

CHAPTER 3:
EVALUATION AND CONSTRAINTS

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3.1 Evaluation and Constraints in the Process of School Mapping

Here, the performance of each district during school mapping focusing on the constraints faced is described, based on the observations made by the facilitators who were in charge. As the methodology including procedure and logistical support from the centre (MoEC/JICA) has been changed by phases learning from experience, the phase numbers are also described in parentheses. Major observations made in the previous phase were taken into consideration in reconsidering the methodology for the next phase.

3.1.1 Ilala Municipality (Phase I)

One of the most serious problems was the lack of accurate data on population. Village/mitaa had no records and therefore could not easily come up with an accurate number of children of different age groups and enrolled in school. The given figures were not trustworthy and it was sometimes necessary to resort to household-based head counting of such children to derive the required accuracy. Another constraint to the collection of data was the difficulty in collecting data from households located in the urban area. Many households were absent during the daytime because they had their own business outside their home, therefore the data collector should try to visit several times to obtain data.

Data collectors felt that the time allocated for collecting data was rather too short for the listed activities. Taking into account the size of some of the wards, the scattered nature of schools and difficulties in transport, 14 days were indeed not enough for a task of such magnitude. The time for data collection needed to be extended in accordance with the volume of questionnaires.

3.1.2 Kinondoni Municipality (Phase I)

One of the most serious problems was the lack of accurate data on population. Village/mitaa had no records and therefore could not easily come up with an accurate number of children of different age groups and enrolled in school. The given figures were not trustworthy and it was sometimes necessary to resort to household-based head counting of such children to derive the required accuracy. Another constraint to the collection of data was the difficulty in collecting data from households located in the urban area. Many households were absent during the daytime because they had their own business outside their home, therefore the data collector should try to visit several times to obtain data. In some cases the situation was aggravated by the new leadership being unaware of the conditions existing in

the area of its jurisdiction. In some instances, there was not as much co-operation as expected from the mitaa leadership.

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3.1.3 Temeke Municipality (Phase I)

Fieldwork lasted 16 days from January 16 to January 31, 2000. The WEOs and WECs were posted to their respective wards to carry out the fieldwork with the assistance of head teachers. However, due to recent local government reform, eight new wards were created just before the school mapping exercise. In Temeke Municipality a change in administrative boundaries created eight new wards, increasing the number from 16 to 24. At the time of the school mapping, the leadership, offices and databases for these new wards were yet to be established. Without leadership in these wards, instructions to head teachers and village heads were inevitably confusing. Consequently, fieldwork could not be carried out by the WEOs and WEOs of these wards.

Fieldwork was supervised by the municipal heads of departments who were assigned specific wards to monitor performance and provide assistance if problems arose. There were no vehicles specifically assigned to school mapping fieldwork, but the motorcycles owned by WEOs and municipal staffs were made available for the exercise. Field staff was also facilitated in using public transport (buses) for the school mapping work.

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3.1.4 Arusha Municipality (Phase II)

The sensitisation seminar was to be held on Monday, September 4, 2000. When the facilitator arrived in Arusha, he was told that on Monday and Tuesday there were meetings involving the same people who would be attending the sensitisation seminar, and that the schedule had fallen behind two days. The sensitisation seminar was finally held on Wednesday, September 6, 2000.

The training workshop at the district started just after the sensitisation seminar ended. Nearly 95% of the participants attended the workshop on the first day, and 100% on the following days. Other than a few problems that arose concerning the lecture topics, no major problems were observed during the workshop. Participants were attentive and participated fully in the discussions.

In the training workshop at the wards, WECs and WEOs supervised and trained the participants in most of the wards and district officials supervised in some of the wards. Reports from different wards have shown that the participants, who were to go into the field, were reluctant at first to participate. With the general election drawing near, they related the school mapping exercise to politics. The WECs and WEOs explained in detail to these people about the whole exercise, as it was explained to them in the sensitisation seminar. The participants, especially village/mitaa leaders, agreed to work after hearing this explanation.

In collecting data, it was agreed during the district level training that the data collection should begin just after the training at the wards. The WECs and WEOs would take the funds for training and data collection to pay participants in their respective wards, but there was a delay in the disbursement of funds from Dar es Salaam. Consequently, the WECs and WEOs refused to carry out the training at the wards until the funds arrived. This caused the training at the ward level to be delayed by two days. After consultation with MEO and other top municipal officials it was decided that the training should start immediately. The available funds would be used for training, and the data collection would continue without payments. Participants would be paid after the data collection, with the expectation that funds would be disbursed by then. After the training, the fieldwork started.

During the data collection process the participants encountered many problems. As the collection of data was carried out in census form, the necessary writing materials, such as notebooks and pens, were lacking. Also, the participants faced transportation problems, as there were no transportation allowances provided. But the major problem was the delay of funds, which in turn caused a delay in allowances for the participants. The respondents were afraid to cooperate because they thought this was just an exercise to identify members of opposition parties. On one occasion a respondent in Baraa Ward chased away a mitaa leader because he thought he was an agent of the ruling party. In urban areas mitaa leaders had to carry out the exercise at night because during the daytime the respondents were at

work. It was also difficult to get data in un-demarcated areas such as Terrat, where most of the inhabitants are nomadic in nature.

In consolidating the data, most of the workload fell onto the facilitator, which made the task very difficult. Most of the WECs and WEOs were involved in more than one equally demanding task at the same time as the consolidation period. The district officials were heavily involved in the election, and in the municipal office only the MEO was available. The consolidation process took a long time due to the above reasons. In order to obtain the consolidation sheets, the facilitator had to go into a municipal meeting in which the WECs and WEOs were participating. On many occasions the work was not yet completed, so the facilitator had to go over the sheets repeatedly to check the accuracy of the work. This took many hours to complete.

3.1.5 Babati District (Phase II)

In general, participants were very cooperative despite the fact that there were other activities to attend to such as their own duties, election campaigns, vaccination campaigns, and the National Standard VII Leaving examinations. The district officials, particularly the District Executive Director, the District Education Officer, and the District Planning Officer, were the main actors who made sure that the whole exercise was facilitated properly. In order to carry out supervision in remote areas, they organised transportation for the facilitator at a reasonable rate.

Geographically, Babati District largely consists of a plateau. The road system is very poor, which made the whole exercise difficult. The time allocated to the exercise was not sufficient, although the study was accomplished in good time.

Appreciation should be expressed to the district officials who worked tirelessly, even into late hours, to make it possible to come up with adequate data from the village leaders and head teachers. The data collection went smoothly, but data consolidation was a little bit difficult for the WECs and WEOs to handle. There was a lack of a conducive environment, such as adequate lighting and sufficient calculators to accomplish the work.

3.1.6 Bukoba District (Phase II)

The concept of school mapping was well received by the district officials. Both the WEOs and WECs showed great interest and enthusiasm in the whole exercise of school mapping.

The training, including the study of questionnaires used in data collection, was carried out well. The process of going through the consolidated forms proved to be difficult for many participants; however, the division of the participants into groups enhanced the learning process, as those who understood the calculations helped those who did not.

There were two major constraints experienced during the school mapping exercise. One was the delay in the arrival of funds, which led to some data collectors going into the field without advance payment. The second constraint was the advent of the National STD.7 Examinations. This disrupted the process of data consolidation as all WECs were called upon to attend to these examinations.

Despite the above problems and constraints, the school mapping assignment in Bukoba Rural was implemented smoothly and successfully.

3.1.7 Dodoma Municipality (Phase II)

Several factors have been observed which are likely to have affected the procedure and/or the quality of output of the various activities.

The Cascade Approach used in this school mapping has both advantages and disadvantages.

The advantages include:

Involving many people (participation) in a task concerning them

Inculcating a sense of ownership of the same

Ensuring future sustainability of the same

The approach, however, has inherent disadvantages, among which are:

Loss of efficiency in understanding concepts due to the multi-stage nature of the process

Loss of articulation of concepts due to decreasing duration of training (only one day for data collectors)

The two national activities, general elections preparations and Primary School Leaving Examinations, significantly reduced the level of participation of municipal and ward personnel in the school mapping exercise. Divided loyalty affected their level of monitoring the data collection and checking the returns. This situation is also likely to hamper the expected level of capacity building.

It seems that, initially, the participants, especially the WECs and WEOs, did not think that the activity was anything more than routine work. As time went on, they realized that it was a seriously hard task to tackle despite the constant coaching by the facilitator and municipal officials. Some WECs and WEOs still found the various computations (NER, GBR, and the ratios) to be very unfamiliar and difficult.

3.1.8 Iringa Municipality (Phase II)

The participants of the training workshop at the district level made the following observations regarding the questionnaires for the mitaa leaders:

Most of the mitaa leaders had difficulty in filling out such a technical instrument due to the lack of an educational background

For such a difficult exercise the mitaa leaders could be motivated to use the data from their offices, which might be outdated

The participants for training in the ward would be too great a number for such technical training.

The trainer: trainee ratio would be too high and the level of achievement for an individual participant would be affected

After a lengthy discussion the following conclusions were made:

Each mitaa leader must have a teacher to assist in data collection and that teacher should attend the training workshop for data collectors

The data collectors should move from one household to another to collect the data

Each kitongoji (sub-village) should obtain an enumerator who would consolidate the data from kitongoji to the mitaa/kijiji questionnaire

Each WEC and WEO should conduct the training in her/his ward under the supervision of the district coordinator

Since both instruments are dealing with educational matters, the two workshops should be integrated to increase efficiency in understanding and implementation

As a result, all data collectors could collect the data, and there was close monitoring by WECs and WEOs and close supervision by district coordinators. The data collectors were committed and patient. They collected the data beyond the allocated days in order to complete the job. They also participated in the data validation exercise after the data collection in case of inconsistencies and they returned to the households to seek more accurate data.

A further issue concerning the delay of funds to the district and then to the ward and mitaa was pointed out as an additional constraint to smooth implementation of activity. For example, data collectors had to undertake the fieldwork without being paid in full.

3.1.9 Kahama District (Phase II)

When the facilitator arrived at the district, the participants for the first activity had not been informed. This caused a delay in starting the school mapping exercise. Adequate communication should have taken place among the MoEC, ED-Consult, and the district to ensure timely and smooth commencement of the exercise.

Kahama is a very large district, with long intra-ward and intra-village distances. Thus, for the majority of the WECs, it meant travelling long and extensive distances to supervise data collection and eventually to collect the completed head teacher and village/mitaa leader questionnaires.

At the same time that the school mapping exercise was being implemented in the Kahama district, there were two other equally important national activities demanding the participation of both district and ward officials. These activities also had deadlines just as the school mapping did. The activities were preparations for the PSLE and the October 29 general elections. WECs, who were the main actors in school mapping, were equally in demand for the other activities. Thus, they had to carry out all activities concurrently, causing some breaks and leading to an extension of the planned time frame.

As for the questionnaires used for data collection, observations were made, including:

Regarding the question on the number of illiterate pupils in Std.5-7, it is difficult for teachers to answer without an empirically verified test. An appropriate test could be developed and administered to a stratified sample of pupils

Regarding the question on profiles of the population, which asks the respondent to show by percentage (to add up to 100%) of people in the village, those engaged in agriculture, industries and services. While it may be easy for the respondent to be sure about agriculture, it would not be so easy to be accurate on industries and services.

3.1.10 Lindi Town (Phase II)

Success in undertaking different processes of school mapping depended upon the availability of various inputs, namely committed personnel, transport, funds, stationeries, and well-designed questionnaires to capture the intended data. During implementation, data collectors and other participants made several observations and/or experienced many constraints.

Some typing errors were observed in the questionnaires, and some of the questions were ambiguous. In particular, the question regarding profiles of the population by occupation, additional categories under agriculture, manufacturing, and services are necessary. Under agriculture, for example, activities such as gardening, farming, cattle rearing, etc. should be listed. Then the respondents would be required to choose only one activity from the list.

Concerning the constraints, the district leadership did not provide reliable and adequate transport to facilitate monitoring and follow-up, especially during data collection. Sometimes a provided vehicle would be withdrawn during visits. Furthermore, the Town Planning Officer, the Town Education Officer, and other education officers, including WECs and WEOs, were occasionally withdrawn and given other duties, especially those that were related to the general elections. Such acts caused much interference to the scheduled work and delayed the progress of the work.

In the process of data collection, it was discovered that many mitaa leaders were semi-illiterate or illiterate and that others had very weak eyesight. They could neither read nor write well. This resulted

in poor work and several of them completely failed to carry out the work. For those who would read and write with difficulties, they had problems in understanding the questions and giving correct answers. To improve this situation, assistant head teachers and a number of teachers were sent to support and facilitate completion of data collection in different mitaa.

The coincidence of three events, the general election, the Standard 7 Examinations, and the school mapping, all of which were implemented by almost the same personnel and each of them having deadlines that could not be altered, created a scheduling problem.

Despite the constraints mentioned, participants showed interest and commitment to the exercises, and funds for the activities were readily available.

3.1.11 Moshi Municipality (Phase II)

The entire exercise was generally successful due to the fact that the intended goal of obtaining relevant and quality data was achieved. Questionnaire returns were 100%. Appreciation should be expressed for the enormous support and direct engagement of the MEO of Moshi Municipality who, despite her many other national commitments, was always available to attend to any occurring or unforeseen problem in all stages of the school mapping exercise. The MEO assigned several of her officials to work full time hand-in-hand with the facilitator. The participation of the JICA Study Team member in the sensitisation seminar and training workshop at the district level boosted the work morale and signified the seriousness of the work facing the team.

There were two major problems encountered. The first one was the unexpected delay in finance delivery. The other one was that the MEO, the WECs, and the WEOs seemed to be very busy. During the period of the school mapping these officials also took a leading role in their routine work, such as the immunization campaign, the Primary School Leaving Examinations, the next general election preparations, the Uhuru Torch Rally and many other activities. Had it not been for the cooperation mentioned earlier, the work would have been very difficult to accomplish.

There are more observations to be taken into account for the future. Some mitaa were larger than others, so some data collectors had a greater amount of work than others. One day for training at the ward level seems to be unrealistic because these are the people who are going to do the core part of the entire job and they need a longer learning period. In the future, at least two days at this level is preferable.

3.1.12 Musoma Town (Phase II)

The school mapping exercise coincided with many other highly demanding activities, such as preparations for the Primary School Leaving Examination, the election campaigns, and the vaccination

program. This delayed the progress of the work, and also affected the quality of the data collected. In some cases, data had to be re-collected when the original data was found to be inaccurate.

Although mitaa leaders were not very suitable people for data collection, some mitaa leaders had difficulties in writing skills and in such cases the mitaa secretaries would have been more appropriate for filling out the questionnaires. In some cases, head teachers were assigned to support mitaa leaders. Another constraint was that some mitaa civil servants refused to cooperate because they thought that the exercise was part of the national election campaign.

3.1.13 Mwanza City (Phase II)

Using mitaa leaders to collect the data is essential in order to allow the people to feel that the findings are their own. However, because of the low literacy level of most mitaa/vitongoji leaders, it would have been better to use schoolteachers to assist. In some wards in Mwanza City, schoolteachers were assigned to support mitaa/vitongoji leaders and this produced very good results; however, it also involved extra expenses.

The time allocated for the entire process was generally not enough, and the funds allocated for the activities turned out to be inadequate because of the way it was transferred from Dar es Salaam. The funds were transferred in three instalments and were delayed, which caused low payments for some activities or even a delay in the actual payment. This raised some complaints among the participants. It would have been preferable to have the balance of the money paid to the districts at the beginning.

3.1.14 Shinyanga District (Phase II)

The school mapping exercise coincided with the ongoing general elections campaigns for President, Members of Parliament, and Councillors. Sometimes there would be interruptions of one or two days while either the WEOs or the WECs participated in an issue concerned with elections before returning to school mapping activities. Another national activity was the preparations for the Primary School Leaving Examination. WECs and DEO and WEOs were required to participate in such preparations and frequent scheduling adjustments had to be closely handled.

Long distances between villages, or schools within the same village, meant extensive travelling by bicycle by VEOs and assistant headteachers during data collection. Supervision by WECs and district officials also required extensive travelling. This implies that more time was needed for this important exercise; 3-4 weeks would have been ideal for data collection.

Participants at all levels admitted that school mapping is a very significant and essential strategy for identifying each situation relating to the local environment before any planning can be carried out for development of that locality. A very important aspect of school mapping is that of involving

stakeholders of different levels and cadre to participate in various activities such as sensitisation, training, data collection, responding to questionnaires, data consolidation, information sharing, and discussions.

This type of situation analysis should be carried out by the district at least every two or three years in order to provide a picture of the district in a very transparent form. Planning would then be simplified because problems (weakness/shortfalls) would be standing out clearly within the district's development profile.

3.1.15 Shinyanga Municipality (Phase II)

The Cascade or Training of Trainers (ToT) method seemed to be the best alternative at hand to train enough personnel within the shortest possible time. However, there are shortcomings to passing the right information from one level to the next. This may explain why the head teachers and the village/mitaa leaders made several errors in filling out the questionnaires during the data collection and why the WECs and WEOs made several errors in the computation, consolidation, and transfer of data during the data consolidation.

The facilitator found it very difficult at the beginning of the school mapping exercise to cope with the activities involved. Within the short time available (September 1-3, 2000), financial arrangements, reproduction of teaching materials, informing all the participants, designing the timetable for all the activities, and writing the opening speech had to be accomplished. To avoid being overwhelmed by these activities, the facilitator delegated some of the tasks to district officials. This left ample time for the facilitator to plan and prepare for the training exercise, to perform the training itself, and to write reports which were urgently needed at the ED-Consult (T) Ltd - Head Office.

Delay in implementation became inevitable because of several reasons. There was a delay of one week due to some administrative problems before the beginning of the sensitisation seminar and the training workshops at the districts level. Instead of the two events taking place during the last week of August 2000, the time schedule had to be revised for them to take place during the first week of September 2000. The sensitisation seminar and the training workshops at the district level and the training workshops at Wards A and B levels were completed within the revised time schedule. There was a delay in the receipt of funds during and after the data collection exercise and a delay of two days when the WECs, the WEOs, and the district officials were involved in the supervision of the Primary School Leaving Examination. Despite these delays, the data consolidation exercise, which officially started on September 28, 2000, was accomplished within the time schedule, i.e. before October 5, 2000. This achievement came about as a result of a request to all those involved in the exercise, that they spend extra time, including Saturdays and Sundays, to complete the data consolidation on schedule.

Facilitators were required to send the activity report and expense report immediately after the completion of each activity. When the documents were being sent by fax to the head office from all of the 14 districts, the single line of fax and telephone could not cope with the increased load. This created some delays in faxing the documents and forced some of the documents to be faxed through the Upanga Fax No. 022 – 2153152 instead of the direct line (No. 022 – 2780916) at the head office. In doing so, some of the documents had some pages faxed through the Upanga fax and other pages through the fax at the ED-Consult (T) Ltd - Head Office. At other times, some pages of the documents would go through the same fax at different times and even on different days, creating inconvenience in compiling the pages. To avoid these inconveniences, it is suggested that the single fax and telephone line at the head office be separated so as to have one line for the fax and more than one line for the telephone.

3.1.16 Tabora Municipality (Phase II)

The major observation was if the training workshop time would be sufficient to (a) enable the ward official to support and oversee the process and (b) enable village leaders to implement the instrument. As this was not the case, a search for the means and ways to ensure successful implementation of the school mapping had to be sought. The village and mitaa leaders are no doubt important figures in the process; however, their importance must not be confused with their capacity to perform the school mapping exercise. The village and mitaa leaders appeared to need much longer workshop time in order to meet the expectations of conducting the school mapping. The ward officials appeared to require more time for the implementation of the instruments and consolidation. The head teachers and teachers assisting the village and mitaa leaders appeared capable of performing their tasks more efficiently.

In addition, school mapping deals with educational aspects. The village/mitaa leaders do not deal with these aspects in sufficient detail. The role of the village/mitaa leaders would be to provide administrative support but not to be an active data collector in the process. The WEOs should similarly provide administrative support and should not be data collectors in the process. The village/mitaa leaders and the WEOs should be active users of the data and information that is generated by the process.

There was also a major time constraint during the information-sharing seminar, whereby the school mapping team did not get a chance to see the reaction of the district leadership to most of its findings. Later on, during work on the micro-planning, the situation revealed that extra involvement of the district leaders would have given greater perspective and understanding of the school mapping data. This can be explained by two examples. First, the participants of the micro-planning workshop observed that the value of the NER for Std 1-7 at 73% was unrealistic. It was explained that since NER for Std 1 is 40% it can not simply jump to 73%. The jump was explained by a lack of age-related registration for Std 1-7. Another example was the inconsistency of some of the data with their

experience; the case in point was the adult illiteracy rate. They felt that illiteracy rate of 15% was not representative of the situation of the municipality. They expected the value to be about 45%. A detailed involvement with the findings of school mapping by the district leadership would have laid a good foundation for micro-planning since clear scenarios would have appeared if the whole report was discussed.

The other problems were a result of the work plan of the facilitator. Because he had numerous functions to perform as organizer of the process and its activities, trainer for the seminars and workshops, as well as financial planning and reporting to the head office, he needed considerable time and many of the functions had to be performed almost simultaneously. In addition, the problems of implementing the process resulted in long working hours and time-pressed reporting.

3.1.17 Tanga Municipality (Phase II)

School mapping coincided with other equally important national activities. Most of the WEOs were directly involved in the political campaigns, as were some of the village/mitaa leaders. Some mitaa leaders spent a considerable amount of time in these campaigns. Under the multi-party system the timetable for such campaigns was long, which resulted in reducing the effective time that the WEOs and WECs spent on supervising the data collection, thus causing delays in submission of the questionnaires. The data collection also coincided with the Primary School Leaving Examination. The majority of the WECs were directly involved in attending relevant seminars and actual invigilation of the examinations and writing reports. During this time even municipal education officers were busy with the examination exercise. The National Polio Vaccination days also coincided with the data collection period. This exercise involved all the WEOs and further constrained the supervision of the data collection exercise. It must be pointed out here that WEOs are the central key players in mobilizing people to any local or national project and as such they are busy throughout the year, particularly during this election year.

Some village/mitaa leaders had difficulties in filling out the relevant questionnaires. Where such a situation arose the WECs or WEOs assisted them. In some cases, the district officers assisted those who required help. It was unanimously agreed upon during the information-sharing seminar that should there be a need to collect data of the type collected for this study, teachers from primary schools should be used instead of the village/mitaa leaders. The village/mitaa leaders would assist the selected teachers in gaining access to households in the relevant village or mitaa. At the district office the filled-in forms were scrutinized to check that they were correctly filled out. One very singular situation occurred in one ward when two mitaa leaders delayed the submission of the questionnaires and had to be persuaded to give the data collected so that the WEC could finalize the filling of the forms; this was on 11/10/2000, nearly one month after the exercise had started.

3.1.18 Arumeru District (Phase III)

Training at the district level was behind schedule because the Vice-President had a 2-day visit to the district in the same period. However, training at both the district and wards were carried out successfully. The overall aim of the training package was first to inform the participants of the current status of the Education Sector Development Programme (ED-SDP), its priorities and way forward. Second, it was to equip participants with basic knowledge and skills on school mapping and micro-planning. Moreover, the training was aimed at identifying primary education problems and thereby proposing actions leading to better functioning of the sub-sector of education in the district. During training at the district, district education officials, WECs and WEOs were also equipped with the skills and knowledge on data consolidation. Data was collected from all primary schools and all villages in the district. Various documents were used in obtaining information and data, namely the questionnaires, the district profile, administrative files, and school records:

As for the constraints, the funds allocated to carry out the school mapping exercise by CIDA and the support from the district were not enough to enable the district education officers to carry out frequent supervision of the exercise.

3.1.19 Bukoba Town (Phase III)

Although the school mapping exercise has been successfully completed, there were some constraints as listed below:

Some of the data collectors, specifically the mitaa leaders, did not get the notebooks on time and this delayed their starting data collection.

Data collectors complained of being low-paid because they expected to be paid Tsh. 5,000/= per day as they were paid for the Training Workshop.

Some of the trained data collectors used untrained people to help them in data collection, causing some problems in filling in the questionnaires.

Resistance of some community members to give the required information. This occurred in a few cases where the people regarded the teachers involved as if they were repeating the former exercise conducted in July/August 2001 for Std I registration.

The major problem out of the problems mentioned above was in regard to complaints from data collectors concerning their low payment for allowance. Some of them aired their complaints of low payment to PCB officials who in turn interrogated the facilitator and the DEO. Thereafter, the matter was clearly discussed by the DEO based on the payment suggested in the handouts given by MoEC/JICA.

3.1.20 Bukombe District (Phase III)

Regarding data collection, the area where most errors seemed to occur was in sections 1-1 and 1-2 of the village questionnaire where there was in some cases an undercount of the number of school age children captured in the registration. There was also difficulty in determining the accuracy of the number of people aged 14 years and above even where the total population of the village was accurately entered. Another area where errors seem to occur was on the estimation of the size of the school plot used for school buildings. It seems there was an overestimation in a number of cases.

Generally the school mapping exercise was carried out smoothly. However, there were a few constraints worth mentioning as follows:

The funds provided for the exercise were not enough. This caused some participants to complain of low rates of payment.

There was a transport problem caused by insufficient vehicles available in the district. This caused some difficulties during training and monitoring.

Some essential information including up-to-date district maps and location was not available due to the fact that Bukombe District is a recently created district with infrastructure still being developed.

The availability of electricity and communication facilities caused some performance problems. Ward Executive Officers had other office assignments that demanded attention during the school mapping exercise. This delayed completion of school mapping work in some wards.

3.1.21 Karatu District (Phase III)

School mapping is a new concept to most of the district and ward officials. It was the first time for Karatu to be involved in such a process.

The filling of the instruments was generally well done. However, the district and ward officials appeared to require more assistance or motivation to support and oversee school mapping. This may have been reflected in the lack of checking or inability to check the filled instruments on submission.

Data collection for villages was planned to be centered at the village level. The villages are too big and could not easily be managed as a single collection unit. The plan was changed and data collection was centered on a sub-village. This improved the efficiency of data collection. However, the improved efficiency did not come without a cost: it resulted in extra activity of consolidating data at the village level. This meant more work and extra work time over the planned activities to the WECs, WEOs, district officials and the facilitator.

The planned allowances sparked off apparent discontent. Requests to increase the allowances were made to the district. However, there was insufficient time to respond to the requests. The key activities of training at ward and data collection were therefore conducted in a state of unfavourable financial expectations.

Capacity building is an important element of the school mapping. Another element is promoting the sense ownership of the process to the district. Therefore, preparation of individual activities required a review or introduction of the activity (by the facilitator) to the DEO or a representing officer to help make them actual managers and owners of the process. However, the extent of the function of the facilitator in capacity building was limited. This was caused mainly by the limited time available. It was also due to multiple functions that the DEO and his officers had, which made it difficult for them to take on extra functions. One way to insulate the DEO and his officers from the multitude of functions is to conduct the activities in locations that are not within easy reach by the district authorities.

3.1.22 Kigoma Town (Phase III)

The preliminary preparation for the exercise at the district level was not done properly. First, there was confusion right from the beginning regarding to where to send the funds for the exercise. Funds were sent to the Kigoma District Executive Director instead of being directed to the Town Director, since the wrong bank account number was informed to MoEC. Second, the district was not aware of the date of arrival of the facilitator.

Another important observation is on the amount of allowance. Many participants complained about the amount of payments they were given for the work done. Additionally, the payments made by the districts did not take into consideration the workload of different participants. (The list of unit cost for allowance made by MoEC/JICA was distributed to the districts for reference, though each district was free to decide the allocation of fund.) For example, some mitaa were very small and therefore their mitaa leaders had very little work to do while others were very big, yet the payment was the same. Those from the large mitaa with many households naturally considered themselves as being unfairly treated by being paid the same amount as those from the small mitaa. The same case applied to WEOs and WECs.

The last observation is on mitaa leaders. The majority of mitaa leaders cannot efficiently carry out the exercise on their own without the assistance of teachers. However, they are vital for the success of the exercise because of their position in the community and cannot therefore be left out. Hence, the present practice of having them assisted by the teachers should continue.

3.1.23 Maswa District (Phase III)

The exercise in general was carried out accordingly. There are two observations regarding the data collection.

Payments for enumerators were paid in two instalments that are five thousand shillings each for headteachers before the exercise and the last instalment of five thousand shillings was paid soon after the completion of questionnaires. This method of payment was considered appropriate to control the quality of data.

Due to geographical locations and social settings of Wasukuma, the collection of data from the villages was very difficult because clusters (sub-villages) within one village are so scattered that the enumerator had to walk long distances before reaching the next cluster. The households are so highly populated that the head counting of children and adults took longer than estimated. For these reasons the submission of questionnaires from the villages was delayed by two days.

3.1.24 Mbulu District (Phase III)

The school mapping exercise in Mbulu District encountered some problems, which may have negative effects on the quality of the results.

The invitation of the participants to the sensitisation seminar and training at the district level was done after the arrival of the facilitator. As a result, the sensitisation seminar had to be fitted into a schedule of meetings of councillors that were going on at the time. The training at the district level also was delayed by one day. The Vice President's visit to the district (16/10-17/10/2001) also delayed the starting and ending of the training at the ward level in some wards and hence the data collection process.

One of the biggest problems was the shortage of data collectors in the villages, some of which are estimated to have over 700 homesteads. In some areas the homesteads are separated by long distances, and so it was very difficult to visit an average of 70 homesteads in one day.

The amount of allowance provided was claimed to be too low by some participants. The situation was tenser during the training at the district level, which relaxed after the DEO had promised to top up the allowance.

Page HT-3 in some of the blank copies of the Headteachers' Questionnaires was found. This was discovered during training and also during data collection. As a temporary measure the affected headteachers were advised to reproduce the page in their notebook. The information was to be transferred onto the photocopied copies provided later.

3.1.25 Moshi District (Phase III)

As for data collection, the headteachers were able to work on questionnaires faster than the VEOs because the source of information was in their offices, namely school records (registers). The completed work was handed over to WECs/WEOs on time. The VEOs had some difficulties filling out the questionnaires, as they required actual data. So, they went around their sub-villages and registered all children aged 7-13 in their areas. It was a demanding job, as houses are scattered and some areas are not easily reachable. Data collected had to be tallied then filled in the questionnaire forms. Data sources in the villages are poor. (The villages do not have village registers, which should normally contain most of the data and information). Some VEOs were assisted by WEOs/WECs and headteachers. This was necessary because they were very slow in doing their work due to large distances in some areas and delay in partial payments.

It was not easy to have close supervision from the District Technical Committee, because there was no allowance to keep them out of their station. (There was a delay in transfer of funds from CIDA to Moshi District). There were two cars, which were used to visit areas and places in different days. Moshi District is big and the villages and schools are scattered, so not all the villages could be visited.

In some areas parents were running away from the VEOs because they hadn't paid their development levy: they thought they were going to be charged.

Arusha Chini Ward has a Sugar Cane Plantation and Factory, where people work on shift. After working hours, they go for other activities, such as petty business, working in rice pads (tilling the land or harvesting). In these areas VEOs had to work till late hours to get the information.

Some VEOs refused to handover their questionnaires to the WECs and WEOs because they were under-paid. (As the work was supposed to be done in 10 days, the partial payment was to be Tsh. 10,000 for 5 days. Instead they were paid Tsh. 5,000 for 5 days.) Later, after negotiations, they handed in the questionnaires.

3.1.26 Muleba District (Phase III)

The concept of school mapping was well received by the district officials. The District Education Office was well prepared for the exercise and gave it priority over other commitments. It was unfortunate that the District Planning Office was brought into the exercise late. Had he participated from the initiation workshop for the DEOs in Dar es Salaam, he would have played a more active role than that of an observer.

All districts under Phase III are treated more or less similarly in terms of budgeting and accompanying remuneration to facilitators. However, more factors should be taken into account in order to have a more precise budget with minimum inequality between the districts. For example, it is much easier to carry out the exercise in an urban situation than in a rural one. In urban districts, communication is easy due to short distances covered and systematic arrangements of settlement households and dwellings. On the other hand, communication is extremely difficult in rural districts where one is forced to cover long distances, in many cases without reliable transport. In the case of Muleba District, the presence of numerous dispersed islands poses even more severe problems. For instance, while monitoring data collection in the isles, it took the facilitator two days to reach one school in Ikuza Island due to transport problems. Two more schools and accompanying villages could not be visited because the budget was limited to using available public water transport rather than hiring a special boat. The situation on the mainland was equally problematic due to dispersion of the villages and sub villages. Moving from one household to another household presented yet another hardship. Since the residents were not informed in advance of the visit, many were absent during the visit of data collectors. This meant that data collectors had to make appointments and return later. Again, this made the exercise longer than expected. However, the commitment was high and the work was accomplished even through working long hours each day for the scheduled 15 days. When the budget was insufficient, the district council made up for the deficit.

3.1.27 Mwanga District (Phase III)

This sensitisation seminar was conducted without major problem for councillors. These ward level politicians were required to understand the concept of school mapping and its purpose, to facilitate the micro-planning process of basic education provision, and to politically support its success.

The training at the district level was well understood, for they formed group discussions and asked questions for further clarification, and at the end of the group discussions they made presentations on the various issues of school mapping. This part served as a test of their understanding.

The training at the ward level was also carried out without major problem, making participants understand the whole concept and process of school mapping and promised to do their best.

During data collection, as the village/mitaa leaders and the teachers who assisted them had to visit each family in the village and acquire data from the head of the household and later fill in the village leaders questionnaires, the work seemed to be very difficult. However, they were able to complete it in ten days.

3.1.28 Njombe District (Phase III)

Difficulties or problems will be forecasted here basing on each activity carried out during the whole school mapping exercise. The categories of problems will be characterized on the following bases

The underlying critical problem during data collection was the misinterpretation by data collectors of sentences in page V-1 of the village questionnaires, which ask for the number of 7-year-old children, number of 7- 13-year-old children, number of 7-year-old children enrolled at Std.1, and number of 7-to 13-year-old children enrolled. On the third day of the data collection, many mistakes in this section were found, and immediate measures were taken to rectify the misinterpretation.

Transport was also found to be a problem in the data collection activity. The district education office owns just one car. The supervision activities during the training workshops at the ward level and during data collection demanded at least four cars. The car shortages forced the District Education Officer to hire other cars from other organizations. The data collectors themselves also faced transport problems. Some of the wards in Njombe District have many villages, which are also scattered. This resulted in late submission of filled-in questionnaires by the data collectors.

Fear on the side of respondents was another problem. In the first instance, the respondents (for village questionnaires) were very afraid of responding why their children are not going to school. They regarded the question to be a very tricky question, which was designed to take legal measures against them. After having heard clear explanations from the data collectors (VEOs and Teachers), the villagers were very free to respond to all questions at their disposal.

Time constraint was another problem. The time for data collection was mentioned as being very short and therefore very insufficient. Data collectors said they were hard pushed to finish the activity.

Though data collectors accomplished the required task, payment made by the district (Tsh. 1,000 per day) was claimed to be too low.

3.1.29 Nzega District (Phase III)

In training workshops at the district level, different methods including lectures and group discussions were used. The facilitator asked questions and held group discussions in order to simplify the whole training process. The participants were assigned questions, which had to be discussed in groups.

Random picking was done, whereby any participant had to come forward and present the results of group discussions. Whenever there were problems or difficulties, the facilitator made them clear. This approach was effective in order to facilitate and test the participants' level of understanding.

During the training at the ward level, the participants were equipped with knowledge on what school mapping is and the purposes of doing it. The two questionnaires were gone through and whenever there were questions, which seemed to be unclear, they were clarified.

This exercise of data collection was under close supervision of the WECs, WEOs, the facilitator and some other district officials. After the ten days of data collection, there were two days of going through the filled-in questionnaires. The discovered mistakes were then corrected by the WECs and WEOs.

3.1.30 Pangani District (Phase III)

Several observations and constraints (major ones) in relation to the school mapping exercise can be cited here.

Varying backgrounds of the trainees at the district, ward and villages/mitaa levels and differences in integrated personnel are quite obvious.

Delay in starting the school mapping exercises due to other already scheduled activities at the district level. So, flexibility is necessary to allow for some delays in the scheduled program of school mapping, especially delays in completing the schedules in time.

There were communication difficulties. Pangani District currently suffers from lack of modern facilities for communication such as no telefaxes, teleprinters, digital systems of telephones, and EMS services. Only a few offices have the old "magneto system" of telephones in which a client has always to contact the telephone operator to get connected to the correspondent before having any conversation over the phone. Mobile phones are even worse or useless in Pangani, for there are no boosters for the mobile phones. As regards roads, most of them are heavily corrugated, making travel uncomfortable.

3.1.31 Rombo District (Phase III)

A number of problems were encountered during the preparations before the sensitisation seminar. When the facilitator arrived at the district she discovered that the DEO was not prepared for the school mapping exercise. Therefore, the required participants of the exercise were not aware of the coming facilitator as well as the exercise. We therefore took three days for making preparations such as preparing the timetable schedule of school mapping for sensitisation seminar, training workshop at the district level as well as at the ward level and data collection, as well as informing the participants, preparing the venue and organizing the seminar, and photocopying the training papers.

A number of difficulties were also encountered during data collection. Firstly, the time for doing data collection was not enough compared to the work itself, although the village leaders and teachers tried their best to complete the work and they worked till night. Secondly, there were also equally important district activities going on at the same time in which supervisors (District Officers) were required to participate. Thirdly, Rombo District has villages with many sub-villages, so the village leaders and teachers who assist him/her had to walk long distances.

3.1.32 Singida Town (Phase III)

The seminar, which was originally scheduled for 8th October 2001, had to be rescheduled for 15th October 2001, because the councillors had other pressing matters to attend to. Although sensitisation was conducted after the training workshop in the districts, it was still relevant because the core district leaders, both political and democratic, were involved. All the targeted leaders attended. As in the planning at the central level, no instructions were given regarding the councillors of special seat (There are special extra seats for councillors only for women), and no councillor representing special groups was invited.

During data collection in some villages, identical categories of data revealed marked differences between data collected by village leaders that by the headteachers for the same village. For example, in Unyamikumbi Ward, the total number of children (aged 7-13 years) enrolled was 614 from the primary school instrument and just 501 from the village leaders instrument, giving a difference of 113 children. After close investigation, it was revealed that the extra 113 originated from other neighbouring villages, and it was concluded that the difference is not a problem.

3.1.33 Sumbawanga Town (Phase III)

During the school mapping exercise in Sumbawanga Town, a number of activities were performed, which included sensitisation, training workshop in the districts, training workshop in the wards, and data collection. In these processes, participants experienced some constraints.

Funds for undertaking school mapping were underestimated. This was because the number of villages/mitaa, which was given by the DEO of Sumbawanga to MoEC, was low (89), while the actual number of villages and mitaa is 148. This underestimation and low number of village/mitaa placed many constraints on data collection. Due to inadequacy of funds, many of the mitaa/village leaders received minimal remuneration.

Other constraints included lack of monitoring vehicles, and poor secretarial services. But on the whole, the officials at the district were very cooperative.

3.2 Evaluation of Micro-Plans

In this section, the micro-plans of all the targeted 33 districts are evaluated individually. Criteria for the evaluation are as follows:

- Whether a micro-plan follows the methodology stated in the Micro-Planning Handbook and instructed by the Study Team;
- Whether a micro-plan is a comprehensive plan describing plans on budget, schedule, as well as available financial sources for implementation/development of organisational, administrative, and financial capability;
- Whether a micro-plan is a concise plan without redundancy or repetition; and
- Whether relationships between objectives, activities, inputs, indicators in a micro-plan are logical.

3.2.1 Ilala Municipality

(Micro-Plan Matrix)

The Micro-Plan Matrix seems comprehensive. It covers many means to improve primary education, such as improvement of school facilities, improvement of teaching materials, awareness of parents, increase of teachers, attractions for children, payment of school fees and working morale of teachers. However, it does not directly cover the awareness, nor does it cover management capacity improvements of schools and other authorities, which the Micro-Plans for other target districts normally cover. The Micro-Plan is also concise, as there seems to be no repetition. Additionally, mean-end relationships between the Inputs, Activities and Output are understandable.

(Resource Identification Sheet)

Compared with the Micro-Plans for other target districts, the Resource Identification Sheet is detailed and lists various kinds of financial, material, and human resources available for improving primary education.

(Indicator Sheet)

The numbers for some Outputs are different from those in the Micro-Plan Matrix (i.e. Output 2 and 3). Some indicators also fail to correspond with those in the Micro-Plan Matrix. Lastly, the meaning of some abbreviations are unclear (i.e. CR, PR, DO and RR as indicators of Output 6).

(The Other Documents)

The other documents such as the Plan of Operation, Annual Action Plan, and Monitoring Plan are all well-prepared.

3.2.2 Kinondoni Municipality

(Micro-Plan Matrix)

The Micro-Plan Matrix seems quite comprehensive. It cover various means to achieve the Programme Purpose ("Most school age children do get adequate education"), such as improvement of school facilities, increase of qualified teachers, improvement of school management, improvement of teaching materials, and increased awareness of parents and communities.

The Micro-Plan is also concise, as there seems to be no repetition among them and mean-end relationships between the Inputs, Activities and Output are understandable.

(Resource Identification Sheet)

Compared with Micro-Plans from other target districts, the Resource Identification Sheet is detailed and listing various kind of financial, material and human resources available for improving primary education.

(Indicator Sheet)

The numbers for some Outputs are different from those in the Micro-Plan Matrix (i.e. Output 2 and 3). Some indicators also disagree with those in the Micro-Plan Matrix. Furthermore, some abbreviations are unclear (i.e. CR, PR, DO and RR as indicators of Output 6).

(The Other Documents)

The other documents such as the Plan of Operation, Annual Action Plan and Monitoring Plan are all well-prepared.

3.2.3 Temeke Municipality

(Micro-Plan Matrix)

The Micro-Plan seems moderately comprehensive. The Programme Purpose for the Micro-Plan is that "the quality of school facilities and equipment is improved". In comparison with other Micro-Plans, the Programme Purpose is unique, as it implies that the Micro-Plan focuses only on improvement of school facilities. Actually some Outputs common to other Micro-Plans such as awareness of community and assistance for out-of-school children are not listed as individual Outputs in the Micro-Plan for Temeke Municipality. However, the Micro-Plan Matrix also includes measures beside improvement of school facilit (i.e. textbook increases (Output 7), teacher upgrading (Output 8), equal placement of teachers (Output 9), and training of school committee members (Output 10). The awareness of community is also described as an activity necessary for some of the Outputs. Furthermore, the Micro-Plan contains rather unique ideas such as the establishment of documentation centres (Output 11) and the development of potential pupil talent (Output 12). Therefore, the

Micro-Plan for Temeke Municipality seems moderately comprehensive despite its short-sighted Programme Purpose.

The Micro-Plan also seems quite detailed, especially in a part concerning school facilities. All of the first six Outputs (1-6) are concerned with the construction and rehabilitation of school facilities such as classrooms, toilets, water facilities, staff rooms, and desks. Rather detailed activities and inputs needed for these Outputs are described in the Matrix.

Although the Micro-Plan seems comprehensive and quite detailed, there appears to be little repetition in the plan. Mean-end relationships between the Inputs, Activities and Output are also understandable. Therefore, the Micro-Plan Matrix seems concise.

(Resource Identification Sheet)

Various resources available for developing primary education in the district are described in detail.

(Indicator Sheet)

Indicators appropriate to the Programme Purpose and all Outputs are listed; the target amounts of the indicators seem reasonable.

(The Other Documents)

The other documents such as the Plan of Operation, Annual Action Plan and Monitoring Plan are all well-prepared.

3.2.4 Arusha Municipality

(Micro-Planning Matrix)

The Outputs and Activities in the Micro-Plan Matrix are concise and easy to understand for readers. They also seem to cover all outputs needed to achieve the Programme Purpose. However, the Inputs for some Outputs do not seem to cover all the necessary ones (i.e. Inputs for Output 2 (“School Facilities are Increased”) including some human resources. Also, no financial resources are described, although they are definitely needed for increasing school facilities. It is preferable to describe as Inputs all necessary resources for each Output, which are defined in the Plan of Operation.

Concerning the Verifiable Indicators in the Micro-Plan Matrix, some indicators (i.e. “1.b Attractive School Environment” and “3.b Teachers work performance”) need to be more objectively verifiable. Furthermore, target amounts for all indicators are not shown. It is preferable to describe summaries of target amounts with the indicators, which are defined in the Indicator Sheet.

(Resource Identification)

The "Type of Data" in the Indicator Sheet must be consistent with the "Verifiable Indicators of Outputs" in the Micro-Plan Matrix. There are many inconsistencies between them.

(Plan of Operation)

Years when some Activities are scheduled (i.e. Activity 3.2, 3.3, 3.4, and 3.5), are not described in the Plan of Operation.

It appears that the "Personnel Required", "Items Required", and "Cost" of all activities in the Annual Action Plan are copies of those found in the Plan of Operation. This is inappropriate. For instance, Activity 1.1 ("Promote teachers on time") needs Tsh.50 million for its five years of activity, according to the Plan of Operation. However, in the Annual Action Plan it is shown that the entire Tsh.50 million will be spent for the first year, which is unrealistic. In the first year, part of the resources (human, material and financial) for the five years would be spent. There are many inconsistencies between them.

The "Types of Data" in the Monitoring Plan must be consistent with those in the Indicator Sheet. There are many inconsistencies between them.

3.2.5 Babati District

(General Comments)

Some report items required for Micro-Planning (i.e. Plan of Operation, Annual Action Plan, and Monitoring Plan) are incomplete. Other parts of the report also have many problems and mistakes in comparison with the proper Micro-Planning method shown in the "District Micro-Plan Guide" and the Micro-Planning Handbook. Therefore the team added several suggestions, especially a bar chart of Plan of Operation in order to complete Micro-Planning.

The facilitator for the School Mapping and Micro-Planning for the Babati District explained to the Study Team that the Micro-Plan was not completed due to time constraints for the workshop. In addition, it seems that the moderators for the workshop, the facilitator, and other persons that were trained for the Micro-Planning method, failed to adequately apply the methods they learned at the Micro-Planning workshop in Babati.

The Study Team recommended that the District Council review the Micro-Plan and make a drastic revision of the plan, following the Micro-Planning Handbook.

(Problem Matrix)

There seems to be duplication among the Direct and the 2nd Direct Causes in the Problem Matrix. In addition, the Matrix seems too complicated and lengthy for readers to understand. In the column of "Direct Causes" in the Problem Matrix, nearly 40 Direct Causes are listed, while only 5-12 direct causes are listed in the Problem Matrices of other districts.

(Direct Causes are listed in the Problem Matrix.)

This problem may have occurred since planners listed some duplicate Direct Causes (i.e. Direct Cause 9 ("Buildings inadequate and of poor quality") and Direct Cause 12 ("There are not enough classrooms for pupils"), which are basically the same problem. Furthermore, the planners listed as "Direct Causes", not only problems that directly result in the Core Problem, but also 2nd and 3rd level problems indirectly related to the Core Problem. There appears to be some cause-effect relationship between some of Direct Causes in the Matrix (i.e. between Direct Cause 11 ("There are not enough Teachers' Resource Centres in the District") and Direct Cause 4 ("Teachers in District not responsible"))).

According to the micro-planning method applied this time, the Direct Causes are problems directly causing the Core Problem. Each of the Direct Causes needs to have a cause-effect relationship with only the Core Problem, and not with another Direct Cause. The problems producing each Direct Cause should be listed in the "2nd Direct Causes" column on the right side of the Direct Causes.

As a result of the above issues, the Problem Matrix seems complicated and lengthy for readers. To make problem analysis acceptable, the Study Team recommends that the District Council rearrange the Direct Causes and 2nd Direct Causes in the Problem Matrix, following cause-effect relationships. It is necessary to review the instructions on how to describe the Problem Matrix (referring to pp. 12-17 of the Micro-Planning Handbook).

(Micro-Plan Matrix)

Probably because of the inadequate problem analysis stated above, many of the Outputs and Activities in the Micro-Plan Matrix also duplicate each other (i.e. school construction is repeatedly described as Activities for both Outputs 1 and 9). Additionally, there appear to be means-end relationships between some of the Outputs in the Matrix (i.e. between Output 11 ("Build Enough TRCs in the District") and Output 4 ("Teachers in the District are More Responsible"))).

According to the micro-planning method applied this time, the Outputs are objectives to achieve the Programme Purpose. They are usually the "direct means" that will directly achieve the Programme Purpose as their end purpose. Each of the Outputs needs to have a means-end relationship with only the Programme Purpose, rather than the other Outputs. The means to achieve each output should be listed in the "Activities" column as activities on the right side of the Output.

As a result of the above problems, the Micro-Plan Matrix seems too difficult for readers to understand. To make the micro-plan easier to understand, the Study Team recommends that the District Council rearrange the Outputs and Activities in the Matrix. Please review the instruction on how to describe Outputs and Activities in the Micro-Plan Matrix (refer to pp. 18-32 of the Micro-Planning Handbook).

(Indicator Sheet)

The Outputs and their Indicators and Targets described in the Indicator Sheet are not the same as those in the Micro-Plan Matrix.

(Plan of Operation)

Title numbers of Activities in the Plan of Operation are completely different from those in the Micro-Plan Matrix, making it difficult for readers to observe compatibility between the Plan of Operation and Micro-Plan Matrix.

(Annual Action Plan and Monitoring Plan)

According to the report, neither the Annual Action Plan nor the Monitoring Plan were formulated during the workshop. Completion of Annual Action Plan and Monitoring Report is required for Micro-Planning, according to the District Micro-Plan Guide (draft) prepared by the Ministry of Education and Culture. The Study Team recommend that the Municipal Council complete the Annual Action Plan and Monitoring Plan.

3.2.6 Bukoba District

The Outputs, Activities and Inputs in the Micro-Plan Matrix are quite concise and easy to understand for readers. Furthermore, they also cover wide-ranging issues related to primary education in the district.

Concerning Verifiable Indicators in the Micro-Plan Matrix, although the indicators for each output are well-defined themselves, the target amount of for indicators is not shown. It is preferable to describe summaries of target amounts with the indicators, which are defined in the Indicator Sheet.

There are several inconsistencies between the Monitoring Plan and the Indicator Sheet on some types of data for indicators and target amounts described. For instance, in the Indicator Sheet the immediate target and final target of NER as an indicator for the Programme Purpose, is 55% by 2003 (as an average of the 12 wards with lowest NERs) and 85% by 2005 (as a District average), respectively. However in the Monitoring Plan, these targets are 50% by 2003 (as an average of the 12 wards with lowest NERs) and 90% by 2005 (as a District average), respectively.

3.2.7 Dodoma Municipality

(Micro-Plan Matrix)

The Outputs, Activities, and Inputs in the Micro-Plan Matrix are concise and easy to understand for readers. However, they do not cover the issues of pupil motivation to learn, which is covered by most Micro-Plans in other districts with the following statement as an Output: "Pupils are Motivated to Learn".

(Resource Identification Sheet)

The format of the Resource Identification Sheet in this report is different from that in the Micro-Planning Handbook. According to the Micro-Planning Handbook, the Resource Identification Sheet only needs to describe resources available for the whole micro-plan, although the Sheet for the Municipality describes available resources for each Output and Activity. It does however fulfil the requirements for the Micro-Plan, even describing further details on the purpose for each resource.

(Indicator Sheet)

There are some differences between indicators described in the Micro-Plan Matrix and those in the Indicator Sheet. For instance, one of the final targets for Output 1 is that 40% of the total collection of the District to be collected by 2005, while that in the Indicator Sheet sets the target in the Micro-Plan Matrix as 70% of the total collection.

(Annual Action Plan)

According to the Plan of Operation, the Activity 1.3 ("Train School Committees in Managerial Skills") is not scheduled in the first year of the five years for the Micro-Plan. However, in the Annual Action Plan the Activity it is scheduled for the first year.

3.2.8 Iringa Municipality

(Micro Planning Matrix)

The Outputs, Activities, and Inputs in the Micro-Plan Matrix are concise and easy to understand for readers. Furthermore, they also seem to cover most outputs, activities, and inputs needed to achieve the Programme Purpose. Regarding the Verifiable Indicators, the data type and target amounts are described by adhering to the instructions in the Micro-Plan Handbook.

In regards to the Means of Verification, more specific data sources (i.e. document or report names) are preferable, rather than describing only the positions of personnel that can provide the data.

(Resource Identification)

The types of data and target amounts for indicators in the Indicator Sheet are differ largely from those in the Micro-Plan Matrix. They must be consistent. It is necessary to refer to pp. 29-32 of the Micro-Planning Handbook.

(Plan of Operation)

Activities listed in the Plan Operation are partially different from those in the Micro-Plan Matrix (i.e. Activity 1.4, 1.5, and 1.6 in the Micro-Plan Matrix are not described in the Plan of Operation). Activities for both the Micro-Plan Matrix and Operation must be consistent. It is necessary to refer to pp. 33, 34 of the Micro-Planning Handbook.

It seems that the "Personnel Required", "Items Required", and "Cost" of all activities in the Annual Action Plan are just copies of those in the Plan of Operation, which is inappropriate. For instance, according to the Plan of Operation, Activity 1.1 ("Promote Teachers On-Time") needs Tsh.13,100,000 for its five years of activity. However, the Annual Action Plan shows that the entire five-year amount will be spent in the first year, which is unrealistic. In the first year, part of the resources (human, material, and financial) for five years would be spent. There are many inconsistencies between them.

3.2.9 Kahama District

The Outputs, Activities, and Inputs in the Micro-Plan Matrix are concise and easy to understand for readers. Furthermore, they seem to cover most outputs, activities, and inputs needed to achieve the Programme Purpose. However, financial inputs necessary to construct school infrastructure for the Output 3 are not described. Concerning the Verifiable Indicators, types of data and target amounts are described by following instructions in the Micro-Plan Handbook.

There are some differences between indicators described in the Micro-Plan Matrix and those in the Indicator Sheet (i.e. PSLE success rate, transition rate, and pupil illiteracy rate) are used as Indicators for Output 2, yet are not described in the Indicator Sheet.

Some of the costs shown in the Plan of Operation are different from those described in the Inputs column of the Micro-Plan Matrix.

It seems the "Personnel Required", "Items Required", and "Cost" of all the activities in the Annual Action Plan are just copies of those in the Plan of Operation, which is inappropriate. For instance, Activity 1.1 ("Increase the Number of Teachers in Schools") needs Tsh.15,000,000 for its five years of activity, according to the Plan of Operation. However, the Annual Action Plan shows that the whole amount for these five years will be spent in the first year, which is unrealistic. In the first year, a portion of the resources (human, material, and financial) for the five years would be spent.

3.2.10 Lindi Town

(Micro Plan Matrix)

The Outputs, Activities, and Inputs in the Micro-Plan Matrix are concise and easy to understand for readers. The Outputs and Activities also seem to cover most of the means needed for the Programme Purpose at schools (at the supply side). However, they do not cover the issue of pupil motivation to learn, which is covered by most of the Micro-Plans in other districts, which would contain "Pupils are Motivated to Learn" as an Output.

Concerning the Verifiable Indicators in the Micro-Plan Matrix, some indicators described in the Indicator Sheet (i.e. the promotion rate and dropout rate) as Indicators for Output 1 are not described in the Micro-Plan Matrix. Furthermore, the target amounts of most indicators are not shown. It is preferable to describe summaries of target amounts with the indicators, which are defined in the Indicator Sheet.

(Indicator Sheet)

Indicators such as those for Output 2 (described in the Indicator Sheet) are different from those in the Micro-Plan Matrix.

3.2.11 Moshi Municipality

(Micro-Plan Matrix)

The Outputs, Activities, and Inputs in the Micro-Plan Matrix are concise and easy to understand for readers, and seem to cover most of the means needed for the Programme Purpose.

Concerning the Verifiable Indicators in the Micro-Plan Matrix, some indicators described in the Indicator Sheet (i.e. promotion rate and dropout rate) as Indicators for Output 1 are not described in the Micro-Plan Matrix. In addition, target amounts of most indicators are not shown. It is preferable to describe target amount summaries in relation to their indicators, which are defined in the Indicator Sheet.

(Plan of operation)

Costs listed in the Plan Operation are partly different from Inputs in the Micro-Plan Matrix. They must be consistent. Please refer to pp. 33, 34 of the Micro-Planning Handbook.

(Annual action Plan)

It seems the "Personnel Required", "Items Required" and "Cost" of all the activities in the Annual Action Plan are just copies of those in the Plan of Operation, which is inappropriate. For instance, Activity 2.1 ("Procure Adequate Syllabi for All Subjects") needs Tsh.3.6 million for its five years of activity, according to the Plan of Operation. However, the Annual Action Plan shows that the whole

Tsh.3.6 million will be spent during the first year, which is unrealistic. In the first year, a part of the resources (human, material and financial) for five years would be spent.

3.2.12 Mosuma Town

(Micro Plan matrix)

The Outputs, Activities, and Inputs in the Micro-Plan Matrix are concise and easy to understand for readers.

In regards to the Verifiable Indicators in the Micro-Plan Matrix, although the indicators for each output are themselves well-defined, target amounts for the indicators are not shown. It is preferable to describe summaries of target amounts with the indicators, which are defined in the Indicator Sheet. On the other hand, indicators for all Activities and Inputs are described. This however is not always necessary, because just Indicators for each Output are needed in the Micro-Plan. For instance, as Indicators for Output 3 ("Teachers Are Attracted to the School Environment"), the number of classrooms and staff quarters seems sufficient.

(Indicator Sheet)

Indicators for the Programme Purpose should be described in the Indicator Sheet. Indicators described in the Micro-Plan Matrix and those in the Indicator Sheet are not the same. They should be compatible.

(Plan of Operation)

Activities listed in the Plan Operation are somewhat different from those in the Micro-Plan Matrix. For instance, Activities for Output 2 in the Micro-Plan Matrix are different from those in the Plan of Operation. Activities for both the Micro-Plan Matrix and the Operation must be consistent. It is necessary to refer to pp.33, 34 of the Micro-Planning Handbook. Lastly, the schedule for Activity 4.6 is not described.

(Annual Action Plan)

According to the Plan of Operation, Activity 2.1 is not scheduled in the first year of the five years of the Micro-Plan. However, in the Annual Action Plan, the Activity is scheduled for the first year..

3.2.13 Mwanza City

(Micro-Plan Matrix)

The Outputs, Activities, and Inputs in the Micro-Plan Matrix are concise and easy to understand for readers. However, a clearer and more specific definition for both Output 1 ("School Have Adequate Facilities") and Output 3 ("Schools Have Good Facilities") is needed as these Outputs seem quite similar. The Activities for each Output imply that Output 1 and Output 3 should be as follows:

“School Facilities Are Newly-Constructed” and “Existing Facilities Are Rehabilitated and Maintained”, respectively.

The Outputs and Activities seem to cover most of the means needed for the Programme Purpose at schools (at the supply side). However, they do not cover the issue of pupil motivation to learn, which is covered within most of the Micro-Plans with a statement such as the following as an Output: “Pupils Are Motivated to Learn”.

(Indicator Sheet)

Indicators described in the Micro-Plan Matrix and those in the Indicator Sheet are not the same. They should be compatible.

(Plan of Operation)

Title numbers and the order of activities listed in the Plan Operation largely differ from those in the Micro-Plan Matrix. Activities of both the Micro-Plan Matrix and Operation must be consistent. It is necessary to refer to pp.33, 34 of the Micro-Planning Handbook.

(Annual Action Plan)

Title numbers and the order of activities listed in the Annual Action Plan are different from those in the Plan of Operation, thus making it difficult for readers to see compatibility between them.

3.2.14 Shinyanga District

(Micro-Planning Matrix)

The Outputs, Activities, and Inputs in the Micro-Plan Matrix are concise and easy to understand for readers. Furthermore, they also seem to cover most outputs, activities, and inputs needed to achieve the Programme Purpose. However, some Activities need more detailed specification. For instance, Activity 7.2 (“Provide Motivation to Teachers”) is too vague to show what means will be taken to accomplish this. Although the Inputs for Activity 7.2 seem to imply specific activities, the specific activities needed for the motivation (i.e. “Provide Teacher Transport Allowance”, “Hold Seminar and Workshop for Parents”) should be described as Activities, rather than Inputs.

(Indicator Sheet)

There are some differences between indicators described in the Micro-Plan Matrix and those in the Indicator Sheet. For instance, the target of the indicator for Output 4 (“70% by 2002 for the average of the two wards with the lowest existing rate”) in the Indicator Sheet differs from the target set in the Micro-Plan Matrix (“All children enrolling at age seven by year 2005”).

(Plan of Operation)

Activity 1.3 ("Construct one TRC in each Division.") is not described in the Plan of Operation. Many of the costs for these Activities, which are described in the Micro-Plan Matrix, are either not described or are different from those in the Plan of Operation.

3.2.15 Shinyanga Municipality

(Micro Planning Matrix)

A part of the Micro-Plan Matrix from Activity 7.2 to Activity 8.7 in the original draft from the Municipal Council, is missing. This was the result of a typing error by the JICA Study Team. The Study Team apologises for the error and is ready to submit a new draft with the correction.

The Outputs and Activities in the Micro-Plan Matrix are concise and easy to understand for readers. Furthermore, they also seem to cover most outputs and activities needed to achieve the Programme Purpose. The Inputs, Verifiable Indicators, and Means of Verification seem to go into details sufficiently.

(Indicator Sheet)

According to the report, the Indicator Sheet unfortunately could not be completed due to the complications at the workshop and due to time constricts, as the allocation of five days quickly passed. Also, the completed part of the Indicator Sheet had several differences with the Indicators described in the Micro-Plan Matrix.

Completion of the Indicator Sheet is required for Micro-Planning, according to the District Micro-Plan Guide (draft) prepared by the Ministry of Education and Culture. The Study Team recommended that the Municipal Council complete the Indicator Sheet, based on the Indicators already described in detail in the Micro-Planning Matrix.

(Plan of Operation)

Some of the costs for the Activities, which are described in the Micro-Plan Matrix, are different from those in the Plan of Operation.

(Annual Plan of Action)

The schedule for Activity 4.3 is not described. Activity 6.1 is supposed to be implemented in the Annual Action Plan for the first year, although it is not scheduled in the first year according to the Plan of Operation.

(Monitoring Plan)

According to the report, the indicator sheet, from which the data for completing the monitoring plan was derived, was not completed during the workshop by all participants. Thus only the Programme Purpose and Output 1 were formulated, for which there was already available data from the Indicator sheet. For this reason, Outputs 2-8 are not included in the Monitoring Plan of this report.

Completion of the Monitoring Report is required for Micro-Planning, according to the District Micro-Plan Guide (draft) prepared by the Ministry of Education and Culture. The Study Team recommends that the Municipal Council complete the Monitoring Sheet, based on the Indicators and Means of Verification already described in detail in the Micro-Planning Matrix.

3.2.16 Tabora Municipality

(Micro Planning Matrix)

There seems to be significant duplication among Outputs and Activities in the Micro-Plan Matrix. The Matrix thus seems too complicated and lengthy for the readers to understand. In the column of "Outputs" in the Micro-Plan Matrix, more than 40 outputs are listed. In most cases of micro-planning in other districts, 5-12 Outputs are listed in the Micro-Planning Matrix.

This problem may have occurred as planners listed not only correct Outputs but also the means to achieve these Outputs in the column of "Outputs". Among some of the Outputs in the Matrix, there seems to be a means-end relationship, judging from the contents of the Outputs and the numbers of the Outputs that indicates some grading (i.e. "1.0", "1.1.1" etc.).

According to the micro-planning method applied this time, the Outputs are objectives which are "direct means" to achieve the Programme Purpose. Each of the Outputs needs to have a means-end relationship with just the Programme Purpose, rather than other Outputs. The means to achieve each output should be listed in the "Activities" column as activities on the right side of the Output.

As a result of the above issues, the Micro-Plan Matrix seems complicated and lengthy for readers. To make the micro-plan easier to understand, the Study Team recommends that the Municipal Council rearrange the Outputs and Activities in the Matrix. Please review the instructions on how to describe Outputs and Activities in the Micro-Plan Matrix, referring to pp. 18-32 of the Micro-Planning Handbook.

(Resource Identification Sheet)

The amount of financial resources available for the micro-plan is not identified in the Resource Identification Sheet. It might be difficult for the participants of the workshop to identify exact amounts of financial resources available for the micro-plan. However, such identification is essential for verifying whether the micro-plan is realistic and feasible in light of available resources. The Indicator

Sheet can be simplified and made easier to understand by integrating and omitting some of the lines in the sheet based on the rearrangement of the Outputs and Activities in the Micro-Plan Matrix stated in Section 1 above.

(Plan of Operation)

The Plan of Operation can also be simplified and made easier to understand, based on the rearrangement of the Outputs and Activities in the Micro-Plan Matrix stated in Section 1 above.

The Annual Action Plan can also be simplified and easy to understand, based on the rearrangement of the Outputs and Activities in the Micro-Plan Matrix stated in Section 1 above.

There are some inconsistencies between the Plan of Operation and the Annual Action Plan. Some activities, which are not scheduled in the first year (2001) within the Plan of Operation, are scheduled in the Annual Action Plan.

3.2.17 Tanga Municipality

(Micro-Plan Matrix)

The statements of Output 1 ("Teaching and Learning Environment is Improved") and Output 2 ("Education Resources Are Sufficient") are too vague and ambiguous for readers to understand the exact meaning of the Outputs, as the words "learning environment" and "education resources" would have many different meanings for different readers. Also, Output 1 and Output 2 seem to duplicate each other.

More specific and clear statements for these Outputs are needed. As the Activities for Output 1 imply, Output 1 seems to include two contents, such as "Teachers Are Motivated For Teaching" and "School Buildings Are Improved". Output 2 seems to include two contents, such as "Teaching and Learning Materials Are Sufficient" and "The Financial Resources Are Provided from Parents and Communities Adequately" (this seems to duplicate Output 5). If so, then the content of each should be stated as an independent Output separately.

(Indicator Sheet)

There are some differences between indicators described in the Micro-Plan Matrix and those in the Indicator Sheet. For instance, the target of the indicator for Output 4 ("100% H/Ts; WECs and school committees are trained in management skills.") in the Indicator Sheet is not described in the Micro-Plan Matrix.

(Plan of Operation)

Some of the Activities stated in the Micro-Plan Matrix, such as Activities 2.5-2.8, are not stated in the Plan of Operation. Some of the title numbers of Activities in the Plan of Operation are different from those in the Micro-Plan Matrix.

(Plan of Operation)

There are many inconsistencies in title numbers of activities between the Plan of Operation and Annual Action Plan.

3.2.18 Arumeru District

(Micro-Plan Matrix)

The Micro-Plan Matrix seems concise as there is little repetition among the Outputs, Activities and Inputs listed in the Micro-Plan Matrix.

The Outputs and Activities cover various means needed for achieving the Programme Purpose of the Micro-Plan such as "Majority of School-Age Children Have Access to Basic Education." However, their Micro-Plan does not directly cover the issues of the number of teachers and the qualifications of teachers that Micro-Plans for other targeted districts covered.

(Resource Identification Sheet)

Only financial resources are listed in the Resource Identification Sheet. However, there might be various material and human resources available for developing primary education in the district.

(Indicator Sheet)

Types of data used as indicators seem concise and quite appropriate to the Programme Purpose and all Outputs are listed. However, some of the targeted quantities seem quite high when compared with the existing situation. For instance, the target number of teacher house in 2006 is five times more than the current number now.

(The Other Documents)

The other documents such as the Prioritisation of Outputs, the Unit Costs for Input Setting, the Plan of Operation, the Annual Action Plan, and the Monitoring Plan are all well-prepared.

3.2.19 Bukoba Town

(Micro-Plan Matrix)

The Outputs, Activities, and Inputs in the Micro-Plan Matrix are easy to understand for readers. However when compared with the Micro-Plans of other targeted districts, they are less definite and specific. For example, Output 2 ("Train Teachers on the Use of New Syllabi") is neither specific nor definite enough to show how and by whom the teachers will be trained.

There also seem to be some duplication among the Programme Purpose, Outputs and Activities. For example, Activity 1.1 (“Construct New Classrooms”), Activity 3.1 (“Construct New Classrooms”) and Output 4 (“Basic Education Infrastructure in Schools Is Adequate”) overlap with each other.

(Resource Identification Sheet)

Only financial and material resources are listed in the Resource Identification Sheet. However, there might be some human resources available for developing the primary education in the district.

(Indicator Sheet)

Some types of data listed as indicators do not seem to be appropriate to indicate the Programme Purpose and Outputs. For example, the Programme Purpose is that the majority of school children (pupils in schools) have access to quality education. It does not seem reasonable that NER or GER can indicate achievement of the Programme Purpose.

Furthermore, some target amounts of the indicators are hardly comprehensible. For example, as one of the indicators for Output 3, "3.6: By-laws Established on Child Labour" is listed, but the target of 100% by 2000 seems meaningless.

(The Other Documents)

The other documents such as the Prioritisation of Outputs, the Unit Costs for Input Setting, the Plan of Operation, the Annual Action Plan, and the Monitoring Plan are all well-prepared.

3.2.23 Bukombe District

(Micro-Plan Matrix)

The Outputs, Activities, and Inputs listed in the Micro-Plan Matrix seem quite comprehensive and concise. The Outputs and Activities cover various means needed for achieving the Programme Purpose ("All children have access to quality education"). These include improvement of teachers, schools for all villages, improvement of school facilities, number of teachers, sufficient teaching materials, parental awareness, and dropout rate decrease. On the other hand, there seems to be no repetition among the Outputs and Activities, thus the Micro-Plan is concise.

(Indicator Sheet)

The indicators are comprehensive and concise. All indicators are appropriate to the Programme Purpose and all Outputs; targeted amounts of the indicators seem reasonable.

Furthermore, an additional table was prepared (p.24) describing how they estimated the facilities needed in the future. It presents a basis for the targeted amounts and is quite helpful for those implementing the Micro-Plan.

(The Other Documents)

The other documents such as the Prioritisation of Outputs, the Resource Identification Sheet, the Unit Cost for Input Setting, the Plan of Operation, the Annual Action Plan, and the Monitoring Plan are all well-prepared.

3.2.21 Karatu District

(Micro-Plan Matrix)

The Outputs, Activities, and Inputs listed in the Micro-Plan Matrix seem comprehensive and concise. The Outputs and Activities cover most of the means needed for achieving the Programme Purpose of the Micro-Plan ("to improve the performance of primary education in Karatu District by increasing the PSLE pass rate to 45% and increase NER to 80% by 2006"). The Outputs cover issues concerning the promotion of children's enrolment in primary schools, the number of teachers, school facilities, the ability of teachers, teaching and learning materials, school inspections, and school management, etc. There is little repetition among the Outputs and Activities, thus the Micro-Plan is concise.

(Prioritisation of Outputs)

In the Prioritisation of Outputs, one of the Outputs shown in the Micro-Plan Matrix and other documents, is not analysed ("School Management is Improved").

(Resource Identification Sheet)

Only financial resources are listed in the Resource Identification Sheet. There might however be some material and human resources available for developing the primary education in the district.

(Indicator Sheet)

Indicators appropriate to the Programme Purpose and all Outputs are listed.

(The Other Documents)

The other documents such as the Unit Costs for Input Setting, the Plan of Operation, the Annual Action Plan, and the Monitoring Plan are all well-prepared.

3.2.22 Kigoma Town

(Micro-Plan Matrix)

The Outputs, Activities, and Inputs listed in the Micro-Plan Matrix seem quite comprehensive and quite concise. The Outputs and Activities cover various means needed for achieving the Programme Purpose ("The access and quality of primary education is improved"). This would come in the form of an increase in usable school facilities, improvement of teaching materials, improvement of teachers, as well as improved management at district, ward, and school levels including establishment of EMIS. Furthermore, it would include making school more attractive for children, providing education for

out-of-school children, and improving parental awareness. On the other hand, there seems to be little repetition among the Outputs and Activities, thus the Micro-Plan is concise.

(Resource Identification Sheet)

The Resource Identification sheet in Kigoma lists various kinds of financial, material and human resources available for the development of primary education.

(Indicator Sheet)

The indicators are comprehensive and concise. All indicators are appropriate to the Programme Purpose and all Outputs. Furthermore, all target amounts of the indicators seem reasonable.

(The Other Documents)

The other documents such as the Prioritisation of Outputs, Unit Cost for Input Setting, Plan of Operation, Annual Action Plan, and Monitoring Plan are all well-prepared.

3.2.23 Maswa District

(Micro-Plan Matrix)

The Outputs, Activities, and Inputs shown in the Micro-Plan Matrix are well organised and easy to understand for readers. As the Programme Purpose is "to raise the academic performance in primary schools," the Outputs and Activities seem to fully cover the possible approaches for achieving the Programme Purpose. They are mainly concerned with issues inside the primary schools (i.e. the number of teachers, increase in teaching materials, management capacity of the school committees, construction and maintenance of school facilities, etc.).

On the other hand, the Micro-Plan does not directly cover the issues related to out-of-school children. This is a unique characteristic of the Micro-Plan, as most other Micro-Plans cover the issue of out-of-school children.

According to the District Education Officer and other participants from the workshop, they focused on issues inside the primary schools, as issues related to out-of-school children had already been covered by another plan prepared by the district government. Therefore, issues inside the school were concentrated upon for Micro-Plan. It seems that such demarcation between the district plans is efficient and appropriate.

(The Other Documents)

In accordance with the Micro-Plan Matrix, other documents (i.e. Resource Identification Sheet, Indicator Sheet, Plan of Operation, Annual Action Plan and Monitoring Sheet, etc.) indicate that the necessary information exists, and it is supplied adequately for the Micro-Plan.

3.2.24 Mbulu District

(Micro-Plan Matrix)

The Outputs, Activities, and Inputs listed in the Micro-Plan Matrix seem comprehensive and concise. The Outputs and Activities cover most means needed for achieving the Programme Purpose of the Micro-Plan such as "Majority of school-age children have access to quality education." The Outputs cover various issues concerning primary education. It is notable that "Majority of School-Age Children Have Interest to Go to School" (Output 2) and "Food Intake for Children (Pupils) at Household Level Is Improved" (Output 5) are listed as individual outputs in the Micro-Plan. The planners at the district pay attention to make schools attractive to the children and to improve nutrition of the children, even outside the schools.

(Unit Cost for Input Setting)

Though the unit costs estimated by the central government are stated, unit costs estimated by the district planners based on the local conditions are not stated.

(Indicator Sheet)

Types of data used as indicators seem appropriate to the Programme Purpose and all Outputs are listed. Some of the targeted quantities seem quite high when compared to the existing situation. For instance, a target of 85% for the PSLE pass rate is planned within five years, despite the fact that the existing rate is only 29%.

(The Other Documents)

The other documents such as the Prioritisation of Outputs, Resource Identification Sheet, Plan of Operation, Annual Action Plan, and Monitoring Plan are all well-prepared.

3.2.25 Moshi District

(Micro-Plan Matrix)

The Micro-Plan is comprehensive, as it contains Activities that concern a wide-variety of issues. It is notable that the Micro-Plan even covers issues regarding children's health (Output 3).

However, the logic linking Outputs and Activities is not so clear. For example, under the Output 4 ("Std. 7 Pass Rate Is Raised") there are Activities related to various kinds of issues, such as the quality of teachers, teaching materials, school band, and sensitisation of parents. It appears as though the Activities listed are too broad under Output 4 and furthermore, some mean-end relationships between some Activities and Output 4 are not clear. Therefore, this part of the Matrix seems to be somewhat disorganised/disorderly.

Output 2 ("Teaching and Learning Environment Is Improved"), Activity 2.1 and Indicator 2.a are not described in the Micro-Plan.

(Resource Identification Sheet)

Only financial and material resources are listed in the Resource Identification Sheet. However, there might be various human resources available for developing primary education in the district.

(Unit Cost for Input Setting)

In the Sheet, unit costs for various kinds of items concerning primary education are well-identified. Furthermore, they described the total cost of each item for five years based on the Unit Cost identified (pp.21-22). These estimations must be quite helpful for readers, especially for those implementing the Micro-Plan.

(Indicator Sheet)

Types of data used as indicators seem appropriate to the Programme Purpose and all Outputs are listed. However, do not directly produce the achievement/objective desired. For example, it seems unreasonable to verify the achievement of Output 1 ("There is Proper Monitoring from School-District Level) via the number of orphans going to schools.

(Plan of Operation and Annual Action Plan)

There are some discrepancies between the contents of the Plan of Operation and those of the Micro-Plan Matrix. Some numbers for Activities in the Plan of Operation and Annual Action Plan are different from those in the Micro-Plan Matrix. Furthermore, some expressions used to describe Activities are also different from those in the Micro-Plan Matrix.

(The Other Documents)

The other documents such as the Prioritisation of Outputs and Monitoring Plan are all well-prepared.

3.2.26 Muleba District

(Micro-Plan Matrix)

The Outputs, Activities, and Inputs listed in the Micro-Plan Matrix seem comprehensive and quite concise. They cover wide-ranging issues related to primary education, such as the awareness of communities, management capacities of headteachers, school committees, and the district government, as well as budget allocation, construction and maintenance of school facilities, improvement of teaching materials, treatment of out-of-school children, construction of new schools, improvement of teacher qualifications, and increases to the number of teachers. Since there is little repetition among the Outputs and Activities, the Micro-Plan is considered to be concise.

(Resource Identification Sheet)

The statement in the Resource Identification is detailed enough and quite concise.

(Unit Costs for Input Setting)

Local unit costs of various items needed for the Micro Plan are listed.

(Indicator Sheet)

Indicators appropriate to the Programme Purpose and all Outputs are listed.

(The Other Documents)

The other documents such as the Prioritisation of Outputs, the Plan of Operation, the Annual Action Plan, and the Monitoring Plan are all well-prepared.

3.2.27 Mwangi District

(Micro-Plan Matrix)

The Outputs, Activities, and Inputs listed in the Micro-Plan Matrix seem comprehensive. The Outputs and Activities cover most of the means needed for achieving the Programme Purpose of the Micro-Plan such as the following: "learning achievement in primary education is improved." The Outputs and Activities cover various issues concerning the training of teachers and WECs, community awareness, construction and maintenance of school facilities, out-of-school children, school management, and teaching materials etc.

Although the Micro-Plan covers various issues, some duplication among the Programme Purpose, Outputs, and Activities exists. For example, Output 3 ("Net Enrolment Rate is Improved") and Output 4 ("Out-of-School Youth and Adults Receive Appropriate Learning Opportunities") partially overlap with each other.

(Unit Cost for Input Setting)

Though the unit costs estimated by the central government are stated, unit costs estimated by the district planners based on local conditions are not.

(Indicator Sheet)

Indicators appropriate to the Programme Purpose and all Outputs are listed. However, some of the indicator amounts seem erroneous. For example, the target NER is to improve from the existing 38% in 2002 to 100% by 2006. In fact however, the existing NER is actually 83% (the average of Mwangi district), according to the School Mapping Report. The target GER is to improve from the existing 129% to 100% by 2006, despite the fact that the current GER is 105%.

(The Other Documents)

The other documents such as the Prioritisation of Outputs, the Resource Identification Sheet, the Plan of Operation, the Annual Action Plan, and the Monitoring Plan are all well-prepared.

3.2.27 Njombe District

(Micro-Plan Matrix)

The Micro-Plan Matrix seems quite comprehensive, as it covers various means to improve primary education in the district. It even contains an Activity to improve agriculture and crop yield (Activity 3.3). Though the implementation of the Activity needs much effort, it is challenging to tackle the *economical issues, which are deeply related to primary education.*

The Micro-Plan is also quite concise. Though the Micro-Plan contains many Outputs and Activities concerning various issues, there seems to be no repetition among them. Mean-end relationships between the Inputs, Activities, and Output are clear and quite understandable.

(Prioritisation of Outputs)

It is reasonable that they omitted proposed Outputs such as "Curriculum and Syllabus are Not Changed Frequently" from their Micro-Plans, since the Output was beyond the district's jurisdiction.

(Unit Cost for Input Setting)

In the Sheet, the unit costs of various kinds of items concerning primary education are well-identified.

(Indicator Sheet)

Types of data used as indicators seem quite concise and appropriate to the Programme Purpose and all Outputs are listed. However, some of the targeted quantities seem quite high when compared with the present situation (i.e. great efforts may be required to raise Std. 7 Exam Pass Rate from the present 32.4% figure to 75% within five years (the indicator for Output 3).

(Plan of Operation and Annual Action Plan)

There are some discrepancies between the contents of the Plan of Operation and those of the Micro-Plan Matrix. Some numbers given to the Activities in the Plan of Operation and Annual Action Plan do not correspond with those in other Micro-Plan Matrices. Furthermore, the expression used for some Activities are different from those used in the Micro-Plan Matrix.

(The Other Documents)

The other documents, such as the Resource Identification, the Plan of Operation, the Annual Action Plan, and the Monitoring Plan are all well-prepared.

3.2.29 Nzega District

(Micro-Plan Matrix)

In comparison with the Micro-Plans of other districts, the Micro-Plan of the Nzega District is focused on fewer issues. Some means included in the other Micro-Plans include the improvement and addition of teaching materials, as well as the improvement in management capacity of headteachers and school committees, etc. On the other hand, they described unique outputs such as "The Leaders and Decision-Makers Place an Emphasis on the Education Sector" as Output 1, which is not common in the other Micro-Plans.

To achieve the Outputs, the Activities, and Inputs listed is reasonable. Furthermore, they are generally concise. However, some Activities under Output 1 do not appear to have any correlation with the actual achievement of an Output. For example, it would be difficult to understand how Activity 1.3 ("Pay All the Teachers' Arrears On-Time") can contribute to an Output such as "The Leaders and Decision-Makers Place an Emphasis on the Education Sector".

(Resource Identification Sheet)

Only financial and material resources are listed in the Resource Identification Sheet. However, there might be various human resources available for developing the primary education in the district.

(Indicator Sheet and Monitoring Plan)

Types of data used as indicators seem appropriate to the Programme Purpose and all Outputs are listed. However, the availability of some data for indicators are not assured in the documents. For example it seems difficult to analyse the rate of knowing the 3Rs of Std. 5-7 (an indicator of the Programme Purpose) of the whole district. Thus, a specific survey with a clearly-defined methodology may be needed.

(The Other Documents)

The other documents such as the Prioritisation of Outputs, the Unit Cost for Input Setting Plan of Operation, and the Annual Action Plan are all well-prepared.

3.2.30 Pangani District

(Micro-Plan Matrix)

The Outputs, Activities, and Inputs listed in the Micro-Plan Matrix seem comprehensive and concise. The Outputs and Activities cover most of the means needed for achieving the Programme Purpose of the Micro-Plan (i.e. "Quality of basic education is adequate"). The Outputs cover various issues concerning parental awareness, school attendance promotion, school facilities, the number of teachers,

the ability of teachers, education management, etc. On the other hand, there is little duplication between the Outputs and Activities. In summary, the Micro-Plan is concise.

(Resource Identification Sheet)

In comparison with Micro-Plans for other target districts, the Resource Identification Sheet of Pangani is quite detailed, listing various kinds of financial, material, and human resources available for the development of primary education.

(Unit Cost for Input Setting)

In the Sheet, the unit costs of various kinds of items concerning primary education are also well-identified.

(Indicator Sheet)

Indicators appropriate to the Programme Purpose and all Outputs are listed. The target amounts of the indicators seem reasonable.

(The Other Documents)

Other documents such as the Prioritisation of Outputs, Plan of Operation, Annual Action Plan and Monitoring Plan are all well-prepared.

3.2.31 Rombo District

(Micro-Plan Matrix)

The Outputs, Activities, and Inputs in the Micro-Plan Matrix are concise and easy to understand for readers. However in comparison with the Micro-Plans for other targeted districts, they are less definite and specific. For example, the statement for Activity 2.1 ("Mobilise Parents to Enrol Their Seven-Year Old Children at School") is neither specific nor definite enough to show how parents should be mobilised.

Compared to other Micro-Plans, it is evident the Micro-Plan includes secondary school (Activity 2.5) and local environmental care (Activity 2.6). It seems challenging to include these issues in the Micro-Plan for primary education; however, the plans for the construction of secondary schools and the environmental care does not seem detailed and definite enough to make the ideas feasible.

(Resource Identification Sheet)

Descriptions in the Resource Identification Sheet (i.e. types of resource) seem redundant and difficult to understand for readers.

Although financial resources are primarily listed in the Resource Identification Sheet, other human resources may exist for developing primary education in the district.

(Unit Cost for Input Setting)

Although the unit costs estimated by the central government are stated, those from district planners (based on local conditions) are not.

(Indicator Sheet)

The types of data used as indicators seem appropriate to the Programme Purpose, as such all Outputs are listed. Some of the targeted quantities seem quite high when compared with their present quantities (i.e. for Output 1, plans are to construct 1,238 teacher houses by 2006, which is in fact six times the current number of houses).

Some of the quantities for the indicators seem erroneous. For example, NER and GER at present are stated as 33% in 2001 and 107% in 2001, respectively. In fact, they are actually 77% and 100% respectively, according to the School Mapping Report.

(Annual Action Plan)

The Annual Action Plan is incomplete, as the activities for Output 2 and 3 are not described at all.

(The Other Documents)

The other documents such as the *Prioritisation of Outputs, Plan of Operation and Monitoring Plan* are all well-prepared.

3.2.32 Singida Town

(Micro-Plan Matrix)

The Outputs, Activities, and Inputs listed in the Micro-Plan Matrix seem quite comprehensive. There are 11 Outputs covering wide-ranging issues related to primary education. The Micro-Plan even contains the Output and some Activities for strengthening economic conditions at schools and in communities (Output 11). Though the implementation of the Activities needs greater effort, it is indeed a challenge to tackle economical issues, which are deeply related to primary education.

Though the Micro-Plan contains many Outputs and Activities concerning various issues, there is little duplication among them. Therefore, the Micro-Plan is concise.

(Indicator Sheet)

Types of data used as indicators seem quite concise and appropriate to the Programme Purpose and all Outputs are listed. However, some of the targeted quantities seem rather high when compared with

existing quantifies (i.e. the targeted rates for Teacher Pupils Ratio and House Teachers Ratio, both indicators for Output 3).

(The Other Documents)

The other documents such as the Prioritisation of Outputs, the Resource Identification Sheet, the Unit Costs for Input Setting, the Plan of Operation, the Annual Action Plan and the Monitoring Plan are all well-prepared.

3.2.33 Sumbawanga Town

(Micro-Plan Matrix)

The Programme Purpose of the Micro-Plan is to achieve the following statement: "adequate and appropriate education is provided in and outside primary schools of the education system". This clearly shows that the Micro-Plan covers not only issues in primary schools, but also issues outside of them. The Outputs, Activities, and Inputs listed in the Micro-Plan Matrix seem comprehensive as they cover a wide scope for the Programme Purpose. It is notable that "Complementary Schools for Out-of-School are Established" (Output 7) is listed as an individual Output in their Micro-Plan. The Outputs and Activities are also concise and contain little duplication (overlap) between them.

(Resource Identification Sheet)

The Resource Identification shows the detailed formulas to estimate the amounts of available financial resources, which will help readers to understand these amounts .

(Indicator Sheet)

In general, indicators appropriate for the Programme Purpose and all Outputs are listed. However, some indicators are not sufficiently verifiable. There is also a disagreement between a targeted NER under the Programme Purpose (90% by 2006), and that under Output 2 (100% by 2006).

(The Other Documents)

The other documents such as the Prioritisation of Outputs, the Unit Costs for Input Setting, the Plan of Operation, the Annual Action Plan, and the Monitoring Plan are all well-prepared.

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