

## 2. 要請書 (TOR)

### MINISTRY OF EDUCATION AND CULTURE

#### APPLICATION FOR TECHNICAL COOPERATION WITH GOVERNMENT OF JAPAN

By the Government of Tanzania [hereinafter referred to "the GOT"] as Technical Co-operation for School Mapping and Micro-Planning for Education to the Government of Japan.

#### 1.0 PROJECT

- |     |                     |   |
|-----|---------------------|---|
| 1.1 | Project Title:      | School Mapping and Micro-Planning in Education  |
| 1.2 | Location:           | 30 Districts in Tanzania Mainland   |
| 1.3 | Responsible Agency: | Department of Planning, Ministry of Education and Culture (MoEC)  |
| 1.4 | Scope of Project:   | The school mapping exercise will be carried out by groups of selected ward education co-ordinators and primary school head teachers under the supervision of Ministry of Education and Culture, district officials and other consultants that may be provided by the donor or recruited as needs arise. |

#### 1.4 Justification of the Study:

Most education programmes in Tanzania have been based on policies and plans formulated at the national level. Similarly information available on the status of education in Tanzania such as statistical data, annual reports, various studies and researches have, in most cases, only given a macro level analysis of the education system. This practice is by no means accidental since at independence in 1961, Tanzanian education system was extremely underdeveloped and solid macro level policies and programmes were necessary as a start, to give a national setting on which future educational development would be based. While at present some remarkable achievements have been made in education provision in the country (e.g the number of secondary schools has increased from 170 in 1984 to 750 in 1998), many problems have remained unsolved. These include:

Very serious shortage of learning and teaching materials, with textbook ratio of 1:3 at primary

- Very poor quality of education brought about by the poor school learning environment, including inadequate facilities, poorly trained and unmotivated teaching staff
- Inadequate funding of the education sector
- Poor staffing and management skills at institutional level
- Low community material support to education
- Great disparities in the level of education development among regions, districts and wards in the county
- Low increase in primary school enrolment, with a GER of 78% and NER of 56%
- Falling levels of literacy.

### **1.5 Desirable Time Frame**

It is expected the school mapping exercise will be completed in a period of two years beginning 2002-2003.

## **2.0 TERMS OF REFERENCE (TOR) OF SCHOOL MAPPING EXERCISE**

### **2.1 Background**

The priorities of the GOT in education are to ensure universal access to basic education to all school age children and to improve the quality of education provided at all levels. Given the current inability of the Government to properly fund education, efforts are being made to facilitate community and private sector participation in the funding of education.

In the early 1980's the Gross Enrolment Ratio (GER) for primary education was around 93%. At present it is below 80%. Literacy rate has also fallen and dropout rate in primary schools is rising. The school physical facilities are poor. Many classrooms used in primary schools are temporary structures. There are not enough desks and only a few teachers' houses are available. Thus educational situation in Tanzania is generally poor in terms of both access and quality.

### **2.2 Necessity/Justification**

To improve access and quality of education and to enhance community participation in the provision of education, it is the GOT's objective to empower local government and communities to plan and implement education programmes in their local areas. This is in line with the wider Local Government Reform toward a decentralized system whereby more powers and responsibilities will be moved from the central government to the local authorities.

The school mapping exercise is meant to provide grassroots information that will help the district and local communities draw up micro-plans and programmes for education development in their areas. The strategy offers an opportunity of ensuring that the process of planning sharply aligns with the most pressing education needs of the people of the locality. Indeed, it addresses the whole issues of identifying the means by which scarce resources allocated to the education sector can be utilized in the most cost efficient way.

The school mapping is undertaken by involving local communities, which enables them to capture with precision educational problems in a given society by taking small geographical areas such as village and wards as units of operation. This ensures that both current and future educational needs of the locality are comprehensively diagnosed and differently accorded consideration. Setting educational agenda through participation by the people is also tantamount to interpreting and operationalizing macro planning (i.e Education and Training Policy and Basic Education Master Plan etc) into the context of the specific educational needs of the community.

Since school mapping is an expensive exercise, costing roughly US\$40,000 per district, the government is seeking donor assistance in this area. So far only 61 districts have been covered with financial and technical assistance from UNICEF and JICA. The GOT's plan is to cover all 113 districts of Tanzania Mainland.

### **3.0 Objectives of the Project**

The overall objectives of the project are:

- To complete the school mapping for all 50 district under the project
- To build capacity of local governments, schools and communities through the school mapping process, and
- To develop the national database of the school mapping.

More specifically, the project intends to:

- (i) Refine the methodology and instruments for school mapping in order to make it more appropriate, cost-effective and sustainable.
- (ii) Enhance community and district level capacity by providing series of training workshops for district and sub-district officials,

school head teacher, and community leaders on school mapping and micro-planning exercise, in all the project districts.

- (iii) Complete school mapping (diagnosis, projections and recommendations) and prepare short, medium and long-term district education plans at all the project districts.
- (iv) Develop a long term reliable Education Management Information System linking the central statistical database and the districts' school mapping, which enables the central government to make more realistic and effective national plans and programmes on the basis of the in-depth and up-dated diagnosis of the local situations.

#### **4.0 Study Areas**

It is expected that 60 districts will be covered under this project. 30 districts will be covered by JICA by the end of December 2001. These districts will be selected from all over Tanzania (Mainland) with priority given to those with poorest performance and lowest enrolment ratio, those with below average in school facility availability and those districts, which have special problems that constrain education provision.

#### **5.0 Scope and Contents of the Study**

The scope and contents of the Study are proposed to be formulated on four major components:

- Preparation of school mapping
- Implementation of school mapping
- Formulation of the district education plans; and
- Development of education Management Information System.

**More details of each component are given as follows:**

##### **(i) Preparation of School Mapping**

For preparation of school mapping, first of all methodology and instruments of school mapping are scrutinized and refined in order to make them more appropriate, cost-effective and sustainable, based upon lesson and experience obtained from the school mapping exercises already implemented through the UNICEF and JICA support.

Secondly, training workshops will be held at the national, district and ward levels. The training procedure will be of the "cascade

type", that is, one could train others after one had been trained. Thus those participants at the national level workshop will be the ones who provide training to the district and ward personnel, who in turn, do the same to Village Executive Officers (VEOs). The topics covered in the workshop include:

- Strategies for conducting research;
- Techniques for identifying respondents;
- Socio-cultural research considerations;
- Type of data to be collected;
- The various district levels that had to be covered and;
- Data analysis techniques.

The critical strategy taken into account in the process of conducting all these workshop in to stimulate discussions among participants in order to widen their scope of understanding and appreciation of the important role of school mapping in educational planning. Training manuals developed through the UNICEF and JICA support will be adapted with some amendment if necessary.

## **(ii) Implementation of School Mapping**

The fieldwork and data collection by the participants of training will follow immediately after the training workshop. During this time, the workshop participants will visit all the wards in each project district, and all the villages and primary schools will be to fill questionnaires of various types. Data will be collected mainly through structured and unstructured questionnaires. The questionnaires are meant to capture information of four major types:

- Schools
- Villages
- Cut-of-school children and
- Administration units (district/ward)

Once data are collected from the different levels, they are grouped according to their respective words, and ward-level reports will be compiled. Analysing the data classified by wards as units of analysis, will lead to compilation of the final report.

The report will include three major components:

- Diagnosis of basic education provision
- Projection of resource demand and its financial implications and
- Conclusions and policy recommendations

The diagnosis is meant to establish a very considerable data bank of education in a particular district, including coverage (school network's accessibility, travel means, enrolment rates admission rates etc), internal efficiency (promotion, drop-out and transition rates etc), and quality of educational services (staffing conditions, adequacy and quality of school buildings, equipment and textbooks etc). The projection is meant to determine the required educational inputs and resource demand for them according to the projection of the population growth and the number of the children to be enrolled in a particular time frame. On the basis of diagnosis and projections, policy recommendations will be drawn up, which will suggest priority areas to be tackled in improvement of education in a particular district.

Upon the completion of the report, consolidation workshops will be followed at the ward and district levels, whereby local authorities and representatives of the groups concerned (teachers and parents etc) will discuss and approve the final report of the school mapping.

**(iii) Formulation of the district education plans**

On the basis of the results of school mapping, each district will formulate short, medium and long-term district education plans. Training workshops will be held to enable the district authorities and other people concerned, to formulate district education plans according to the local needs, which are drawn from the school mapping exercise. The district education plans will become a basis for preparing proposals and mobilizing resources for the potential donors' support.

This component will facilitate the process of Local Government Reform whereby more autonomy, resources, effectiveness, efficiency and transparency are expected to be exercised at the district level.

- (iv) Development of Education Management Information System (EMIS) at the national level. Once the district school maps are approved, these will be put together to form the national school map. Through the process of consolidating the data from all the project districts, a reliable information database (Educational Management Information System: EMIS) will be developed at the Ministry of Education and Culture, which enables the central government to formulate more realistic national plans and programmes on the basis of the in-depth and up-dated diagnosis of the local needs.

(v) **Evaluation of the project**

Finalizing the project, overall assessment will be conducted, especially focusing on the degree and effectiveness of capacity building efforts in school mapping and micro planning. Also the follow-up study will be conducted in order to make sure of the sustainability of the exercise, especially with regard to regular up dating of the data, utilization of school mapping and operationalization of the district education plans.

**6.0 BUDGET FOR THE STUDY**

School Mapping and Micro planning is fairly experience since it involves detailed surveys of educational and other community institutions and uses a large number of staff. The main cost items in school mapping exercises are:

- (a) The sensitisation seminar for the district leaders (including head of departments and councillors)
- (b) A training seminar for the filed staff (district head of departments and at least 3 persons per ward)
- (c) Data collection work
- (d) A consolidation workshop
- (e) An Information sharing seminar (district head of departments and one representative from each ward)
- (f) A micro-planning workshop (district head of departments and ward education co-ordinators).

An average size district with 20 wards and 140 primary schools could cost US\$40,000 or TShs.36, 000,000/= at the exchange rate of 900/= per 1 US\$.

The total number of district requesting to be school mapped is 30.

Total Budget is US\$ 1,200,000 or TShs.1, 080,000,000/=

**7.0 MAJOR OUTPUTS**

The major outputs expected from the project will be as follows:

a set of current detailed small area maps according to educational zones that depict the population concentrations, existing educational and other facilities for basic education, topography, communication networks, catchments area of each school including distances between schools etc.

- Estimates of the number of those to be enrolled from each target zones (projected) district, ward, village, and capacity of existing schools
- Summary of profile of resources and facilities for basic education by village/ward
- A catalogue of educational needs (by subject of the district, ward, villages, and schools)
- An inventory of available education facilities
- An indication of facilities which are unutilised, under utilized or over-utilized
- Guidelines as to how the available facilities can be re-organized or redistributed
- Catalogue of supportive/complementary structures
- Status of education efficiency
- Summary profile of teaching and non-teaching staff for formal and non-formal schooling
- Supply of predominant community norms to consider in education planning and delivery
- Short, medium and long term community/district education plans
- Information on out-of-school children: why they are not in school; where they are concentrated with whom they live; and how they spend their time
- Estimated and costed (projected) educational requirements
  - Refined school mapping instruments to be disseminated to other districts
  - Complete school mapping and educational plans in all the project districts
  - Empowered local capacity (districts, wards, villages and schools) to make educational plans and implement programmes based on their local needs
  - Development of Education Management Information System (EMIS) at the central government.



## **8.0 STUDY SCHEDULES**

The study is expected to start in the fiscal year 2002/2003 with the duration of approximately two years. The precise time frame will be worked out, once the initial work is completed and the detailed scope of work is determined.

## **9.0 REQUEST TO OTHER DONORS**

UNICEF and JICA are the donors, which have been assisting in school mapping exercise, and with its support up to 70 districts are expected to be covered. The Norwegian and Canadian government is assisting in the school mapping indirectly through the financial support to the UNICEF country programme.

## **10.0 UNDERTAKING OF THE GOT**

In order to facilitate the smooth and efficient conduct of the exercise, the GOT shall take necessary measures:

- to secure the safety of the consultant team;
- To permit the members of the consultant team to enter, and leave Tanzania in connection with their assignment therein, and exempt them from alien registration requirements and consular fees;
- To exempt the consultant team from taxes, duties and any other charges on equipment, machinery and other materials brought into and out of Tanzania for the conduct of the exercise;
- To provide necessary facilities to the consultant team for remittance as well as utilization of the funds introduced in Tanzania from Japan in connection with the implementation of the project;
- To secure permission for entry into areas for the conduct of the project;
- To secure permission for entry into areas for the conduct of the project;
- To secure permission for the consultant team to take relevant data, documents and necessary materials related to the project out of Tanzania to Japan.

In addition, the GOT shall take necessary measures more specifically related to the project as follows:

- To provide counterpart personnel and support staff for the project in national and local government;
- To secure coordination among related ministries and directorates in national and local government;
- To provide office space for the consultant(s) along with standard furniture's and fixtures as well as stationary in MOEC and in Provincial Offices at Sites; and
- To provide maps, data, reports and other materials relevant to project
- Department of Planning at the Ministry of Education and Culture shall act as counterpart agency to the Japanese consultant team and also as coordinating body in relation with other governmental and non-governmental organizations concerned for the smooth implementation of the project.

The GOT assures that the matters referred to in this form will be ensured for the smooth conduct of the school mapping exercise by the Japanese consultant(s)

Signed: \_\_\_\_\_

Title: \_\_\_\_\_

**On behalf of the Government of Tanzania**

Date: \_\_\_\_\_

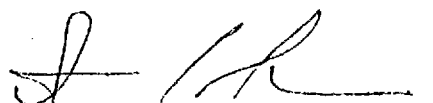
3. 実施細則 (S/W)

SCOPE OF WORK  
FOR  
THE STUDY  
ON  
SCHOOL MAPPING AND MICRO-PLANNING  
IN PRIMARY EDUCATION (Phase 2)  
AGREED UPON  
BETWEEN  
MINISTRY OF EDUCATION AND CULTURE  
THE UNITED REPUBLIC OF TANZANIA  
AND  
THE JAPAN INTERNATIONAL COOPERATION AGENCY

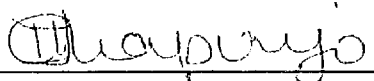
in Dar es Salaam, Tanzania, on 9th October, 2002



Mrs. Myatumu J. Malale  
Permanent Secretary  
Ministry of Education and Culture



Mr. Sumio Aoki  
Resident Representative  
Tanzania Office  
Japan International Cooperation  
Agency



Mrs. Joyce G. Mapunjo  
Acting Commissioner for External Finance  
Ministry of Finance

Based on the request of the Government of the United Republic of Tanzania (hereinafter referred to as "GOT"), the Government of Japan, through the Japan International Cooperation Agency (hereinafter referred to as "JICA"), has agreed to conduct the Study on School Mapping and Micro-Planning in the United Republic of Tanzania (hereinafter referred to as "the Study").

The JICA representatives and the Tanzanian representatives made a series of discussion and agreed upon the Scope of Work on 9<sup>th</sup> October, 2002.

Major points of the discussions made are the following.

#### 1. Study Area

The Study will be carried out in two terms. Both sides have agreed that target areas of the Study in each term includes the following (in parentheses are numbers of target districts in the regions):

1st term : 16 districts

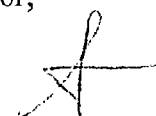
Kigoma Region (2) :	Kigoma Rural, Kasulu
Lindi Region (3) :	Lindi Rural, Liwale, Nachingwea
Mbeya Region (3) :	Mbeya Urban, Mbozi, Rungwe
Ruvuma Region (1) :	Songea Urban
Rukwa Region (2) :	Mpanda, Sumbawanga Rural
Tanga Region (5) :	Handeni (to be divided into Handeni, Kilindi), Korogwe, Lushoto, Muheza

2nd term : 16 districts

Arusha Region (4) :	Hanang, Kiteto, Monduli, Ngorongoro
Dodoma Region (3) :	Kondoa, Dodoma Rural, Mpwapwa
Iringa Region (1) :	Ludewa
Kilimanjaro (1) :	Same
Mwanza Region (2) :	Kwimba, Sengerema
Singida Region (2) :	Iramba, Singida Rural
Tabora Region (2) :	Igunga, Urambo
Lindi Region (1) :	Kilwa

#### 2. Opportunity of Information Sharing with Other Stakeholders

Both sides have agreed that the information and lessons acquired through the Study should be shared with all the stakeholders in education sector,



especially through BEDC (Basic Education Development Committee) and BEDC Technical Working Groups. GOT will coordinate harmonization of the Study with on-going PEDP process.

### 3. Target of Capacity Building

Both sides have agreed that the ultimate target of capacity building is villages and schools and that other levels of administration will be strengthened through the Study with capability to support activities of school committees as shown in Appendix A.

### 4. Counter-Personnel

Both sides have agreed that collaboration of officials from the Ministry of Education and Culture (MOEC) and the Study Team is very critical to assure sustainability of School Mapping and Micro-Planning. MOEC will assign counter-personnel whose job description is as stipulated in Appendix B.

### 5. Monitoring

In School Mapping and Micro-Planning process, a few districts will be monitored by the Study Team members and officials of Technical Committee set up for School Mapping and Micro-Planning. GOT will provide DSA and transport for officials from GOT.

### 6. Provision of School Mapping and Micro-Planning Report

Both sides have agreed that JICA will provide 3 copies of English version of School Mapping and Micro-Planning report per district and MOEC will translate it and provide a single copy of Kiswahili version of School Mapping and Micro-Planning report per district. Districts are expected to make photocopies for their wards.

### 7. Collection of Relevant Documents

On the request of JICA, MOEC has agreed to provide JICA with the following documents before the commencement of the Study,

- (1) Latest version of guideline and/or manual for School Development Plan
- (2) Latest version of School Monthly Report format and relevant Ministry circulars
- (3) Training material for school level prepared by ADEM (Authority for

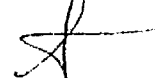


Development of Educational Management)

8. Reading of Some of the Measures Taken by GOT

- (1) Both sides have understood that “security measures” stipulated in the Scope of Work VII – 4 - (1) refers “provision of security related information and a person familiar to the area to accompany the Japanese team when the Team makes a field trip in remote area.
- (2) Both sides have understood that “provision of information as well as support in obtaining medical services” stipulated in the Scope of Work VII – 4 - (2) refers “to arrange a visit and write a letter of introduction to a reliable medical service provider if necessary.”

END



LEVEL	PRIORITY	TARGET	OBJECTIVES	RESPONSIBILITIES IN PEDP
District	2	DED, DEO, DPO	<p>Target should be able to:</p> <ul style="list-style-type: none"> <li>● Analyze educational data (SM) and identify overall needs for district</li> <li>● Provide appropriate guidance to lower administration so as to facilitate logical and workable school development plans</li> <li>● Formulate a district education plan through consolidating school development plans</li> <li>● Place updating SM date as a consecutive activity and allocate appropriate budget for implementation of district development plan</li> </ul>	<ul style="list-style-type: none"> <li>■ To involve the meaningful participation of all community stakeholders in planning, monitoring and implementing process</li> <li>■ To prepare, in a participatory and inclusive way, three-year and annual development plans for the district's primary school</li> <li>■ To use the development plans as a basis for preparing and monitoring requisitions for Development Grant transfers to schools</li> </ul>
Ward	3	WEO, WEC	<p>Target should be able to:</p> <ul style="list-style-type: none"> <li>● Facilitate and supervise participatory planning activities of primary schools in the ward</li> <li>● Analyze educational data (SM) and assist school committee to identify priorities for school</li> </ul>	<ul style="list-style-type: none"> <li>■ To help identify priorities for school development plans and to assist in the planning process</li> <li>■ To coordinate the formulation of School Development Plans within the ward</li> </ul>
Village / MTAA (School)	1	School Committee: Head Teacher, Teachers, Chairperson of Committee, Leaders of Community including Village Council/MTAA committee members	<p>Target should be able to:</p> <ul style="list-style-type: none"> <li>● Formulate school development plans consistent with budget requirement in line with PEDP planning manual</li> </ul>	<ul style="list-style-type: none"> <li>■ To approve School Development Plans and budgets and submit them to the MTAA committee or village council</li> <li>■ To work together with the head teacher and other teachers to prepare a School Development Plan</li> <li>■ To facilitate planning, budgeting and implementation of the PEDP-funded activities</li> </ul>



## 1. ROLES OF MOEC AND JICA CONSULTANT TEAM

The Phase II of School Mapping and Micro Planning (SM/MP) is to be carried out in 32 districts in mainland Tanzania in the next two years. Given that the Government of Tanzania (GOT) intends to complete SM/MP in all the districts in mainland Tanzania, the Phase II is expected to assist the GOT in this respect. The ultimate objective of the Phase II, however, is not solely to complete SM/MP exercises in the concerned districts. SM/MP is not a one time exercise but should be a continuing one. SM, in particular, needs to be conducted on regular basis so that necessary data will be updated while MP exercises are also recommendable to refresh necessary knowledge and skills for education planning. This feature of continuity in SM/MP was not articulated during the Phase I.

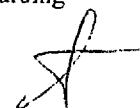
In the light of continuity and sustainability of SM/MP, it becomes inevitable to establish a system within the GOT which enables results of SM/MP to be fully utilized for education planning at all levels and SM/MP exercises to be regularized. To establish and sustain such an institutional system, it is vital for the Ministry of Education and Culture (MoEC) to commit to a greater extent and make continuous efforts in guiding all the districts. In this point of view, the MoEC needs to play a major role with ownership in carrying out SM/MP in the Phase II, and institutional arrangements should be made in close consultation with PO-RALG and LGAs (Local Government Authorities).

Based on the above, it is strongly suggested that the MoEC assign personnel (counterparts) responsible for conducting the Phase II. More specifically and ideally, the MoEC will be fully in charge of planning, implementation, supervision, monitoring, and evaluation of SM/MP during the Phase II and the MoEC personnel will play principal roles in the process. The JICA Consultant Team will provide technical supports to their counterparts of the MoEC in carrying out the said tasks, besides being responsible for financial matters as well as supervision of national consultants together with the Manager assigned by the MoEC.

## 2. PROPOSED POSTS FOR THE MOEC CONTERPARTS

### (1) Manager of School Mapping and Micro-Planning

The Manager will be responsible for administration and supervision of all the tasks concerning School Mapping and Micro-Planning, such as 1) supervision and coordination of national consultants, and 2) coordination between the MoEC, PO-RALG, and Districts regarding



scheduling and budget for activities in the Districts.

(2) Lead Officer for School Mapping

The SM Officer will be selected among the officers in charge of statistics/EMIS and lead all the tasks concerning the School Mapping and Data Collection Framework components.

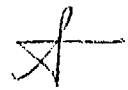
(3) Lead Officer for Micro-Planning

The MP Officer will be selected among the officers in charge of educational planning and lead all the tasks concerning Micro-Planning.

3. MAIN TASKS OF THE MOEC COUNTERPARTS

(1) MANAGER OF SCHOOL MAPPING AND MICRO-PLANNING	
PREPARATION	<ul style="list-style-type: none"> <li>• Coordination inside the MoEC</li> <li>• Coordination among the MoEC, PO-RALG, and Districts</li> <li>• Clarify a task demarcation among a national consulting firm, the MoEC and other concerned actors.</li> <li>• Develop a TOR for the SM/MP Technical Committee (for MoEC and each district)</li> <li>• Estimate budget for implementation of School Mapping and Micro-Planning</li> <li>• Prepare instructions for District SM/MP Technical Committee to set up an implementation schedule at each district</li> <li>• Organize a preparation meeting with the Districts</li> </ul>
MONITORING	<ul style="list-style-type: none"> <li>• Decide on scheduling for monitoring</li> <li>• Assign members to monitor training exercises in the Districts</li> <li>• Organize an orientation meeting for monitoring</li> <li>• Supervise the implementation process at each District together with the consulting firm regarding managerial and financial matters</li> <li>• Organize a wrap up meeting for monitoring results</li> </ul>
EVALUATION	<ul style="list-style-type: none"> <li>• Organize an evaluation meeting (one for School Mapping and one for Micro-Planning)</li> <li>• Present the results of School Mapping and Micro-Planning within the BEDC framework</li> <li>• Inform the results to the actors involved in the exercises at lower administrative level</li> </ul>
(2) LEAD OFFICER FOR SCHOOL MAPPING	

METHODOLOGY DEVELOPMENT	<ul style="list-style-type: none"> <li>• Review SM methodologies previously used by different stakeholders</li> <li>• Develop a School Mapping Manual (for facilitators, Districts, schools, community leaders)</li> <li>• Develop/revise questionnaires to be used for collecting data</li> <li>• Revision of the School Mapping Report format</li> <li>• Develop/improve data analysis methodology</li> <li>• Review different systems for collecting education data</li> <li>• Develop a framework for routine data collection</li> </ul>
IMPLEMENTATION & MONITORING	<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> <li>• Participate as a lecturer in School Mapping Training Workshop organized together with the national consulting firm</li> <li>• Consolidate School Mapping Report</li> <li>• Integrate SM results into EMIS</li> <li>• Improve the EMIS as a system</li> </ul> <p>MONITORING</p> <ul style="list-style-type: none"> <li>• Develop “monitoring check list for data collection”</li> <li>• Explain monitoring procedure to the members participating in monitoring</li> <li>• Provide technical advises to the members when problem arises during monitoring visits</li> </ul>
EVALUATION	<ul style="list-style-type: none"> <li>• Organize an evaluation meeting together with the Manager</li> <li>• Prepare an evaluation report for School Mapping</li> </ul>
<b>(3) LEAD OFFICER FOR MICRO-PLANNING</b>	
METHODOLOGY DEVELOPMENT	<ul style="list-style-type: none"> <li>• Review MP methodologies previously used by different stakeholders</li> <li>• Review the planning methodology and training plan for LGAs organized by PO-RALG</li> <li>• Develop a Micro-Planning Manual (for facilitators, Districts, schools, community leaders)</li> </ul>
IMPLEMENTATION & MONITORING	<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> <li>• Participate as a lecturer in Micro-Planning Training Workshop organized together with the national consulting firm</li> <li>• Consolidate the Micro-Planning Report</li> </ul> <p>MONITORING</p> <ul style="list-style-type: none"> <li>• Develop “monitoring check list for Micro-Planning”</li> <li>• Explain monitoring procedure to the members participating in monitoring</li> <li>• Provide technical advises to the monitors when problem arises during monitoring visits.</li> </ul>

EVALUATION	<ul style="list-style-type: none"><li>• Organize an evaluation meeting with the Manager</li><li>• Prepare an evaluation report for Micro-Planning</li></ul>
------------	---



**Attendance List**

(Tanzanian Side)

**Ministry of Finance**

Mrs. Joyce G. Mapunjo      Acting Commissioner for External Finance

**Ministry of Education and Culture**

Mrs. Mwatumu J. Malale      Permanent Secretary  
Mr. Amos Mwakalinga      Director, Policy and Planning Department  
Mr. Cyprian Miyedu      Policy and Planning Department  
Mr. Ally Mwaimu      Policy and Planning Department

(Japanese Side)

**JICA Tanzania Office**

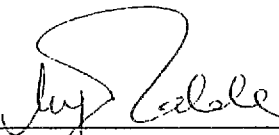
Mr. Sumio Aoki      Resident Representative  
Mr. Hiruyoyuki Kinomoto      Deputy Resident Representative  
Ms. Satomi Kamei      Education Advisor  
Mr. Tomoki Kobayashi      Assistant Resident Representative

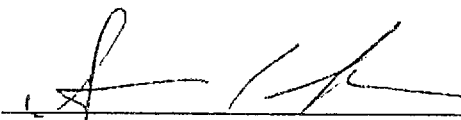


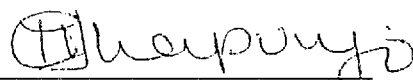
4. 協議議事録 (M/M)

MINUTES OF MEETINGS  
FOR  
THE STUDY  
ON  
SCHOOL MAPPING AND MICRO-PLANNING  
IN PRIMARY EDUCATION (Phase 2)  
AGREED UPON  
BETWEEN  
MINISTRY OF EDUCATION AND CULTURE  
THE UNITED REPUBLIC OF TANZANIA  
AND  
THE JAPAN INTERNATIONAL COOPERATION AGENCY

in Dar es Salaam, Tanzania, on 9th October, 2002

  
Mrs. Myatumu J. Malale  
Permanent Secretary  
Ministry of Education and Culture

  
Mr. Sumio Aoki  
Resident Representative,  
Tanzania Office  
Japan International Cooperation  
Agency

  
Mrs. Joyce G. Mapunjo  
Acting Commissioner for External Finance  
Ministry of Finance

## I. INTRODUCTION

In response to the request of the Government of the United Republic of Tanzania (hereinafter referred to as "GOT"), the Government of Japan (hereinafter referred to as "GOJ") has decided to conduct the Study on School Mapping and Micro-Planning in Primary Education (Phase 2) in the United Republic of Tanzania (hereinafter referred to as "the Study"), in accordance with the relevant laws and regulations in force in Japan.

Accordingly, the Japan International Cooperation Agency (hereinafter referred to as "JICA"), the official agency responsible for technical cooperation programs of the GOJ, will undertake the Study in close cooperation with relevant authorities of the GOT.

The present document sets forth the Scope of Work with regard to the Study.

## II. OBJECTIVES OF THE STUDY

The objectives of the Study are:

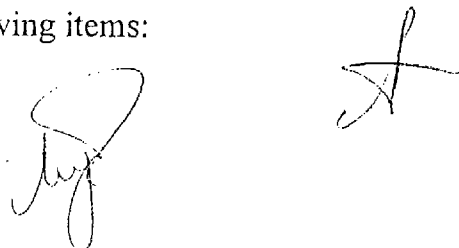
1. To complete school mapping and micro planning for 32 districts
2. To strengthen capacity for planning of local governments, schools and communities through the school mapping and micro planning process
3. To develop a routine data collection framework on primary education

## III. STUDY AREA

32 districts in Mainland

## IV. SCOPE OF THE STUDY

In order to achieve the above objectives, participatory approaches and collaboration between the Tanzanian side and Japanese side are indispensable. Under this principle, the Study will cover the following items:



## 1. Routine Data Collection Framework

- (1) Review of the existing educational data collection systems
  - EMIS (Education Management Information System)
  - Monthly Report from Schools
  - Basic Statistics in Education
- (2) Analysis of potential data users' needs
  - Users from social sector ministries and the President's Office – Planning and Privatization
  - Users from the President's Office – Regional Administration and Local Government (PO-RALG)
  - Users from governmental bodies such as the National Bureau of Statistics
  - Users from Development Partners, NGOs and CBOs
- (3) Formulation of Routine Data Collection Framework
- (4) Development of EMIS at the Ministry of Education and Culture Headquarters
- (5) Development of Guidelines for local governments and schools on periodical reporting
- (6) Consolidation of the framework

## 2. School Mapping Exercise

- (1) Review of the methodology for School Mapping exercises supported by the Ministry of Education and Culture (MOEC), UNICEF and JICA.
- (2) Development of an improved methodology in line with the above-mentioned framework for data collection
- (3) Training and orientation for resource persons including educational officers at national, district and ward levels
- (4) Data collection through field surveys
- (5) Analysis of data and available resources for education, and clarification of constraints and potentials through identification of gaps between needs and current education services based on the results of School Mapping
- (6) Preparation of School Mapping Report
- (7) Evaluation and necessary revision of the used methodology of School Mapping



### 3. Micro Planning Exercise (Education Planning)

- (1) Review of local government planning procedure and methodology
- (2) Review of the Micro Planning methodologies used by UNICEF, PO-RALG and JICA
- (3) Development of a methodology in line with PEDP
- (4) Training and orientation for relevant personnel at national, district, ward and school levels
- (5) Preparation of education plans, which contain activities, cost estimation, timeframe and requests to higher authorities on improvement of education services
- (6) Evaluation and necessary revision of the methodology of Micro Planning

\* In each stage of activities, meeting and/or workshop can be arranged when necessary to share ideas and information with stakeholders.

## V. STUDY SCHEDULE

The Study will be carried out in accordance with the attached tentative schedule (APPENDIX).

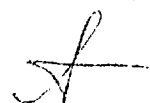
## VI. REPORTS

JICA shall prepare and submit the following reports in English to the GOT;

1. Inception Report on commencement of the study; Thirty (30) copies,
2. Progress Report summarizing the results of the initial batch of the study; Thirty (30) copies,
3. Interim Report reviewing the activities conducted in the first half of districts; Thirty (30) copies,
4. Draft Final Report summarizing the overall results of the Study; Thirty (30) copies,

The GOT will provide JICA with its comments on the Draft Final Report within one (1) month after receipt of the Draft Final Report, and

5. Final Report; Fifty (50) copies,





The report will be submitted within one (1) month after the receipt of written comments on the Draft Final Report from the GOT.

6. School Mapping and Micro-Planning Report, Three (3) copies for each district.

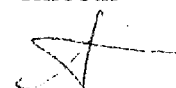
## VII. UNDERTAKING OF THE GOT

1. To facilitate smooth conduct of the Study, the GOT shall take necessary measures:

- (1) To permit the members of the Team to enter, leave and sojourn in Tanzania for the duration of their assignments therein and exempt them from foreign registration requirements and consular fees;
- (2) To exempt the members of the Team from taxes, duties and any other charges on equipment, machinery and other material brought into Tanzania for the implementation of the Study;
- (3) To exempt the members of the Team from income tax and charges of any kind imposed on or in connection with any emoluments or allowances paid to the members of the team for their services in connection with the implementation of the Study;
- (4) To provide necessary facilities to the Team for the remittance as well as utilization of the funds introduced into Tanzania from Japan in connection with the implementation of the study.

2. The GOT shall bear claims, if any arises, against the members of the Team resulting from, occurring in the course of, or otherwise connected with, the discharge of their duties in the implementation of the Study, except when such claims arise from gross negligence or willful misconduct on the part of the Team.

3. The Department of Policy and Planning of the Ministry of Education and Culture (hereinafter referred to as "DPP") shall act as counterpart agency to the Japanese study team and also as coordinating body in relation with other governmental and non-governmental organizations concerned for the smooth implementation of the study.



4. The DPP shall, at its own expense, provide the Team with the following, in cooperation with other organizations concerned :

- (1) Security-related information on as well as measures to ensure the safety of the Team;
- (2) Information on as well as support in obtaining medical service;
- (3) Available data and information related to the Study;
- (4) Counterpart personnel;
- (5) Suitable office space with necessary office equipment and furniture; and
- (6) Credentials or identification cards.

#### VIII. OTHERS

JICA and DPP shall consult with each other in respect of any matter that may arise from or in connection with the Study.

END

