p> <p>3.2 Drill/dig five shallow wells and harvest ten rain water tanks</p> <p>3.3 Instruct schools to buy first-aid kits</p> <p>3.4 Provide food storage tanks</p> <p>3.5 Sensitise community to contribute lunch for 9,763 pupils</p>
Output	4. Std. 7 Pass Rate is raised.
Activities	<p>4.1 Promote teachers on time</p> <p>4.2 Upgrade 1004 teachers</p> <p>4.3 Introduce remedial classes</p> <p>4.4 Distribute teachers equitably</p> <p>4.5 Take disciplinary action to teachers who misbehave</p> <p>4.6 Conduct ten seminars/trainings at each level.</p> <p>4.7 Construct twenty staff houses</p> <p>4.8 Conduct ten workshops for making teaching materials</p> <p>4.9 Introduce school band to 194 schools</p> <p>4.10 Create attractive environment</p> <p>4.11 Introduce study tours</p> <p>4.12 Give appropriate allowances (i.e. 900 teachers leave, 900 teachers medical, 100 teachers funeral)</p> <p>4.13 Introduce ten internal examination competitions</p> <p>4.14 Conduct sensitisation meeting for parents/guardians</p> <p>4.15 Invite parents for open house</p> <p>4.16 Provide sports and gaming gear/facilities to 194 schools.</p> <p>4.17 Give examination reports to parents/guardians</p> <p>4.18 Improve one district TRC</p>
Output	5. Community awareness towards education is raised.
Activities	<p>5.1 Establish four new vocational centres</p> <p>5.2 Sensitise community on enrolment</p> <p>5.3 Conduct regular meetings</p> <p>5.4 Provide transparent clear income and expenditure reports to the community</p> <p>5.5 Conduct village meetings</p> <p>5.6 Establish COBET classrooms (16 wards)</p> <p>5.7 Improve ICBAE (19 wards)</p> <p>5.8 Establish ICBAE (12 wards)</p> <p>5.9 Construct four new secondary schools</p>

2.26 Muleba District

2.26.1 Overall Target

In this district, the programme purpose of the micro-plan is to achieve the following statement: “**the quality of primary education is improved**”. As verifiable indicators, the Gross Enrolment Rate (GER) and the Net Enrolment Rate (NER) are identified. The target GER by the end of the programme in the year 2006 is to be 85% (for the district average). An immediate measure would be to raise the GER of all wards with rates lower than 80% (these wards would then include Burungura, Kyebitembe, Karambi, Ngenge, Mazinga, Mubunda, Buganguzi, Kibanga, Mayondwe, Goziba, Kasharunga, Kimwani, Bulyakashaju, Kishanda, Biiirabo, and Izigo).

2.26.2 Available Resources

The resources that are available for the programme period of five years have been identified in a resource identification sheet included in this report. Only financial resources with a high-moderate certainty of mobilisation are considered significant enough to carry forward into the micro-plan. Those with a low certainty of mobilisation are dropped as possible sources of funding. Therefore, those with a high-moderate certainty of mobilisation include: (i) the recurrent budget from MRALG for teacher salaries (Tsh..... 9.6 billions) for five years; (ii) assistance from the Primary Education Development Programme (Tsh..... 844.4 millions); (iii) the Capitation Grant of US\$10.00 per pupil (Tsh..... 2.3 billions); (iv) building material gathered by the communities through village governments (Tsh..... 440.18 million); and (v) unspecified budgetary assistance from the district development budget and several donors already active in education development (including HESAWA, UNICEF, CARE, World Vision, and TASAF). Furthermore, MDRDP plans to spend Tsh..... 253.9 million in building classrooms. In total, these activities sum up to over Tsh 14 billion.

2.26.3 Strategy to Attain the Targets

It is envisaged that the Programme Purpose will be achieved by the following outputs:

- Management capacity of primary education at all levels within the district is raised.
- Improvement in quality and increase in quantity of learning premises and facilities.
- Level of competence of teaching force is raised.
- More school-age children are attracted to enrol in school.
- Adequate financial resources are mobilised to fund primary education

In other words the programme purpose will be realised once the following outputs have been achieved through accompanying activities as shown below

Output	1. Management capacity of primary education at all levels within the district is raised.
Activities	<p>Sensitise district leadership towards greater educational awareness</p> <p>Train village government leaders on the value of education as an essential tool for community development</p> <p>Appoint only qualified teachers to manage schools as head teachers</p> <p>Train head teachers on appropriate management skills</p> <p>Train school committee members on school management</p> <p>Establish an effective incentive scheme for members of the school committee</p> <p>Upgrade unqualified head teachers</p> <p>Secure effective transport for education managers</p> <p>Establish efficient communication links between education managers.</p> <p>Employ adequate number of education inspectors</p>
Output	2. Improvement in quality and increase in quantity of learning premises and facilities.
Activities	<p>2.1 Sensitise more citizens to invest in education</p> <p>2.2 Increase both development and recurrent budget for primary education</p> <p>2.3 Establish education fund at the district</p> <p>2.4 Increase the Central Government subsidy on other charges in relation to that for salaries</p> <p>2.5 Ensure that donor funding is not earmarked to specific areas or activities</p>
Output	3. Level of competence of teaching force is raised.
Activities	<p>3.1 Establish systematic regular maintenance system to sustain the lifespan of physical infrastructure and compounds.</p> <p>3.2 Rehabilitate building and furniture in poor condition</p> <p>3.3 Construct more classrooms to meet the requirements</p> <p>3.4 Construct more pit holes to meet the TPR (Toilet Pupil Ratio)</p> <p>3.5 Establish proper storage system for both teaching/learning resources/materials</p> <p>3.6 Procure materials that are in short supply</p> <p>3.7 Procure additional furniture</p> <p>3.8 Construct teacher houses</p>

Output	4. More school-age children are attracted to enrol in school.
Activities	<ul style="list-style-type: none"> 4.1 Sensitise parents to the importance of education 4.2 Enrol children of the appropriate age into schools 4.3 Enrol orphans 4.4 Enforce the law against child labour 4.5 Enforce the law on the enrolment of school-age children 4.6 Ensure that each school provides ample amenities (i.e. lunch, sports, and first-aid boxes) 4.7 Ensure that each school has an active open day to expose school activities to the community. 4.8 Build schools with dormitories in places where schools are far from communities 4.9 Build more schools in communities where there are no schools at all 4.10 Sensitise parents to offer proper care and guidance to their children
Output	5. Adequate financial resources are mobilised to fund primary education
Activities	<ul style="list-style-type: none"> 5.1 Upgrade unqualified teachers 5.2 Employ qualified teachers 5.3 Train teachers on improvisation of teaching/learning aids 5.4 Conduct INSET on hard topics or new curriculum 5.5 Purchase teaching and learning aids

2.27 Mwanga District

2.27.1 Overall Target

In Mwanga district, the purpose of the micro-plans is to achieve the following statement: **“learning achievement in primary education is improved”**. As verifiable indicators, the Gross Enrolment Rate (GER) and the Net Enrolment Rate (NER) are identified. The target GER by the end of the programme (2006) is 100% as a district average. The immediate target of NER is 50% by 2002 for the average of the 16 wards with lowest NERs (this includes Chomvu (36%), Jipe (35%), Kighare (42%), Mwanga (34%), Kileo (30%), Kaleen (41%), Kirongwe (40%), Kwakoa (28%), Lang’ata (19%), Msangeni (43%), Mwaniko (18%) and Shighatini (29%)). At the end of the programme in 2006, the target NER is 100% for the district average.

2.27.2 Available Resources

Available resources during the upcoming five years for the micro-plan are identified. The financial resources with a high/moderate/lowcertainty of mobilisation include: (i) the development budget from the Pare Development Trust Fund for construction of school infrastructures (Tsh..... 4,000,000); (ii) the recurrent budget from the MoEC and the Ministry of Finance for teacher salaries (Tsh..... 600,000,000); (iii) the development budget from the MoEC and the Treasury for construction of latrines and classrooms (Tsh..... 32 million); (iv) local contributions from the village government for building teacher houses (Tsh..... 2 million); (v) financial assistance from PAMOJA for construction of classrooms and water tanks (Tsh..... 20 million); (vi) the development budget from JICA for construction of pit latrines and buildings of classrooms (Tsh.....3, 780,000); (vii) the recurrent budget from the Ministry of Finance and MoEC for general use (Tsh..... 27 million); (viii) building materials from JICA and the World Bank through MoEC for the construction of the houses of head teachers, latrines etc (Tsh..... 1,000,000,000); (ix) financial assistance from the Mwangi Education Trust Fund for the construction of school buildings (Tsh..... 18,000,000); (x) the development budget from the District Council for building TRC's (Tsh..... 40 millions); (xi) the consultancy services from JICA through MoEC for the next school mapping and micro-planning report (once per month per year); (xii) the technical assistance from the District Council for construction of school buildings (Tsh..... 2 million); (xiii) information from NGOs for community mobilization (Tsh..... 1,000,000); (xiv) the financial assistance from international organisations for general usage (Tsh..... 75,000,000); and (xv) the development budget from the MoEC and other international agencies to provide the WECs with transport facilities, such as motorcycles (Tsh..... 50,000,000).

2.27.3 Strategy to Attain the Target

As the micro-plan matrix shows, six outputs have been identified for achieving the programme purpose. These outputs are listed according to their priority as follows:

- Academic performance of PSLE is improved
- Infrastructure for learning is improved
- Net Enrolment Rate (NER) is improved
- Out-of-school youth and adults receive appropriate learning opportunities
- School management is made effective
- Teaching/learning materials are adequate (textbooks, supplementary books, exercise books, science kits, furniture).

Output	1. Academic performance of PSLE is improved
Activities	1.1 Provide budget for in-service training for teachers 1.2 Upgrade Grade IIIB/C to IIIA 1.3 Provide incentives to teachers

	<ul style="list-style-type: none"> 1.4 Establish TRCs in all wards 1.5 Conduct regular seminars, workshops, and short courses for teachers 1.6 Provide transport facilities to WECs 1.7 Provide training for WECs 1.8 Establish libraries in schools 1.9 Provide opportunity for in-service training
Output	2. Infrastructure for learning is improved
Activities	<ul style="list-style-type: none"> 2.1 Conduct awareness seminars for school committees 2.2 Conduct sensitisation seminars to the community about education development programme 2.3 Provide budget for constant maintenance 2.4 Mobilise funding from communities to improve school infrastructure to build teacher houses 2.5 Establish joint-action philosophy 2.6 Provide tools for school maintenance 2.7 Rehabilitate school buildings.
Output	3. Net Enrolment Rate (NER) is improved
Activities	<ul style="list-style-type: none"> 3.1 Conduct census of school-age children 3.2 Educate community on the importance of education 3.3 Impose by-laws to discourage child labour 3.4 Discourage polygamy 3.5 Supply safe and clean water 3.6 Provide meals to pupils 3.7 Provide gaming facilities at schools.
Output	4. Out-of-school youth and adults receive appropriate learning opportunities
Activities	<ul style="list-style-type: none"> 4.1 Sensitise parents to send their children to school 4.2 Build schools near community settlements 4.3 Build schools for disabled children 4.4 Organise parents' day at schools 4.5 Prepare/conduct COBET and ICBAE programme
Output	5. School management is made effective
Activities	<ul style="list-style-type: none"> 5.1 Train head teachers on management skills 5.2 Train school committee to know/understand their roles 5.3 Sensitise the community towards valuing teachers roles 5.4 Raise morale of head teachers 5.5 Establish staff development programmes 5.6 Conduct frequent school committee meetings 5.7 Use PSLE results to monitor school performance
Output	6. Teaching/learning materials are adequate (textbooks, supplementary books, exercise books, science kits, furniture).
Activities	6.1 Assess the existing teaching and learning materials available in primary school

	<p>6.2 Provide funds for purchase of teaching and learning material on schedule</p> <p>6.3 Conduct workshops/seminars with potential stakeholders for constant supply of teaching and learning materials</p> <p>6.4 Establish policy for community to contribute towards teaching and learning materials</p> <p>6.5 Supply blackboards to all schools</p> <p>6.6 Assure 1:1 textbook-pupil ratio</p> <p>6.7 Supply science kits to school</p> <p>6.8 Supply exercise books and chalk to all schools</p> <p>6.9 Supply handcraft materials (i.e. domestic science and music instruments)</p>
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2.28 Njombe District

2.28.1 Overall Target

The micro-planning workshop must characteristically be comprised of an amalgam of stakeholders from different professions and sectors. As such, these stakeholders are crucial within the micro-planning process. Those in charge of specific parts of basic education cannot alone make the micro-planning activity fully adoptable and successful. Therefore, other actors are also necessary to fulfil this micro-planning process (MP), including representatives from the Central Government, the district government, and from particular districts of certain wards.

The micro-planning workshop for the Njombe District was presided over by a moderator, who was an expert in coordination, as well as promotion of discussion for micro-planning formulation. In the district, the district planning officer facilitated this activity.

In the Njombe District, the micro-plan sought to achieve the following statement: **“learning achievement in primary education is improved”**. This objectives is readily verified by indicators such as the Gross Enrolment Rate (GER) and the Net Enrolment Rate (NER). The target GER is set as 100% by the end of the programme (2006) as per district target.

An immediate district target for NER is to increase it from its 40% to 55% by 2003 for the average of the 21 wards with the lowest existing NER. Furthermore, this figure should be increased to 100% at the end of the programme in 2006.

2.28.2 Available Resources

Available resources during the upcoming five years for the micro-plan are identified in this section. The financial resources with a high-moderate certainty of mobilization include: (i) the recurrent budget from

the Ministry of Finance (Tsh..... 2,106,038,000) used for teacher salaries; and (ii) human resources from the local community (Tsh..... 400,000,000/=) slated for general usage.

The types of resources with a moderate certainty of mobilisation include: (i) the development budget (Tsh..... 14,194,200) from the Ministry of Finance, the District Council, and village governments for the construction of staff houses/classrooms; (ii) construction materials for classrooms (Tsh..... 219,925,000/=) from the Central Government; (iii) construction materials for staff houses and toilets from the Central Government (T.346, 943,000/=); and (iv) the recurrent budget from the District Council (Tsh.....818, 200,000) for general use. The total amount of funds for these aforementioned construction activities (i.e. construction of staff houses, classrooms, and toilets) is Tsh.....581, 062,200/=.

2.28.3 Strategy to Attain its Target

The micro-plan matrix shows five outputs that have been identified as means of achieving the programme purpose. The five outputs, according to priority are as follows:

- All school-age children are enrolled at school
- Most schools have achieved their required national transition rate
- Improvement in the teaching/learning environment in primary schools
- All wards have good pupil attendance
- Primary school curriculum and syllabi are not changed regularly
(this output was eventually discarded as its implementation was beyond the jurisdiction of the district authority)

Output	1. All school-age children are enrolled at school
Activities	1.1 Sensitise community on the importance of education for their children 1.2 Formulate by-laws to force parents to send their children to school 1.3 Improve infrastructure (i.e. roads, bridges, transport, etc.) 1.4 Support orphans and other disadvantaged children (i.e. disabled, poor, etc.) to better access a primary school education.
Output	2. Most schools have achieved their required national transition rate
Activities	2.1 Allocate budget for teacher training 2.2 Appoint head teachers on the basis of merit. 2.3 Conduct leadership training seminars for schools management and leaders 2.4 Observe rules and regulations in employing teachers 2.5 Pay teachers salaries/incentives on schedule

Output	3. Improvement in the teaching/learning environment in primary schools
Output	4. All wards have good pupil attendance
Activities	<p>4.1 Provide the community with different levels of education</p> <p>4.2 Allocate funds for salaries/incentives for school management/operation of schools</p> <p>4.3 Sensitise the community to support teacher efforts in managing schools.</p> <p>4.4 Appoint leaders with relevant skills and qualification to manage schools</p> <p>4.5 Educate the community on human/children rights to receive an education (as well as the negative effect of polygamy on children's education)</p> <p>4.6 Provide basic services (i.e. food, water, sports ground, lunch services, etc.) in primary schools</p> <p>4.7 Place emphasis on the implementation of laws and by-laws that prohibit child labour.</p>

2.29 Nzega District

2.29.1 Overall Target

In this district, the program purpose of the micro-plan is to achieve the following statement: **“the quality of education has been improved”**. As verifiable indicator, the following have been identified: (i) Net Enrolment Rate (NER); (ii) Gross Enrolment Rate (GER); (iii) Std. 7 Examination Pass Rate; and (iv) the rate of knowing the 3Rs (Std. 5-7) are identified. The target NER by the end of the programme (2006) is 98% as a district average. An immediate target of GER is 90% by 2004 and the target GER by the end of the programme is also 98% (2006). While the immediate target for the Std. 7 Examination Pass Rate is 80% by 2004, its target by the end of the programme is 90% by 2006. Lastly, the immediate target for the rate of knowing the 3Rs (Std. 5-7) is 80% by 2004 and its target by the end of the programme is 90%.

2.29.2 Available Resources

Available resources during the upcoming five years for the micro-plan are identified. The financial resources with a high-moderate certainty of mobilisation include: (i) the recurrent budget from the MoEC for teacher salaries and general use (Tsh..... 700,000,000); (ii) the UPE budget for school development and general use (Tsh..... 2,250,000,000); and (iii) the capitation and development grant from the MoEC for fees and construction development (\$10 per pupil). The material resources from the community will be in the form of materials and labour.

2.29.3 Strategy to Attain its Target

As the micro-plan matrix shows, four outputs have been identified as means of achieving the programme purpose. These are as follows:

Leaders and Decision makers put emphasis on the education sector.

Teaching-learning environment is improved

Children's Enrolment is raised

Pupils attendance rate is raised

Output	1. Leaders and Decision makers put emphasis on the education sector.
Activities	1.1 Improve teachers' remuneration and incentive schemes 1.2 Improve the teachers' distribution in schools 1.3 Pay all teachers' arrears on time 1.4 Hold seminars for teachers with regards to change in curriculum 1.5 Secure enough budget for school inspection 1.6 Hold seminars for village governments 1.7 Provide transport to school inspectors
Output	2. Teaching-learning environment is improved
Activities	2.1 Build new classrooms 2.2 Rehabilitate damaged classrooms 2.3 Provide enough furniture to schools 2.4 Provide lunch to pupils 2.5 Provide sports materials to schools 2.6 Hold seminars for head teachers 2.7 Construct teachers' houses 2.8 Build toilet in schools 2.9 Construct water tanks in schools
Output	3. Children's Enrolment is raised
Activities	3.1 Enrol all school age children 3.2 Educate the community on family planning 3.3 Encourage parents on the application of modern agricultural technology
Output	4. Pupils attendance rate is raised
Activities	4.1 Educate parents on the alternative ways of raising their income

2.30 Pangani District

2.30.1 Overall Target

In Pangani District, the purpose of the micro-plan is to achieve the following statement: “**quality of basic education is adequate**”. This goal should be accomplished both within and outside the school system as far as the school and surrounding communities are concerned. Key verifiable indicators include the Gross Enrolment Rate (GER) and the Net Enrolment Rate (NER). The current GER for Std. 1-7 is 99%. The target by the end of the programme (2006) is to maintain the present GER at 99% as a district overage (since this is essentially 100%). An immediate target of NER for Std. 1-7 is to attain 85% by 2003 (as the average of the nine existing wards with the lowest NERs, including Kipumbwe (61%), Mwera (72%), Bweni (73%), Mikinguni (74%), Ubangaa (74%), Madanga (80%), Mkalarno (81%), Bushiri (83%) and Pangani Mashariki (84%)). The current overall NER is 79% for the district. The target NER by the end of the programme (2006) is 100% for the district average.

2.30.2 Available Resources

Available resources during the upcoming five years of the programme are identified in this section. The resources available include both financial, material and human resources. The financial resources with a very high to high-moderate certainty of mobilisation include: (i) the current budget from the Ministry of Regional Administration and Local Government for teacher/staff salaries (Tsh..... 1.6 billion) and for non-teaching education staff salaries (Tsh..... 97.0 million); (ii) the development budget of the District Council itself for the construction of school facilities (Tsh..... 80,481,100/=); (iii) the government subsidies from the MoEC for purchasing teaching/learning materials (Tsh..... 348.3 million); and (iv) financial assistance from UNESCO, CEF, SIDA, TASAF, JICA, UNICEF, DANIDA, FINIDA, TANAPA, CARITAS, Islamic Relief Services, World Vision, the Netherlands, TBL, CIDA, IRISH AID, TCMB, MS-TZ, and NORAD (Tsh..... 3.661 billion).

In terms of material resources, construction materials donated by the communities and villages (worth Tsh..... 38,823,330/=) are expected. In addition to this amount, the communities will pay funds at a rate of Tsh..... 1,000,000/= per classroom, as both a labour charge plus the expenses associated with obtaining building materials locally in the neighbourhood. The communities will also pay funds at a rate of Tsh..... 500,000/= per teacher staff house as a labour charge. They will pay funds at a rate of Tsh..... 165,000/= per toilet pit hole as both a labour charge plus the expenses associated with obtaining building materials locally in the vicinity.

2.30.3 Strategy to Attain the Target

As the micro-plan matrix shows, seven outputs have been identified as the means for achieving the programme purpose. These are then listed below in order of priority as follows:

Parents urge school-age children to go to school
Pupil attendance is high
Teaching and learning environment is attractive and conducive
Education management at all levels is improved
Teachers have their residences within school premises
Academic qualifications of teachers from different grades are high
Primary schools have adequate number of teaching staff.

Output	1. Parents urge school-age children to go to school
Activities	1.1 Educate communities to abandon backward customs and traditions 1.2 Educate/sensitise parents on good ethics for their children 1.3 Revitalise and improve adult education classes 1.4 Sensitise parents to enrol school-age children 1.5 Establish complementary basic education (COBET)
Output	2. Pupil attendance is high
Activities	2.1 Provide basic services in schools 2.2 Build schools in easily-accessible location for school children 2.3 Sensitise/educate parents on values of education 2.4 Convince pupils on values of education
Output	3. Teaching and learning environment is attractive and conducive
Activities	3.1 Purchase adequate facilities and furniture 3.2 Rehabilitate existing damaged facilities and furniture 3.3 Construct needed classrooms and toilet pit holes 3.4 Construct one library for each school 3.5 Demarcate sufficient land coverage for schools
Output	4. Education management at all levels is improved
Activities	4.1 Organise education management skills training for heads
Output	5. Teachers have their residences within school premises
Activities	5.1 Rehabilitate existing teacher staff houses in the target wards 5.2 Construct new houses for teachers
Output	6. Academic qualifications of teachers from different grades are high
Activities	6.1 Upgrade Grade C/B teachers to Grade C-IA. 6.2 Upgrade Grade IIIA teachers to Diploma Level 6.3 Upgrade diploma holding teachers to Degree Level 6.4 Construct Teacher Resource Centres (TRCs)
Output	7. Primary schools have adequate number of teaching staff.
Activities	7.1 Improve communication and transport network/infrastructure 7.2 Prepare inventory of teachers in all schools 7.3 Submit to requests Central Government (i.e. Civil Service Commission) for permission to employ new teachers

2.31 Rombo District

2.31.1 Overall Target

In this district, the programme purpose of the micro-plan is to achieve the following statement: “**the majority of children have access to quality education**”. Verifiable indicators include: (i) the Gross Enrolment Rate (GER); (ii) the Net Enrolment Rate (NER); (iii) the transition rate; (iv) the pass rate; and (v) the completion rate. The target GER by the end of programme (2006) is 50% as a district average. The target for NER is 54% by 2003 (for the average of the 16 wards with the lowest existing NER, which includes Alleni (47), Katangara Mrere (32), Kelamfua Mokala (47), Kisale Msaranga (23), Kitirime Kingachi (25), Mahida Holili (34), Makiidi (43), Miser (20), Motamburu Kitendeni (31), Mrao Keryo (26), Nanjara Reha (33), Olele (21), Shimbi (35), Tarakea Motamburu (43), Ubetu Kahe (10) and Ushiri Ikuini (39)). Furthermore, the targeted value for NER by the end of the programme (2006) is 85% for the district average.

2.31.2 Available Resources

Available resources during the upcoming five years for the micro-plan are now identified. The financial resources with a high certainty of mobilisation include: (i) the school budget from the Central Government for building latrines (Tsh..... 11.1m) and for conducting seminars for school committee members (Tsh..... 22m); (ii) the District Council budget from revenue collections for building classrooms (Tsh..... 109.25m), for building latrines (Tsh..... 11.1m), for building teacher staff houses (Tsh..... 1660m), for purchasing textbooks (Tsh..... 2181900), for purchasing tables (Tsh..... 8,560,000), and for conducting workshops/seminars (Tsh..... 6.15m); (iii) the Central Government budget from MoEC for building classrooms (Tsh..... 230.25m) and teacher staff houses (Tsh.....2490m); and (iv) the ordinary budget from the Ministry of Finance through MoEC for training teachers (Tsh..... 1.1426 billion) and for transferring teachers ever five years from one station to the next (Tsh..... 40m).

Regarding human resources, labour power from the community has a high certainty of mobilisation for the following activities: (i) building classrooms (Tsh..... 167.4m); (ii) building teacher staff houses (Tsh..... 1660m); and (iii) mending blackboards (Tsh.....4,920,000).

2.31.3 Strategy to Attain its Target

As the micro-plan matrix shows, three outputs have been identified as the means for achieving the programme purpose. These outputs are listed according to their priority as follows:

Teaching and learning environment is improved
NER for the Rombo District is increased up to 85%
Academic performance for pupils is high

Output	1. Teaching and learning environment is improved
Activities	<ul style="list-style-type: none"> 1.1 Conduct seminar for the school committee 1.2 Prepare budget for classroom construction 1.3 Construct classrooms 1.4 Prepare budget for latrines construction 1.5 Construct latrines 1.6 Construct teachers staff houses 1.7 Purchase textbooks 1.8 Purchase desks 1.9 Mend tables for teachers 1.10 Mend blackboards in classrooms 1.11 Increase quantity of first-aid boxes 1.12 Purchase and distribute materials needed in plays and match 1.13 Use the school area effectively 1.14 Improve feeder roads 1.15 Construct water tanks 1.16 Provide transport to district education leaders 1.17 Provision of telegraphs and electricity
Output	2. NER for the Rombo District is increased up to 85%
Activities	<ul style="list-style-type: none"> 2.1 Mobilise parents to enrol seven year old children at school 2.2 Mobilise community in family planning 2.3 Conduct seminars to school committee members 2.4 Provide lunch to pupils 2.5 Educate people to eradicate poor traditions and culture 2.6 Create school bands 2.7 Build enough secondary schools 2.8 Use by-laws to enforce enrolment 2.9 Mobilise the residents for enviro-care 2.10 Purchase enough playing materials
Output	3. Academic performance for pupils is high
Activities	<ul style="list-style-type: none"> 3.1 Conduct more in-services courses for teachers 3.2 Prepare timetable of in-service training for Grade B teachers 3.3 Distribute teachers equitably 3.4 Build teacher houses and offices 3.5 Conduct workshops and seminars for teachers 3.6 Give incentives for those who have done well 3.7 Lend teachers transport equipment 3.8 Increase teacher salaries 3.9 Transfer teachers (every five years) from one station to another 3.10 Improve teacher remuneration and incentive schemes 3.11 Establish more teachers resources centre

2.32 Singida Town

2.32.1 Overall Target

In Singida Town, the purpose of the micro-plan is to achieve the following statement: **“all school –age children are enrolled and receive quality education”** under the guidance of the Town Council Education Team. As a verifiable indicator, the Gross Enrolment Ratio (GER) has been identified. The five-year programme begins on the 1st January 2002 and concludes on the 31st December 2006. The target GER at the end of the programme is 95% (as the town council average of the 13 wards).

2.32.2 Available Resources

Available resources during the programme period (2002 – 2006) for the micro-plan are now identified. The financial resources with a high certainty of mobilisation include: (i) the recurrent budget from the MoEC for teacher salaries (Tsh..... 698, 474,710/90), other charges (Tsh..... 300,898,890.00) including training materials; and (ii) the development budget from MoEC (Tsh..... 27,000,000). Other financial resources with a similar certainty of mobilisation include JICA and UNICEF contributions (Tsh..... 3, 500,0) as well as community (Tsh.... 105,000,000/=) and labour contribution (Tsh..... 27,050,00). Finally there are contributions from the CDTF for school building construction (5,000,000/=). On the other hand, financial sources with a medium certainty of mobilization include contributions from the Singida Town Council for construction of school buildings (Tsh..... 25,000, 000) as well as contributions from DFID for maintenance of school buildings (Tsh..... 32,500,000/=).

2.32.3 Strategy to Attain Target

As the micro-plan matrix shows, eleven outputs have been identified as means for achieving the programme purpose. They are as follows (in order of priority):

- All school-age children are enrolled.
- All primary school have adequate buildings and facilities.
- All pupils are attending school
- All teachers have the capability of handling the new curriculum.
- All primary school have sufficient textbooks.
- All head teachers are trained in school management
- All school buildings and facilities are renovated
- All leaders are responsible for provision of basic education
- All primary schools are inspected
- There is an adequate number of qualified pre-primary school teachers
- The economy of schools and the community is strengthened.

Output	1. All school-age children are enrolled.
Activities	1.1 Educate the public on children enrolment and attendance 1.2 Conduct census on children 1.3 Enrol all school age children 1.4 Make follow up on enrolment 1.5 Supervise the implementation of law
Output	2. All primary school have adequate buildings and facilities.
Activities	2.1 Identify school buildings and facilities needs 2.2 Prepare budget for purchase of building materials and school facilities 2.3 Float tenders for procurement of school materials 2.4 Buy all materials needed 2.5 Construct the buildings required with professional advice 2.6 Supervise construction of the buildings 2.7 Inspect buildings under construction
Output	3. All pupils are attending school
Activities	3.1 Supervise pupils attendance 3.2 Assure the school is attractive 3.3 Motivate pupil attendance through meetings 3.4 Supervise the implementation of by-laws
Output	4. All teachers have the capability of handling the new curriculum.
Activities	4.1 Prepare budget for teacher in-service training 4.2 Prepare teaching/training materials 4.3 Prepare seminars for new topics in the curriculum 4.4 Conduct workshops for developing training materials 4.5 Conduct seminars on new topics conducted
Output	5. All primary school have sufficient textbooks.
Activities	5.1 Identify appropriate textbooks according to the new syllabus 5.2 Prepare the budget for buying books 5.3 Allocate funds for buying text and reference books 5.4 Float tender for procurement of school books 5.5 Buy the text/reference books and store them ready for distribution 5.6 Distribute text/reference books to schools 5.7 Perform follow-up on textbook and reference book distributions.
Output	6. All headteachers are trained in school management
Activities	6.1 Prepare budget for school management training programme for head teachers 6.2 Prepare school management training programme 6.3 Train head teachers in school management 6.4 Prepare and conduct a study tour for head teachers
Output	7. All school buildings and facilities are renovated
Activities	7.1 Prepare budget for renovation/rehabilitation of school buildings and facilities 7.2 Buy materials for renovation/maintenance of school buildings and facilities

	7.3 Renovate/repair school buildings and school facilities 7.4 Supervise renovation/maintenance of school buildings and facilities 7.5 Inspect renovation/maintenance of school buildings and facilities
Output	8. All leaders are responsible for provision of basic education
Activities	8.1 Prepare budget for management training programme for leaders 8.2 Prepare training programme for all leaders 8.3 Train all leaders 8.4 Evaluate training programme
Output	9. All primary schools are inspected
Activities	9.1 Prepare budget for school inspection programme 9.2 Inspect schools 9.3 Make follow-up on the inspection of schools
Output	10. There is an adequate number of qualified pre-primary school teachers
Activities	10.1 Identify the total number of teachers needed in the provision of primary education 10.2 Re-train teachers in pre-primary methods 10.3 Evaluate pre-primary training conducted
Output	11. The economy of schools and the community is strengthened.
Activities	11.1 Conduct project research with in accordance with professional advice 11.2 Chose suitable income-generating projects according to the environment 11.3 Implement projects in accordance with professional advice 11.4 Supervise project operation 11.5 Evaluate the success of the projects

2.33 Sumbawanga Town

2.33.1 Overall Targets

In this District Council, the programme purpose of the micro-plan is to achieve the following statement: **“adequate and appropriate education is provided in and outside primary schools by the education system”**. Verifiable indicators include: (i) the Gross Enrolment Rate (GER); (ii) the Net Enrolment Rate (NER) for Std. 1-7 and Primary School Leaving Examination (PSLE); and (iii) the Pass Rate for Std. 7. An immediate target (for GER) is 89% by the end of 2003 as the average of four wards (Ksense (116%), Matanga (105%), Milanzi (102%), and Senga (109%)). The target for GER by the end of the programme in 2006 is 85%. The immediate target for NER (Std. 1-7) is 68% by the year 2003 as the average of the five wards with the lowest NER in 2002 (Malangali (41%), Ntendo (53%), Kiwite (57%); Mollo (56%) and Sumbawanga (60%)). The target NER (Std. 1-7) by the end of the programme is 90%, while the immediate target for the PSLE Pass Rate by the year 2003 is 25% as the average of the seven wards with the lowest current rate (Sumbawanga (0%), Senga (10%) Ntedo (16%); Molla (3%); Milanzi (21%);

Mazwi (0%) and Matanga (18%)). The goal for the Std. 7 PSLE Pass Rate is 40% as the district average by 2006.

2.33.2 Available Resources

Available resources during the upcoming five years have been identified for the micro-plan. The financial resources with a high-moderate certainty of mobilisation/availability include:

- Recurrent budget from the Ministry of Finance via MRALG for teacher salaries (Tsh..... 5.2 billions);
- Recurrent budget (capitation grant from the MoEC, PEDP-Fund) for the procurement of learning and teaching materials, school committee training, and facility repair (Tsh..... 3.2 billion);
- Community donations (i.e. local building materials – burnt bricks, sand, stones and gravel) for school construction (Tsh..... 3.4 million);
- Current budget from MRALG for other charges (Tsh..... 50 million);
- Current budget salaries for non-teaching staff from Sumbawanga Town Council (Tsh..... 120 million);
- Local donations from businessmen, including transport services of local building materials to sites (Tsh.....20 million);
- Technical assistance from UNICEF for studies on out-of-school children (Tsh..... 1.5 million);
- Development budget from Sumbawanga Town Council for the establishment of Pilot Complementary Schools. (Tsh..... 20 million);
- Development budget (part of PEDP financing) for construction of physical infrastructure (i.e. classrooms, teacher houses, toilet holes for boys and girls, etc.) (Tsh..... 2,110 million); and
- Grant/financial assistance from international agencies/NGOs (i.e. CARE) for the construction of two Teacher Resource Centres (Tsh..... 18 million).

In addition to financial resources, human resources have been identified, which will be necessary for successful implementation of the micro-plan. Most of the human resources for this micro-plan are available within the Sumbawanga Town Council and include: (i) the Town Education Officer; (ii) the Town Economist; (iii) the Town Engineer; (iv) Education Officers; (v) WECs; (vi) head teachers; (vii) teachers; (viii) school committee members; and (ix) several other stakeholders within the district. There are also human resources from outside the district; some of them include consultants for different programmes of the micro-plan.

2.33.3 Strategy to Attain the Targets

As the micro-plan matrix shows, seven outputs have been identified as means to achieve the Programme Purpose. These outputs are listed below:

- Basic buildings and furniture in schools is adequate
- All school-age children, seven to thirteen years are enrolled in primary school
- Management of primary schools is improved and effective
- Academic competence of teachers is improved
- Schools possess adequately competent teachers
- Learning/teaching materials are available in all school (textbooks, supplementary books, exercise books, gastro metric sets, science kits, teachers guides, globes, atlases, furniture, etc.)
- Complementary schools for out-of-school children are established

Output	1. Basic buildings and furniture in schools is adequate
Activities	<ul style="list-style-type: none"> 1.1 Sensitise parents and community on their role towards school construction 1.2 Mobilise funds for building construction and purchase of furniture 1.3 Prepare school building and furniture standard designs 1.4 Rehabilitate 57 existing classrooms and 50% of the existing teacher houses 1.5 Construct new buildings: 234 classroom; 149 teachers houses (staff houses); 242 toilet holes for girls; 260 toilet holes for boys; 2 teachers resource centres; 1.6 Repair the existing school furniture in all schools 1.7 Purchase new furniture for all schools: 10,870 three-seat desks; 422 chairs; 317 tables; 219 blackboards and 1,100 cupboards.
Output	2. All school-age children, seven to thirteen years are enrolled in primary school
Activities	<ul style="list-style-type: none"> 2.1 Sensitise parents and community to value education of their children 2.2 Conduct seminar for village/mitaa leaders and committee members on their role to promote enrolment. In and Out of Primary School within the education system 2.3 Conduct annual census of school-age children, 7-10 years old 2.4 Maintain a district intake of 1,031 pupil in Std. 1-7 each year 2.5 Mobilise funds for sensitisation permanent programme
Output	3. Management of primary schools is improved and effective
Activities	<ul style="list-style-type: none"> 3.1 Identify management training needs for the head teachers, school committee members, and the Ward Education Coordinators (WECs) 3.2 Prepare management training manuals for: head teachers, school committee members, and WECs 3.3 Initiate education management workshop/seminars to acquire management competence for 44 head teachers Initiate education management workshops/seminar to acquire management skills for 13 WEOs 3.5 Initiate seminars on management, planning, and financial control for members of school committee 3.6 Provide one month of education management training to all head teachers to attain competence in school organization, planning, financing, and management skills 3.7 Purchase enough books for records and office equipment

Output	4. Academic competence of teachers is improved
Activities	4.1 Conduct a survey to identify academic bottlenecks for all primary school teaches 4.2 Draw up a training programme for teachers 4.3 Upgrade 161 Grade B/C to Grade IIIA 4.4 Conduct seminars/workshops to upgrade academic competence of all teachers 4.5 Construct and establish two Teachers Resource Centres.
Output	5. Schools possess adequately competent teachers
Activities	5.1 Recruit 79 new teachers annually 5.2 Make schools attractive to teachers 5.3 Sensitise community to value the presence of teachers in schools 5.4 Pay teachers salaries and fringe benefits promptly 5.5 Distribute new teachers on the basis of schools establishment
Output	6. Learning/teaching materials are available in all school (textbooks, supplementary books, exercise books, gastrometrical sets, science kits, teachers guides, globes, atlases, furniture, etc.)
Activities	6.1 Streamline the existing uneven distribution of textbooks and teachers guides in schools by using the school mapping report (October 2001) 6.2 Mobilise funding for purchasing of learning and teaching materials in primary schools 6.3 Train 92 teachers in store-keeping 6.4 Establish teaching-aid training programmes at two teacher resource centres 6.5 Purchase enough learning/teaching materials for all primary schools: 25,496 textbooks; 2,564 teachers guides; 46 science kits; 46 globes; 3,300 atlases (social studies) and 46 teachers mathematical sets for demonstration.
Output	7. Complementary schools for out-of-school children are established
Activities	7.1 Conduct detailed study on out-of-school children using the school mapping findings (October 2001) as a base. 7.2 Disseminate a study report on out-of-school children to stakeholders both in and outside of the district 7.3 Organise and conduct a meeting to deliberate on the study report 7.4 Prepare training programmes for complementary schools 7.5 Train teachers/instructors for the programme 7.6 Establish pilot complementary schools (to enhance agricultural, business, and vocational skills) in each ward.