

THE UNITED REPUBLIC OF TANZANIA

Ministry of Education and Culture

Japan International Cooperation Agency

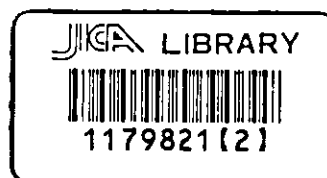
(JICA)

President's Office-Regional Administration
and Local Government

**SCHOOL MAPPING AND MICRO-PLANNING
IN PRIMARY EDUCATION
(PHASE 2)**

FINAL REPORT

APPENDIX



JULY 2005

INTERNATIONAL DEVELOPMENT CENTER OF JAPAN

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05-30

**SCHOOL MAPPING AND MICRO-PLANNING
IN PRIMARY EDUCATION
(PHASE 2)**

FINAL REPORT

APPENDIX

JULY 2005

INTERNATIONAL DEVELOPMENT CENTER OF JAPAN



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**SCHOOL MAPPING AND MICRO-PLANNING
IN PRIMARY EDUCATION (Phase 2)
IN THE UNITED REPUBLIC OF TANZANIA**

**Final Report
Appendix**

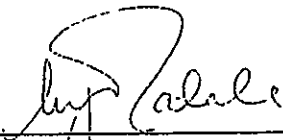
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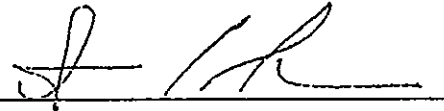
Appendix 1 Scope of Work

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

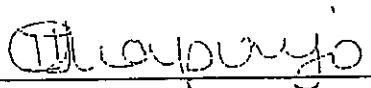
in Dar es Salaam, Tanzania, on 9th October, 2002



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

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).

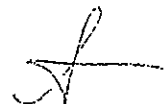
VI. REPORTS

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

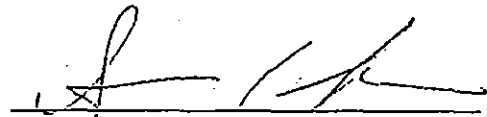


MINUTES OF MEETINGS
FOR
THE STUDY
ON
SCHOOL MAPPING AND MICRO-PLANNING
IN PRIMARY EDUCATION (Phase 2)
AGREED UPON
BETWEEN
MINISTRY OF EDUCATION AND CULTURE
THE UNITED REPUBLIC OF TANZANIA
AND
THE JAPAN INTERNATIONAL COOPERATION AGENCY

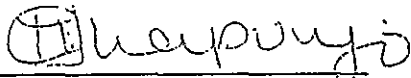
in Dar es Salaam, Tanzania, on 9th October, 2002



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

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 9th 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

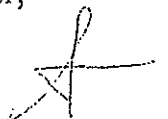
Kigoma Region (2) :	Kigoma Rural, Kasulu
Lindi Region (3) :	Lindi Rural, Liwale, Nachingwea
Mbeya Region (3) :	Mbeya Urban, Mbozi, Rungwe
Ruvuma Region (1) :	Songea Urban
Rukwa Region (2) :	Mpanda, Sumbawanga Rural
Tanga Region (5) :	Handeni (to be divided into Handeni, Kilindi), Korogwe, Lushoto, Muheza

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.

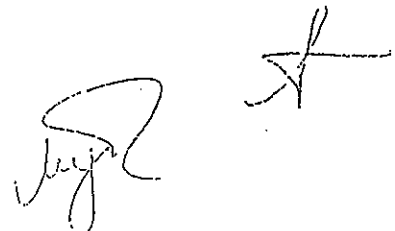
6. Provision of School Mapping and Micro-Planning Report

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

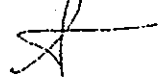


Development of Educational Management)

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

Appendix B

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.

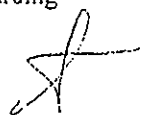
In the light of continuity and sustainability of SM/MP, it becomes inevitable to establish a system within the GOT which enables results of SM/MP to be fully utilized for education planning at all levels and SM/MP exercises to be regularized. To establish and sustain such an institutional system, it 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.

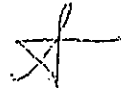
(3) Lead Officer for Micro-Planning

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

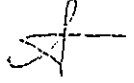
3. MAIN TASKS OF THE MOEC COUNTERPARTS

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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">METHODOLOGY DEVELOPMENT</p>	<ul style="list-style-type: none"> • Review SM methodologies previously used by different stakeholders • Develop a School Mapping Manual (for facilitators, Districts, schools, community leaders) • Develop/revise questionnaires to be used for collecting data • Revision of the School Mapping Report format • Develop/improve data analysis methodology • Review different systems for collecting education data • Develop a framework for routine data collection
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">IMPLEMENTATION & MONITORING</p>	<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> • Participate as a lecturer in School Mapping Training Workshop organized together with the national consulting firm • Consolidate School Mapping Report • Integrate SM results into EMIS • Improve the EMIS as a system <p>MONITORING</p> <ul style="list-style-type: none"> • Develop “monitoring check list for data collection” • Explain monitoring procedure to the members participating in monitoring • Provide technical advises to the members when problem arises during monitoring visits
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">EVALUATION</p>	<ul style="list-style-type: none"> • Organize an evaluation meeting together with the Manager • Prepare an evaluation report for School Mapping
<p>(3) LEAD OFFICER FOR MICRO-PLANNING</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">METHODOLOGY DEVELOPMENT</p>	<ul style="list-style-type: none"> • Review MP methodologies previously used by different stakeholders • Review the planning methodology and training plan for LGAs organized by PO-RALG • Develop a Micro-Planning Manual (for facilitators, Districts, schools, community leaders)
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">IMPLEMENTATION & MONITORING</p>	<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> • Participate as a lecturer in Micro-Planning Training Workshop organized together with the national consulting firm • Consolidate the Micro-Planning Report <p>MONITORING</p> <ul style="list-style-type: none"> • Develop “monitoring check list for Micro-Planning” • Explain monitoring procedure to the members participating in monitoring • Provide technical advises to the monitors when problem arises during monitoring visits.

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

Attendance List

(Tanzanian Side)

Ministry of Finance

Mrs. Joyce G. Mapunjo Acting Commissioner for External Finance

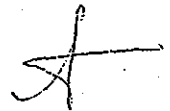
Ministry of Education and Culture

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. Hiriyoyuki Kinomoto Deputy Resident Representative
Ms. Satomi Kamei Education Advisor
Mr. Tomoki Kobayashi Assistant Resident Representative



Appendix 2 Minutes of Meeting

MINUTES OF DISCUSSION
OF
THE INCEPTION MEETINGS
ON
SCHOOL MAPPING AND MICRO-PLANNING
IN PRIMARY EDUCATION (PHASE 2)
IN THE UNITED REPUBLIC OF TANZANIA

AGREED UPON BETWEEN

MINISTRY OF EDUCATION AND CULTURE
THE UNITED REPUBLIC OF TANZANIA

AND

CONSULTANT TEAM
JAPAN INTERNATIONAL COOPERATION AGENCY

Dar es Salaam
28 January 2003



Mr. Amos G. Mwakalinga
Director, Department of Policy and
Planning
Ministry of Education and Culture



Dr. Norimichi Toyomane
Team Leader
JICA Consultant Team

The JICA Consultant Team for the School Mapping and Micro-Planning in Primary Education (Phase 2) in the United Republic of Tanzania (hereinafter referred to as "Phase 2") prepared the Inception Report and submitted it to the Department of Policy and Planning, Ministry of Education and Culture (hereinafter referred to as the "MOEC"), on 20 January 2003.

MOEC and the JICA Consultant Team subsequently had a meeting on the Inception Report on 22 January and jointly presented it to the Institutional Arrangements Technical Working Group (IA-TWG) of the Basic Education Development Committee (BEDC) for information in a meeting held on 24 January at MOEC. The lists of attendants are attached as Annex.

Main points of the two discussions are summarized as follows:

Meeting on 22 January 2003

1. MOEC acknowledged the receipt of 30 copies of the Inception Report as per the Scope of Work.
2. JICA suggested that in order to avoid misunderstanding among the stakeholders, the words "The Study on" should be deleted from the original title of Phase 2. The new title as suggested was "School Mapping and Micro-Planning in Primary Education (Phase 2) in the United Republic of Tanzania." MOEC and the JICA Consultant Team both agreed with this suggestion and to change the title accordingly.
3. MOEC confirmed its intention to cooperate closely with PO-RALG for the implementation of Phase 2. JICA welcomed this confirmation.
4. MOEC pointed out that some data in Table 1 and in the main text were outdated. The JICA Consultant Team agreed to update them in consultation with MOEC.
5. MOEC also pointed out that the names of two islands, Pemba and Zanzibar, were missing from Map 1. The JICA Consultant Team agreed to add them.
6. MOEC commented that Figure 1.1 on page 3 should be revised reflecting the latest institutional arrangements. The JICA Consultant Team agreed to revise it.



present there would be no better alternative way to that. Nonetheless, it agreed that the system would need improvement.

14. Another attendant commented that school data collected through earlier exercises might be outdated by now. In this relation, still another attendant pointed out that districts did not use the data for routine purposes because such a practice was not institutionalized. Both explained the necessity to establish a system in which people would routinely update and utilize the school data.

15. JICA explained that Phase 2 of school mapping and micro-planning exercise was part of the Tanzanian government's on-going effort of PEDP implementation and that JICA would assist the Tanzanian government with this initiative. MOEC and PO-RALG supported this statement.

16. Chairperson requested the JICA Consultant Team to consider the comments given in the meeting and report the progress to the meeting. The JICA Consultant Team agreed to do so.



ANNEX LISTS OF ATTENDANTS

Meeting on 22 January 2003

Tanzanian Side

Mr. Amos G. Mwakalinga Director, Department of Policy and Planning, MOEC
Mr. Cyprian Miyedu Department of Policy and Planning, MOEC

Japanese Side

Dr. Kazuo Kuroda Chairman, Advisory Committee
Mr. Shunsuke Mabuchi Staff, First Development Study Division, Social
Development Study Department, JICA
Ms. Satomi Kamei Education Advisor, JICA Tanzania Office
Mr. Tomoki Kobayashi Assistant Resident Representative, JICA Tanzania
Office
Dr. Norimichi Toyomane Leader, JICA Consultant Team
Mr. Yoshio Aizawa Member, JICA Consultant Team
Mr. Paul P. Gandye Member, JICA Consultant Team

LA-TWG meeting on 24 January 2003

Ms. Hilda Gondwe Director for Institutional Development, PO-RALG
Mr. Francis Liboy PEDP Coordinator, PO-RALG
Mr. Cyprian Miyedu Department of Policy and Planning, MOEC
Mr. M.S. Magotta Recorder, PO-RALG
Mr. Leo van der Zwan First Secretary, Royal Netherlands Embassy
Dr. Stella Kaabwe Project Officer Education, UNICEF
Ms. Iluminata Tukai Project Officer, UNICEF
Mr. Stephen Maina Coordinator, TEN/MET
Mr. Blastus Mwizarubi Education Sector Coordinator, CARE International in
Tanzania
Mr. Rakesh Rajani Director, Hakielimu
Professor Suleman Sumra Consultant, Hakielimu
Ms. Satomi Kamei Education Advisor, JICA Tanzania Office
Mr. Tomoki Kobayashi Assistant Resident Representative, JICA Tanzania
Office
Mr. Shunsuke Mabuchi Staff, First Development Study Division, Social
Development Study Department, JICA
Dr. Norimichi Toyomane Leader, JICA Consultant Team
Mr. Yoshio Aizawa Member, JICA Consultant Team
Mr. Paul P. Gandye Member, JICA Consultant Team

MINUTES OF DISCUSSION
ON
SCHOOL MAPPING AND MICRO-PLANNING
IN PRIMARY EDUCATION (PHASE 2)
IN THE UNITED REPUBLIC OF TANZANIA

AGREED UPON BETWEEN

MINISTRY OF EDUCATION AND CULTURE
THE UNITED REPUBLIC OF TANZANIA

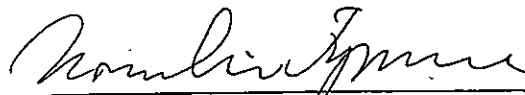
AND

CONSULTANT TEAM
JAPAN INTERNATIONAL COOPERATION AGENCY

Dar es Salaam
23 December 2003



Mr. Amos G. Mwakalinga
Director, Department of Policy and
Planning
Ministry of Education and Culture



Dr. Norimichi Toyonane
Team Leader
JICA Consultant Team

The JICA Consultant Team for the School Mapping and Micro-Planning in Primary Education (Phase 2) in the United Republic of Tanzania (hereinafter referred to as "SM/MP2") prepared Interim Report 1 and submitted it to the Department of Policy and Planning, Ministry of Education and Culture (hereinafter referred to as the "MOEC"), on 15 December 2003.

MOEC, in cooperation with JICA, subsequently convened a discussion meeting on the Report on 17 December 2003 at MOEC inviting PO-RALG. The list of attendants are attached as Annex.

During the meeting, participants discussed the contents of Interim Report 1, how to improve SM/MP2 in conducting Term 2, and the way forward to apply the lessons learnt during SM/MP2 to the future data-based planning process. Main points of the discussion are summarized as follows:

1. MOEC acknowledged the receipt of 30 copies of Interim Report 1 as per the Scope of Work.
2. MOEC stressed that the previous experiences of school mapping and micro-planning exercise should be respected and learned, referring particularly to the computer program and the school mapping questionnaire. The JICA Consultant Team responded that it had been respecting and would respect the above principle.
3. MOEC reiterated that the school mapping questionnaire should reflect the information needs of the government as well as of the schools; it was not acceptable to revise the questionnaire again simply to reduce its volume. The JICA Consultant Team clarified that the reason it proposed a simplified version for Term 2's use was in order to make the exercise sustainable. MOEC understood the reason and agreed to discuss this issue further.
4. Referring to the JICA Consultant Team's observation that district officials were too busy or head teachers were overloaded with many activities, MOEC maintained that this could not justify their delaying SM/MP2 activities and, therefore, should not be a problem to be addressed in Term 2.
5. In regard to re-selecting trainees as proposed by the JICA Consultant Team, PO-RALG pointed out that WEOs and VEOs should be kept as participants because of their important positions in the local communities.



6. MOEC pointed out that the school-age population cited in para 3, page 1 of Interim Report 1 should be updated with the recent census results. The JICA Consultant Team agreed to correct it.

7. MOEC confirmed its intention to distribute the *EMIS Development Plan 2004-2007* to the stakeholders in accordance with the ESDP framework, after being approved by relevant authorities.

8. MOEC welcomed and appreciated the JICA Consultant Team's recommendation to form an in-house Working Group consisting of officials from MOEC and PO-RALG to deliberate how to go forward after SM/MP2. In view of the on-going decentralization and local government reform in Tanzania and considering the necessity of data-based planning, JICA stressed the importance for PO-RALG to participate in the Working Group and its deliberations. MOEC agreed with JICA that harmonization and synchronization of the two ministries' efforts is essential to school mapping and micro-planning and thanked JICA for its attention and support.

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ANNEX LIST OF ATTENDANTS

Tanzanian Side

Mr. Cyprian Miyedu	Department of Policy and Planning, MOEC
Mr. Francis Liboy	PEDP Coordination Unit, President's Office Regional Administration and Local Government
Mr. A.S.M. Mwaimu	Department of Policy and Planning, MOEC
Mr. Godwin S. Noah	Department of Policy and Planning, MOEC
Ms. Beatrice N. Mkina	PEDP Coordination Unit, President's Office Regional Administration and Local Government

Japanese Side

Ms. Satomi Kamei	Education Advisor, JICA Tanzania Office
Mr. Tomoki Kobayashi	Assistant Resident Representative, JICA Tanzania Office
Dr. Norimichi Toyomane	Leader, JICA Consultant Team
Mr. Yoshio Aizawa	Member, JICA Consultant Team
Mr. Paul P. Gandye	Member, JICA Consultant Team
Ms. Masami Watanabe	Member, JICA Consultant Team
Mr. Tatsuya Nakai	Member, JICA Consultant Team
Dr. Stanslaus Wa-Rureramila	ENV Consult



MINUTES OF DISCUSSION
ON
SCHOOL MAPPING AND MICRO-PLANNING
IN PRIMARY EDUCATION (PHASE 2)
IN THE UNITED REPUBLIC OF TANZANIA

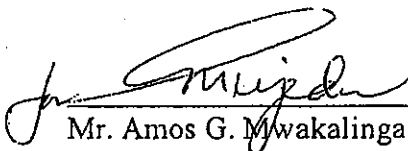
AGREED UPON BETWEEN

MINISTRY OF EDUCATION AND CULTURE
THE UNITED REPUBLIC OF TANZANIA


AND

CONSULTANT TEAM
JAPAN INTERNATIONAL COOPERATION AGENCY

Dar es Salaam
3 March 2005



Mr. Amos G. Mwakalinga
Director, Department of Policy and
Planning
Ministry of Education and Culture



Dr. Norimichi Toyomane
Team Leader
JICA Consultant Team

Witnessed by



Dr. Kazuo Kuroda
Chairman
JICA Advisory Committee for SM/MP2

The JICA Consultant Team for the School Mapping and Micro-Planning in Primary Education (Phase 2) in the United Republic of Tanzania (hereinafter referred to as SM/MP2) prepared Interim Report 2 and submitted it to the Department of Policy and Planning, Ministry of Education and Culture (hereinafter referred to as the MOEC), on 21 February 2005.

MOEC, in cooperation with JICA, subsequently convened a discussion meeting on the Report on 3 March 2005 at MOEC. A list of attendants is attached as Annex.

During the meeting, participants discussed the contents of Interim Report 2, and the way forward after SM/MP2 finishes. Main points of the discussion are summarized as follows:

1. MOEC acknowledged the receipt of 30 copies of Interim Report 2 as per the Scope of Work.
2. MOEC congratulated the JICA Consultant Team on the smooth progress and successful completion of the Term 2 exercise.
3. The JICA Consultant Team raised two issues: how to sustain the school mapping and micro-planning exercise and how to conduct the exercise in other districts not covered by SM/MP2. As to the first issue, the JICA Consultant Team suggested that TSM1 and 2 forms should be revised. Regarding the second, the JICA Consultant Team suggested that the training program run by PO-RALG might be utilized.
4. MOEC responded that utilizing TSM forms for school mapping would be the most effective way to avoid duplication in data collection and reduce costs of the exercise to a sustainable level. With regard to revising TSM1 and 2, MOEC suggested to reorganize them in two separate parts, one containing data for national-level usage and the other for district-level usage.
5. In this relation, MOEC also suggested that TSA (data format for pre-primary schools) should be revised together with TSM as part of the reorganization of the school mapping and micro-planning exercise.
6. On the issue of providing training on school planning to the remaining districts, MOEC acknowledged this need to be great. Particularly in need, as pointed out, would be a system for training newly appointed personnel on the exercise.

7. Professor Kuroda observed that if MOEC reviewed and evaluated the school plans and district education plans created under Term 2, it would legitimize the evaluation done by the JICA Consultant Team. MOEC, however, expressed its reservation on this suggestion, pointing out that the heavy workload would be prohibiting and difficulty of setting the criteria for their evaluation.

8. As to how to sustain the school mapping and micro-planning exercise in Tanzania, MOEC clearly understood that the exercise was necessary and what Interim Report 2 advised was the Tanzanian government's self-help. At the same time, however, MOEC acknowledged that the financial constraint was so large that no clear steps were in sight. MOEC would sit together with other authorities concerned and discuss this issue.

9. The JICA Consultant Team requested MOEC to give comments on the Report by 15 April so that they could be incorporated in the Draft Final Report due in May 2005. MOEC agreed to do so.

10. Professor Kuroda, on behalf of JICA, appreciated the completion of two terms of SM/MP2 as a result of close cooperation between MOEC and the JICA Consultant Team. He pointed out that this SM/MP2 aimed at three objectives that were fully achieved: needs assessment, capacity building and social marketing. He further pointed out three P's which were needed to sustain the exercise: Partnership between Tanzanian and Japanese governments, with the latter supporting the former to sustain the school mapping and micro-planning exercise; PEDP of which SM/MP2 was essential part, a point which should be emphasized to make all stakeholders recognize; and Participation as the key word to educational development.

11. Finally, Mr. Mwakalinga expressed his deep gratitude to JICA for its assistance with SM/MP2. He particularly appreciated that MOEC personnel acquired technical expertise through this cooperation and that SM/MP2 led him to realize the importance of community in educational development. He expressed his sincere hope that Japanese assistance would continue to address many issues in other levels of education.

ANNEX LIST OF ATTENDANTS

Tanzanian Side

Mr. Amos G. Mwakalinga	Director, Department of Policy and Planning, MOEC
Mr. Cyprian Miyedu	Department of Policy and Planning, MOEC
Mr. Godwin S. Noah	Department of Policy and Planning, MOEC
Mr. Timothy Lyanga	Department of Policy and Planning, MOEC

Japanese Side

Dr. Kazuo Kuroda	Chairman, JICA Advisory Committee for SM/MP2
Mr. Hiroyuki Yakushi	Human Development Department, JICA HQs
Ms. Kazuyo Igarashi	Education Advisor, JICA Tanzania Office
Mr. Tomoki Kobayashi	Assistant Resident Representative, JICA Tanzania Office
Dr. Norimichi Toyomane	Leader, JICA Consultant Team
Mr. Yoshio Aizawa	Member, JICA Consultant Team
Mr. Paul P. Gandye	Member, JICA Consultant Team
Ms. Masami Watanabe	Member, JICA Consultant Team

UNITED REPUBLIC OF TANZANIA

MINUTES OF DISCUSSION
ON
SCHOOL MAPPING AND MICRO-PLANNING
IN PRIMARY EDUCATION (PHASE 2)

AGREED UPON BETWEEN

MINISTRY OF EDUCATION AND CULTURE
AND
PRESIDENT'S OFFICE REGIONAL ADMINISTRATION AND
LOCAL GOVERNMENT

AND

CONSULTANT TEAM
JAPAN INTERNATIONAL COOPERATION AGENCY

Dar es Salaam
2 June 2005



Mr. Amos G. Mwakalinga
Director of Policy and Planning
Ministry of Education and Culture



Dr. Norimichi Toyomane
Team Leader
JICA Consultant Team

The JICA Consultant Team for the School Mapping and Micro-Planning in Primary Education (Phase 2) in the United Republic of Tanzania (hereinafter referred to as "SM/MP2") prepared the Draft Final Report and submitted it to the Ministry of Education and Culture (hereinafter referred to as the "MOEC") and the President's Office Regional Administration and Local Government (hereinafter referred to as the "PO-RALG") on 21 May 2005.

MOEC, in cooperation with JICA, subsequently convened a discussion meeting on the Report on 2 June 2005 at the Courtyard Hotel in Dar es Salaam. The meeting was attended by officials from MOEC and PO-RALG, representatives of Agency for the Development of Education Management (ADEM) and JICA Tanzania Office, and the JICA Consultant Team. A list of attendants is attached as Annex.

During the meeting, participants discussed the contents of the Draft Final Report in general and the recommendations made in the Report in particular. Main points of the discussion are summarized as follows:

1. MOEC acknowledged the receipt of 30 copies of the Draft Final Report as per the Scope of Work.
2. MOEC commended the JICA Consultant Team for the successful completion of the SM/MP2 and appreciated the results.
3. The JICA Consultant Team at the beginning clarified that other comments not expressed in this meeting should be given to the Team in writing by 30 June 2005. MOEC and PO-RALG agreed to do so.
4. MOEC first welcomed the comments already given to the Team by some District Education Officers (DEOs) and JICA that would enrich the Final Report due in August 2005. At the same time it cautioned the Team against changing the direction of the Report as a response to the comments.
5. MOEC stated that it highly appreciated the Team's suggestions indicated in the Report and would take them into serious consideration. However, it also noted that this would require thorough discussion internally since the two recommendations touched upon some policy issues to be deliberated by higher authorities and, therefore, it would take some time to work on the recommendations.

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6. Regarding the Team's recommendation on revising the current TSM1 and 2 forms, JICA asked if there was any concrete move to modify them. MOEC responded that two other institutions had also given comments on the forms and that MOEC and PO-RALG were planning to share the common forms to avoid duplication in data collection.

7. JICA also asked how MOEC and PO-RALG would sustain the school mapping and micro-planning exercise particularly in those districts which were not covered by SM/MP2. MOEC acknowledged that the issue was important and that the Tanzanian government would work on the issue and keep JICA informed of its plan.

8. Regarding the Team's suggestion on how to sustain the training on district education planning, PO-RALG commented that the Report should make it clear that MOEC would collaborate with PO-RALG to take the responsibility.

9. PO-RALG acknowledged the key role DEOs should play in sustaining the school mapping and micro-planning exercise and emphasized that DEOs, particularly those who participated in SM/MP2, should conduct school mapping and micro-planning as a routine exercise as suggested in the Report. It also noted that DEOs who had received no formal training should receive the training immediately.

10. PO-RALG pointed out that Local Authorities should be named properly in the Report according to their legal titles.

11. PO-RALG questioned the appropriateness of selecting village or mtaa chairmen as trainees instead of WEOs and VEOs since village or mtaa chairmen were politicians whereas WEOs and VEOs were civil servants.

12. PO-RALG disclosed its plan to build village resource centers across the country to cater for various training needs at the village level and alleviate the problem caused by transfers.

13. PO-RALG suggested that the cover of the Report should be redesigned in line with the standard practice of Tanzania. JICA and the JICA Consultant Team explained that the cover followed a JICA format but that they would see if the change was possible as suggested.

14. Participants suggested some modifications to be made in the Report. The JICA Consultant Team noted them and agreed to make due corrections:

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- 1) An Executive Summary should be included.
- 2) Use of inappropriate language should be corrected.
- 3) The word "sub-district" was inappropriate.

15. MOEC noted some factual errors in the Report. It offered to provide correct information in writing by the deadline agreed above.

16. Finally, Mr. Mwakalinga expressed his deep gratitude to the Government of Japan for its continuous support to facilitate the school mapping and micro-planning exercise and other activities related to the education sector in Tanzania. He thanked JICA and the JICA Consultant Team for their excellent work and their serious efforts as reflected in the Report. As to the recommendations made in the Report, he clarified that the government would deliberate what could be implemented in the short term and what to consider in the long run. He expressed his sincere hope that Japan would continue to support the school mapping and micro-planning exercise and other activities in the education sector for the time to come.



ANNEX LIST OF ATTENDANTS

Tanzanian Side

Mr. Amos G. Mwakalinga	Director of Policy and Planning, MOEC
Ms. Salock Salome Musese	Acting Director, President's Office Regional Administration and Local Government
Mr. Cyprian Miyedu	Department of Policy and Planning, MOEC
Mr. Francis M. Liboy	Senior Education Officer and Education Coordinator, President's Office Regional Administration and Local Government
Mr. Godwin S. Noah	Head of EMIS, Department of Policy and Planning, MOEC
Mr. Mbwana S. Magotta	Education Officer, President's Office Regional Administration and Local Government
Mr. Clarence Mwimka	Senior Education Officer, Department of Primary Education, MOEC
Dr. S.C. Nguni	Trainer, Agency for the Development of Education Management
Ms. Grace Mundogo	Trainer, Agency for the Development of Education Management
Mr. Simon Kullian	Trainer, Agency for the Development of Education Management
Mr. Bugendi Joseph	Trainer, Agency for the Development of Education Management

Japanese Side

Ms. Kazuyo Igarashi	Education Advisor, JICA Tanzania Office
Dr. Norimichi Toyomane	Leader, JICA Consultant Team
Mr. Yoshio Aizawa	Member, JICA Consultant Team
Mr. Paul P. Gandye	Member, JICA Consultant Team
Ms. Masami Watanabe	Member, JICA Consultant Team
Ms. Kai Utsugi	Member, JICA Consultant Team
Mr. Chrispin Mwansanga	Research Assistant, JICA Consultant Team



**Appendix 3 List of Facilitators (Term 1 and Term 2) and Districts
in Charge**

List of Facilitators and Districts in Charge

[Term 1]

Region	District	Facilitator
Kigoma	Kigoma Rural	A. Mrutu
	Kasulu	K. Fortunata
	Lindi Rural	C.L. Abayo
	Liwale	K.M. Fragrance
	Nachingwea	E. Wamlyoma
Mbeya	Mbeya Urban	A. Munisi
	Mbozi	E. Bitegeko
	Rungwe	J. Ng'wanisanda
Mbeya	Mpanda	Y.H. Mayani
	Sumbawanga Rural	H. Kissaka
Ruvuma	Songea Urban	J.R. Marango
Tanga	Handeni	P.L. Manatte
	Kilindi	G. Kalumuna
	Korogwe	F. Mukyanuzi
	Lushoto	F. Mkwawa
	Muheza	R. Upor

[Term 2]

Region	District	Facilitator
Arusha	Monduli	A. Munishi
	Ngorongoro	J. Nshimba
Dodoma	Kondoa	N. Masud
	Dodoma Rural	J. Marango
	Mpwapwa	T. Alexander
Iringa	Ludewa	F. Mwaselela
Kilimanjaro	Same	H. Kisaka
Manyara	Hanang	P. Kamwela
	Kiteto	L. Mshana
Mwanza	Kwimba	G. Karumuna
	Sengerema	E. Bitegeko
Singida	Iramba	Y. Mayani
	Singida Rural	Y. Mrutu
Tabora	Igunga	J. Ng'wanisanda
	Urambo	E. Wamlyoma
Lindi	Kilwa	R. Upor

Appendix 4 School Mapping Questionnaires [English]

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Ministry of Education and Culture

President's Office
Regional Administration and
Local Government

School Mapping and Micro-Planning

QUESTIONNAIRE

Part 1

About School

School _____
Village/Mtaa _____
Ward _____
District¹ _____

Filled in by: Head Teacher Name: _____
Signature: _____
Date: _____

Checked by: WEC Name: _____
Signature: _____
Date: _____

Authorized by: DEO Name: _____
Signature: _____
Date: _____

¹ The main report interchangeably uses the term, council and LGA, as a meaning of municipal, town, and district councils. In this questionnaire the term District is not changed because of retaining its original form.

For questions 1 – 9 use the records from TSM1 and TSM2.

1. How many pupils by standard, age and sex are enrolled in your school?

Age	Sex	Std. 1	Std. 2	Std. 3	Std. 4	Std. 5	Std. 6	Std. 7	Total
5	Boys								
	Girls								
	Total								
6	Boys								
	Girls								
	Total								
7	Boys								
	Girls								
	Total								
8	Boys								
	Girls								
	Total								
9	Boys								
	Girls								
	Total								
10	Boys								
	Girls								
	Total								
11	Boys								
	Girls								
	Total								
12	Boys								
	Girls								
	Total								
13	Boys								
	Girls								
	Total								
14 and over	Boys								
	Girls								
	Total								

2. How many pupils entered into standard 1 this year?

Boys	Girls	Total

3. How many pupils withdrew or were withdrawn from school last year?

Reasons	Sex	Std. 1	Std. 2	Std. 3	Std. 4	Std. 5	Std. 6	Std. 7	Total
Truancy	Boys								
	Girls								
	Total								
Pregnancy	Boys								
	Girls								
	Total								
Death	Boys								
	Girls								
	Total								
Other	Boys								
	Girls								
	Total								
Total	Boys								
	Girls								
	Total								

4. How many pupils are repeating the class this year?

Sex	Std. 1	Std. 2	Std. 3	Std. 4	Std. 5	Std. 6	Std. 7	Total
Boys								
Girls								
Total								

5. What was the school revenue for the calendar year 2003?

Source	Amount (Tsh)
Capitation Grant	
Development Grant	
Community's Contribution	
District/Town Council	
Donors (NGOs, churches, etc.)	
School Projects	
Others	
Total	

6. Show the number of streams for your school and whether you use double shift or not.

	Std. 1	Std. 2	Std. 3	Std. 4	Std. 5	Std. 6	Std. 7	Total
Number of streams								
Double shift (tick ✓)	Yes							
	No							

7. How many teachers does your school have? (Include teachers attending courses of less than 1 year and those on maternity leave)

Sex	Diploma	Grade A	Grade B	Grade C	Total
Male					
Female					
Total					

8. Indicate the requirements, availability and shortage of buildings in your school.

	Requirement	Availability	Shortage
Classrooms			
Teacher's Houses			
Toilets			
Offices			
Stores			

9. Indicate the requirements, availability and shortage of furniture in your school.

	Requirement	Availability	Shortage
Desks (for pupils)			
Tables (for teachers)			
Chairs (for teachers)			
Cupboards			

10. Does your school have the following facilities?

Please tick ✓	Yes No	Library	Playground	Safe water

11. How many textbooks does your school have?

Subject	Std. 1	Std. 2	Std. 3	Std. 4	Std. 5	Std. 6	Std. 7	Total
Mathematics								
English								
Kiswahili								
Science								
Life Skills								
Social Studies								
Total								

12. How many syllabuses does your school have?

Subject	Std. 1	Std. 2	Std. 3	Std. 4	Std. 5	Std. 6	Std. 7	Total
Mathematics								
English								
Kiswahili								
Science								
Life Skills								
Social Studies								
Total								

13. How many teacher's guide books does your school have?

Subject	Std. 1	Std. 2	Std. 3	Std. 4	Std. 5	Std. 6	Std. 7	Total
Mathematics								
English								
Kiswahili								
Science								
Life Skills								
Social Studies								
Total								

14. What is the average daily attendance rate of pupils?

	Std. 1	Std. 2	Std. 3	Std. 4	Std. 5	Std. 6	Std. 7	Total
Attendance rate (%)								

15. What is the average daily attendance rate of teachers?

Attendance rate (%)	
---------------------	--

16. How many pupils completed Std.7, took PSLE, passed PSLE and went to public secondary school last year?

	Male	Female	Total
Number of pupils who completed Std.7			
Number of pupils who took PSLE			
Number of pupils who passed PSLE (Grade A, B, C)			
Number of pupils who went to public secondary school			

17. What are the common diseases among pupils in your school? (please tick for each disease)

Disease	Very common	Common	Rare	Never
Malaria				
Diarrhoea				
Bilharzia				
HIV/AIDS				
Others (Specify):				

18. Are drug issues serious in your school/area? (Tick for one choice)

Yes, very much	
Yes, but a little	
No	

19. If yes, how? (Tick as many choices).

Teachers effected	
Pupils' parents are affected	
Pupils are affected	
Others (specify)	

20. How long do pupils take to come to school?

Travel Time	No. of pupils
Less than 30 minutes	
30 to 60 minutes	
1 to 2 hours	
More than 2 hours	
Total	

21. What are the reasons for long travel time to school (more than 2 hours)? Tick as many reasons.

Reason	No. of pupils
Home is very far	
Thick forest or jungle on the way	
No bridge over the river	
By pupil's own choice because no good school near home	
Others (specify)	

22. Count the number of pupils by means of transportation to school.

Means of Transportation	No. of pupils
On foot	
By bicycle	
By bus	
By animal	
By boat	
Other	
Total	

Please answer questions 23-26 by getting information from the village/mtaa leader(s).

If there are two or more villagers/mitaa in your school's catchment area, ask individual village/mtaa leaders to provide the data. You add up the data respectively and provide the aggregate numbers only in the tables below.

(1. Name of the village/mtaa: _____)

(2. Name of the village/mtaa: _____)

(3. Name of the village/mtaa: _____)

(4. Name of the village/mtaa: _____)

23. What is the population composition of children in your village/mtaa?

	Male	Female	Total
0-6 years old			
7 years old			
8-13 years old			
14-17 years old			
Total			

24. How many children in your village/mtaa are attending primary school?

	Male	Female	Total
0-6 years old			
7 years old			
8-13 years old			
14-17 years old			
Total			

25. How many children in your village/mtaa are **not** attending primary school?

	Male	Female	Total
0-6 years old			
7 years old			
8-13 years old			
14-17 years old			
Total			

26. How many people in your village/mtaa are attending COBET school?

	Male	Female	Total
11-13 years old			
14 years old and over			
Total			

NB: The total of question 24 and question 25 should be equal to the total of question 23.

MOEC/PO-RALG/JICA
SM/MP2

Ministry of Education and Culture

President's Office
Regional Administration and
Local Government

School Mapping and Micro-Planning

QUESTIONNAIRE

Part 2

About Teachers

School _____
Village/Mtaa _____
Ward _____
District² _____

Filled in by: Head Teacher Name: _____
Signature: _____
Date: _____

Checked by: WEC Name: _____
Signature: _____
Date: _____

Authorized by: DEO Name: _____
Signature: _____
Date: _____

² The mairi report interchangeably uses the term, council and LGA, as a meaning of municipal, town, and district councils. In this questionnaire the term District is not changed because of retaining its original form.

Note (For the Head teacher)

All teaching staff of the school (including head teacher) should answer 12 questions contained in this Questionnaire Part 2. Make sure that each teacher fills the questionnaire in complete freedom and without undue pressure from either the head teacher or any other person. The 12 questions are:

- | | |
|------|---|
| Q 1 | Do you like teaching? |
| Q 2 | Do you like teaching at your school? |
| Q 3 | If yes, why? |
| Q 4 | If no, why? |
| Q 5 | What is most necessary for you to teach better in your class? |
| Q 6 | What is most necessary for your pupils to learn better in your class? |
| Q 7 | What skills do you have to encourage pupils to learn better? |
| Q 8 | Why do you think many pupils do not pass PSLE? |
| Q 9 | Why is there a performance gap between boys and girls? |
| Q 10 | Do you think you have adequate knowledge and information about HIV/AIDS issues? |
| Q 11 | Do you have any chance to talk about HIV/AIDS issues with pupils? |
| Q 12 | If no, why? |

This Questionnaire Part 2 consists of two kinds of sheets: Question Sheet and Tabulation Sheet. Use them as follows:

Reproduce the Question Sheet and distribute a copy to each teaching staff of your school (including head teacher). Each teacher will fill in the Question Sheet and return it to the head teacher. The head teacher shall aggregate the individual answers and complete the Tabulation Sheet. **You should only submit the Tabulation sheet together with the cover sheet.**

QUESTION SHEET

Q 1 Do you like teaching?

	Tick
Yes, very much	
Yes, but a little	
No	

Q 2 Do you like teaching at your school?

	Tick
Yes, very much	
Yes, but a little	
No	

Q 3 If yes, why? Tick as many points.

Good point	Tick
School has good leadership	
Pupils are attentive	
Colleagues are cooperative	
Buildings and/or facilities are good	
Textbooks and/or teaching materials are adequately available	
Assigned work load is reasonable	
School is close to home	
Means of communication and transport are good	
Staff houses are available	
Salary is enough	
Salary is paid regularly	
Community supports the school	
Others (specify)	

Q 4 If no, why? Tick as many points.

Bad point	Tick
School leadership is not good	
Pupils are not attentive	
Colleagues are not cooperative	
School buildings/facilities are poor	
Textbooks or teaching materials are not adequately available	
Assigned work load is too much	

School is very far from home	
Means of communication and transport are poor	
Staff houses are not available	
Salary is not enough	
Salary is not regularly paid	
Community does not support the school	
Others (specify)	

Q 5 What is most necessary for you to teach better in your class? Tick as many.

Most needed for better teaching	Tick
Textbooks	
Teacher's guides	
Teaching materials	
Better teaching skills	
Stick	
Preparing lesson plans	
Others (specify)	

Q 6 What is most necessary for your pupils to learn better in your class? Tick as many.

Most needed for better learning	Tick
Textbooks and/or notebooks	
Blackboard	
Slates	
Support from family	
Good teachers	
Others (specify)	

Q 7 What skills do you have to encourage students to learn better? Tick as many.

Skills	Tick
Skills to praise pupils	
Skills to clearly explain topics	
Skills to attract interests of pupils	
Skills to effectively use the blackboard	
Others (specify)	

Q 8 Why do you think many students do not pass PSLE? Tick as many reasons.

Reason	Tick
PSLE is too difficult	
Students are lazy	
Teachers are not teaching well	
No textbooks or teaching materials	
Information about PSLE is not enough	
Others (specify)	

Q 9 Why is there a performance gap between boys and girls? Tick as many reasons.

Reason	Tick
Girls get less support from family	
Girls are busy working at home	
Girls are less capable of learning	
Girls are not serious about learning	
Others (specify)	

Q 10 Do you think you have adequate knowledge and information about HIV/AIDS issues?

	Tick
Yes	
No	

Q 11 Do you have any chance to talk about HIV/AIDS issues with pupils?

	Tick
Yes	
No	

Q 12 If no, why? Tick as many reasons.

Reason	Tick
It is too early for pupils to know about it	
It is somehow embarrassing	
It might promote the sex debut of pupils	
Parents do not allow me to talk about it	
It is not the subject we talk at school	
It is not a serious matter for us	
Others (specify)	

TABULATION SHEET

The total number of teaching staff who participated in answering this questionnaire was:

--

Q 1 Do you like teaching?

	No. of teachers
Yes, very much	
Yes, but a little	
No	
Total	

Q 2 Do you like teaching at your school?

	No. of teachers
Yes, very much	
Yes, but a little	
No	
Total	

Q 3 If yes, why?

Good point	No. of teachers
School has good leadership	
Pupils are attentive	
Colleagues are cooperative	
Buildings and/or facilities are good	
Textbooks and/or teaching materials are adequately available	
Assigned work load is reasonable	
School is close to home	
Means of communication and transport are good	
Staff houses are available	
Salary is enough	
Salary is paid regularly	
Community supports the school	
Others (specify)	
Total	

Q 4 If no, why?

Bad point	No. of teachers
School leadership is not good	
Pupils are not attentive	
Colleagues and head teacher are not cooperative	
School buildings/facilities are poor	
Textbooks or teaching materials are not adequately available	
Assigned work load is too much	
School is very far from home	
Means of communication and transport are poor	
Staff houses are not available	
Salary is not enough	
Salary is not regularly paid	
Community does not support the school	
Others (specify)	
Total	

Q 5 What is most necessary for you to teach better in your class?

Most needed for better teaching	No. of teachers
Textbooks	
Teacher's guides	
Teaching materials	
Better teaching skills	
Stick	
Preparing lesson plans	
Others (specify)	
Total	

Q 6 What is most necessary for your pupils to learn better in your class?

Most needed for better learning	No. of teachers
Textbooks and/or notebooks	
Blackboard	
Slates	
Support from family	
Good teachers	
Others (specify)	
Total	

Q 7 What skills do you have to encourage students to learn better?

Skills	No. of teachers
Skills to praise pupils	
Skills to clearly explain topics	
Skills to attract interests of pupils	
Skills to effectively use the blackboard	
Others (specify)	
Total	

Q 8 Why do you think many students do not pass PSLE?

Reason	No. of teachers
PSLE is too difficult	
Students are lazy	
Teachers are not teaching well	
No textbooks or teaching materials	
Information about PSLE is not enough	
Others (specify)	
Total	

Q 9 Why is there a performance gap between boys and girls?

Reason	No. of teachers
Girls get less support from family	
Girls are busy working at home	
Girls are less capable of learning	
Girls are not serious about learning	
Others (specify)	
Total	

Q 10 Do you think you have adequate knowledge and information about HIV/AIDS issues?

	No. of teachers
Yes	
No	
Total	

Q 11 Do you have any chance to talk about HIV/AIDS issues with pupils?

	No. of teachers
Yes	
No	
Total	

Q 12 If no, why?

Reason	No. of teachers
It is too early for pupils to know about it	
It is somehow embarrassing	
It might promote the sex debut of pupils	
Parents do not allow me to talk about it	
It is not the subject we talk at school	
It is not a serious matter for us	
Others (specify)	
Total	

MOEC/PO-RALG/JICA
SM/MP2

Ministry of Education and Culture

President's Office
Regional Administration and
Local Government

School Mapping and Micro-Planning

QUESTIONNAIRE

Part 3

About Pupils

School _____
Village/Mtaa _____
Ward _____
District³ _____

Filled in by: Head Teacher Name: _____
Signature: _____
Date: _____

Checked by: WEC Name: _____
Signature: _____
Date: _____

Authorized by: DEO Name: _____
Signature: _____
Date: _____

³The main report interchangeably uses the term, council and LGA, as a meaning of municipal, town, and district councils. In this questionnaire the term District is not changed because of retaining its original form.

Note (For the Head teacher)

All pupils of Standard 5 to 7 should answer the 15 questions contained in this Questionnaire Part 3. Make sure that each pupil freely and spontaneously answers the questions without undue pressure from anybody. The 15 questions are:

- | | |
|------|---|
| Q 1 | Do you like school? |
| Q 2 | If yes, why? |
| Q 3 | If no, why? |
| Q 4 | Which subject do you like most? |
| Q 5 | Which subject do you dislike most? |
| Q 6 | Do you want to go to secondary school? |
| Q 7 | Why do you think many pupils could not pass PSLE? |
| Q 8 | What will help you learn better? |
| Q 9 | Why do/did some of your friends stop coming to school? |
| Q 10 | Have you received any punishment? |
| Q 11 | If yes, what kind of punishment was it? |
| Q 12 | Do you know how to prevent HIV/AIDS? |
| Q 13 | Do you have breakfast everyday before coming to school? |
| Q 14 | Do you have lunch everyday? |
| Q 15 | If yes, where do you have it? |

This Questionnaire Part 3 consists of two kinds of sheets: Question Sheet and Tabulation Sheet. Use them as follows.

Reproduce the Question Sheet and have as many copies as you need to provide one Question Sheet per stream. Assign a pupil with leadership qualities to each stream. In that assigned class, the pupil shall ask the questions one by one. Pupils respond by raising a hand. The pupil shall record the number of pupils by answer and fill in the Question Sheet. After completing the Sheet, the pupil shall submit it to the Head Teacher who will aggregate the numbers in all the collected Question Sheets and fill in the Tabulation Sheet with the respective totals. **You should only submit the Tabulation Sheet together with the cover sheet.**

QUESTION SHEET

Standard Stream

Filled in by Date

Q 1 Do you like school?

	Male	Female	Total
Yes			
No			
Total			

Q 2 If yes, why?

Reason	Male	Female	Total
Learning is interesting			
Good game facilities			
Teachers are friendly			
Pupils are friendly			
Can have lunch			
Others (specify)			
Total			

Q 3 If no, why?

Reason	Male	Female	Total
Learning is not interesting			
Classroom has no desks			
Teachers are not friendly			
Pupils are not friendly			
School is far from home			
Others (specify)			
Total			

Q 4 Which subject do you like most?

Subject	Male	Female	Total
Mathematics			
English			
Kiswahili			
Science			
Life Skills			

Social Studies			
Others (specify)			
Total			

Q 5 Which subject do you dislike most?

Subject	Male	Female	Total
Mathematics			
English			
Kiswahili			
Science			
Life Skills			
Social Studies			
Others (specify)			
Total			

Q 6 Do you want to go to secondary school?

	Male	Female	Total
Yes			
No			
I don't know			
Total			

Q 7 Why do you think many pupils could not pass PSLE?

Reason	No.
PSLE is too difficult	
Teachers are not teaching well enough	
Pupils do not study seriously	
I don't know	
Others (specify)	
Total	

Q 8 What will help you to learn better?

Idea	No.
Textbooks	
Stationery	
Good teachers	
Good classroom	
Good friends	

Others (specify)	
Total	

Q 9 Why do/did some of your friends stop coming to school?

Reason	No.
Their homes are too far	
They have to work	
They do not like learning	
Their parents are not supportive	
They are afraid of corporal punishment	
Others (specify)	
Total	

Q 10 Have you received any punishment this year?

	Male	Female	Total
Yes			
No			
Total			

Q 11 If yes, what kind of punishment was it?

Punishment	No.
Caning	
Working on school farm	
Digging holes	
Weeding	
School cleaning	
Others (specify)	
Total	

Q 12 Do you know how to prevent HIV/AIDS?

	Male	Female	Total
Yes			
No			
Total			

Q 13 Do you have breakfast every morning before coming to school?

	Male	Female	Total
Yes			
No			
Total			

Q 14 Do you have lunch everyday?

	Male	Female	Total
Yes			
No			
Total			

Q 15 If yes, where do you have it?

	Male	Female	Total
At home			
At school			
Elsewhere (name)			

TABULATION SHEET

Q 1 Do you like school?

	STD 5			STD 6			STD 7			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Yes												
No												
Total												

Q 2 If yes, why?

Reason	STD 5			STD 6		
	Male	Female	Total	Male	Female	Total
Learning is interesting						
Good game facilities						
Teachers are friendly						
Pupils are friendly						
Can have lunch						
Others (specify)						
Total						

Reason	STD 7			School Total		
	Male	Female	Total	Male	Female	Total
Learning is interesting						
Good game facilities						
Teachers are friendly						
Pupils are friendly						
Can have lunch						
Others (specify)						
Total						

Q 3 If no, why?

Reason	STD 5			STD 6		
	Male	Female	Total	Male	Female	Total
Learning is not interesting						
Classroom has no desks						
Teachers are not friendly						
Pupils are not friendly						
School is far from home						
Others (specify)						
Total						

Reason	STD 7			School Total		
	Male	Female	Total	Male	Female	Total
Learning is not interesting						
Classroom has no desks						
Teachers are not friendly						
Pupils are not friendly						
School is far from home						
Others (specify)						
Total						

Q 4 Which subject do you like most?

Subject	STD 5			STD 6		
	Male	Female	Total	Male	Female	Total
Mathematics						
English						
Kiswahili						
Science						
Life Skills						
Social Studies						
Others (specify)						
Total						

Subject	STD 7			School Total		
	Male	Female	Total	Male	Female	Total
Mathematics						
English						
Kiswahili						
Science						
Life Skills						
Social Studies						
Others (specify)						
Total						

Q 5 Which subject do you dislike most?

Subject	STD 5			STD 6		
	Male	Female	Total	Male	Female	Total
Mathematics						
English						
Kiswahili						

Science						
Life Skills						
Social Studies						
Others (specify)						
Total						

Subject	STD 7			School Total		
	Male	Female	Total	Male	Female	Total
Mathematics						
English						
Kiswahili						
Science						
Life Skills						
Social Studies						
Others (specify)						
Total						

Q 6 Do you want to go to secondary school?

	STD 5			STD 6			STD 7			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Yes												
No												
I don't know												
Total												

Q 7 Why do you think many pupils could not pass PSLE?

Reason	STD 5	STD 6	STD 7	Total
PSLE is too difficult				
Teachers are not teaching well enough				
Pupils do not study seriously				
I don't know				
Others (specify)				
Total				

Q 8 What will help you to learn better?

Idea	STD 5	STD 6	STD 7	Total
Textbooks				
Stationery				
Good teachers				
Good classroom				
Good friends				
Others (specify)				
Total				

Q 9 Why do/did some of your friends stop coming to school?

Reason	STD 5	STD 6	STD 7	Total
Their houses are too far				
They have to work				
They do not like learning				
Their parents are not supportive				
They are afraid of corporal punishment				
Others (specify)				
Total				

Q 10 Have you received any punishment this year?

	STD 5			STD 6			STD 7			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Yes												
No												
Total												

Q 11 If Yes, what kind of punishment was it?

Punishment	STD 5	STD 6	STD 7	Total
Caning				
Working on school farm				
Digging holes				
Weeding				
School cleaning				
Others (specify)				
Total				

Q 12 Do you know how to prevent HIV/AIDS?

	STD 5			STD 6			STD 7			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Yes												
No												
Total												

Q 13 Do you have breakfast every morning before coming to school?

	STD 5			STD 6			STD 7			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Yes												
No												
Total												

Q 14 Do you have lunch everyday?

	STD 5			STD 6			STD 7			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Yes												
No												
Total												

Q 15 If yes, where do you have it?

	STD 5			STD 6			STD 7			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
At home												
At school												
Elsewhere (name)												

Appendix 5 School Mapping Questionnaires [Kiswahili]

Yaliyomo

1.	Kuhusu Shule	1
2.	Kuhusu Walimu	8
3.	Kuhusu Wanafunzi	17

**MOEC/PO-RALG/JICA
SM/MP2**

Wizara ya Elimu na Utamaduni

Ofisi ya Rais
Tawala za Mikoa na Serikali za Mitaa

Uramanishaji Shule na Uandaaji Mipango (School Mapping and Micro-Planning)

HOJAJI

Sehemu ya 1

Kuhusu Shule

Shule _____
Kijiji/Mtaa _____
Kata _____
Wilaya _____

Imejazwa na: Mwalimu Mkuu Jina: _____

Sahihi: _____

Tarehe: _____

Imehakikiwa na: Mratibu wa Elimu Kata Jina: _____

Sahihi: _____

Tarehe: _____

Imepitishwa na: Afisa Elimu Wilaya Jina: _____

Sahihi: _____

Tarehe: _____

Kwa maswali 1 – 9 tumia takwimu za TSM₁ and TSM₂

1. Wanafunzi wangapi kwa darasa, umri na jinsi wameandikishwa katika shule yako?

Umri	Jinsi	Drs 1	Drs 2	Drs 3	Drs 4	Drs 5	Drs 6	Drs 7	Jumla
5	Wav.								
	Was.								
	Jumla								
6	Wav.								
	Was.								
	Jumla								
7	Wav.								
	Was.								
	Jumla								
8	Wav.								
	Was.								
	Jumla								
9	Wav.								
	Was.								
	Jumla								
10	Wav.								
	Was.								
	Jumla								
11	Wav.								
	Was.								
	Jumla								
12	Wav.								
	Was.								
	Jumla								
13	Wav.								
	Was.								
	Jumla								
14 au zaidi	Wav.								
	Was.								
	Jumla								

2. Wanafunzi wangapi waliingia darasa la 1 mwaka huu?

Wav.	Was.	Jumla

3. Wanafunzi wangapi waliacha au waliachishwa shule mwaka jana ?

Sababu	Jinsia	Drs 1	Drs 2	Drs 3	Drs 4	Drs 5	Drs 6	Drs 7	Jumla
Utoro	Wav.								
	Was.								
	Jumla								
Mimba	Wav.								
	Was.								
	Jumla								
Kifo	Wav.								
	Was.								
	Jumla								
Zingine	Wav.								
	Was.								
	Jumla								
Jumla	Wav.								
	Was.								
	Jumla								

4. Wanafunzi wangapi wanakariri darasa mwaka huu?

Jinsi	Drs 1	Drs 2	Drs 3	Drs 4	Drs 5	Drs 6	Drs 7	Jumla
Wav.								
Was.								
Jumla								

5. Mapato ya shule yalikuwa kiasi gani mwaka 2003?

Chanzo	Kiasi (Tsh)
Ruzuku ya matumizi	
Ruzuku ya maendeleo	
Michango ya jamii	
Halmashauri	
Wafadhili	
Miradi ya shule	
Mengineyo	
Jumla	

6. Onyesha idadi ya mikondo ya shule yako na kama unatumia shifti mbili au hapana.

Idadi ya mikondo	Drs 1	Drs 2	Drs 3	Drs 4	Drs 5	Drs 6	Drs 7	Jumla
Shifti mbili								
(Weka ✓) Hapana								

7. Shule yako ina walimu wangapi? (Orodhesha pia walimu wanaohudhuria kozi zinazochukua chini ya mwaka 1 na wale walio katika likizo ya uzazi)

Jinsi	Slashahada	Daraja A	Daraja B	Daraja C	Jumla
Wanaume					
Wanawake					
Jumla					

8. Onyesha mahitaji, majengo yaliyopo na upungufu wa majengo katika shule yako.

	Mahitaji	Yaliyopo	Upungufu
Madarasa			
Nyumba za walimu			
Vyoo			
Ofisi			
Stoo			

9. Onyesha mahitaji, samani iliyopo na upungufu wa samani katika shule yako.

	Mahitaji	Samani iliyopo	Upungufu
Madawati (ya wanafunzi)			
Meza (za walimu)			
Viti (vya walimu)			
Makabati			

10. Je shule yako ina vitu vifuatavyo?

Weka ✓	Ndiyo	Hapana	Maktaba	Uwanja wa michezo	Maji safi

11. Shule yako ina vitabu vingapi vya kiada?

Somo	Drs 1	Drs 2	Drs 3	Drs 4	Drs 5	Drs 6	Drs 7	Jumla
Hisabati								
English								
Kiswahili								
Sayansi								
Stadi za kazi								
Maarifa ya jamii								
Jumla								

12. Shule yako ina Silabasi (Muhtasari) ngapi?

Somo	Drs 1	Drs 2	Drs 3	Drs 4	Drs 5	Drs 6	Drs 7	Jumla
Hisabati								
English								
Kiswahili								
Sayansi								
Stadi za kazi								
Maarifa ya jamii								
Jumla								

13. Shule yako ina vitabu vingapi vya Kiongozi cha Mwalimu?

Somo	Drs 1	Drs 2	Drs 3	Drs 4	Drs 5	Drs 6	Drs 7	Jumla
Hisabati								
English								
Kiswahili								
Sayansi								
Stadi za kazi								
Maarifa ya jamii								
Jumla								

14. Wastani wa mahudhuria ya wanafunzi kila siku ukoje?

	Drs 1	Drs 2	Drs 3	Drs 4	Drs 5	Drs 6	Drs 7	Jumla
Wastani wa mahudhuria (%)								

15. Wastani wa mahudhuria ya walimu kila siku ukoje?

Wastani wa mahudhuria (%)	
---------------------------	--

16. Ni wanafunzi wangapi waliomaliza Darasa la 7, waliofanya Mthani wa Kumaliza Elimu ya Msingi (MKEM), waliofaulu mthani na waliochaguliwa sekondari ya serikali mwaka jana?

	Wav.	Was.	Jumla
Idadi ya wanafunzi waliomaliza darasala 7			
Idadi ya wanafunzi waliofanya MKEM			
Idadi ya wanafunzi waliofaulu MKEM (Gredi A, B, C)			
Idadi ya wanafunzi waliochaguliwa kuingia sekondari ya serikali			

17. Wanafunzi wanasumbuliwa na magonjwa yapi? (Weka alama ✓ kwa kila ugonjwa)

Magonjwa	Yapo sana	Yapo	Hayapo sana	Hayapo kabisa
Malaria				
Kuhara				
Kichocho				
Ukimwi				
Mengineyo (Eleza):				

18. Je, tatizo la madawa ya kulevya ni kubwa shuleni/mahali pako? (Weka ✓ katika kisanduku mbele ya chaguo)

Ndiyo, sana	
Ndiyo, kidogo	
Hapana	

19. Kama ndiyo, vipi? (Weka ✓ katika kisanduku mbele ya kila chaguo).

Walimu wameathirika	
Wazazi wa wanafunzi wameathirika	
Wanafunzi wameathirika	
Wengineo (taja)	

20. Wanafunzi huchukua muda gani kusafiri hadi shuleni?

Muda	Idadi ya wanafunzi
Chini ya dakika 30	
Dakika 30 mpaka 60	
Saa 1 mpaka 2	
Zaidi ya saa 2	
Jumla	

21. Kama kuna wanafunzi wowote wanaochukua zaidi ya saa 2 ni kwa nini? (Weka ✓ kwa kila chaguo unalofanya).

Sababu	Idadi ya wanafunzi
Nyumbani ni mbali sana	
Njiani kuna msitu mkubwa	
Hakuna daraja kwenye mito	
Wanafunzi wamechagua shule hii kwa sababu hakuna shule nzuri karibu na kwao	
Sababu nyingine (taja)	

22. Hesabu idadi ya wanafunzi kulingana na njia zao za usafiri kuja shuleni.

Njia ya usafiri	Idadi ya wanafunzi
Kwa miguu	
Kwa baiskeli	
Kwa gari	
Kwa mnyama	
Kwa mashua	
Nyingine (taja)	
Jumla	

Tafadhali jibu maswali 23-26 kwa kushirikiana na uongozi wa kijiji/mtaa.

Kama shule yako inahudumia vijiji/mitaa viwili au zaidi, muombe kila kiongozi wa kijiji/mtaa katika eneo lako la shule akupatie taarifa zinazohitajika. Kisha jumlisha idadi na kuandika katika nafasi husika katika kila swali hapo chini:-

- (1. Jina la kijiji/mtaa: _____)
- (2. Jina la kijiji/mtaa: _____)
- (3. Jina la kijiji/mtaa: _____)
- (4. Jina la kijiji/mtaa: _____)

23. Onyesha mgawano wa idadi ya watoto katika kijiji/mtaa?

	Wav.	Was.	Jumla
Miaka 0-6			
Miaka 7			
Miaka 8-13			
Miaka 14-17			
Jumla			

24. Je, ni watoto wangapi katika kijiji/mtaa wanasoma shule ya msingi?

	Wav.	Was.	Jumla
Miaka 0-6			
Miaka 7			
Miaka 8-13			
Miaka 14-17			
Jumla			

25. Je, ni watoto wangapi katika kijiji/mtaa hawasomi shule?

	Wav.	Was.	Jumla
Miaka 0-6			
Miaka 7			
Miaka 8-13			
Miaka 14-17			
Jumla			

26. Je, ni watu wangapi kijijini/mtaani mwako wanahudhuria mafunzo ya MEMKWA?

	Wav.	Was.	Jumla
Miaka 11-13			
Miaka 14 au zaidi			
Jumla			

***** *Mwisho* *****

MOEC/PO-RALG/JICA
SM/MP2

Wizara ya Elimu na Utamaduni

Ofisi ya Rais

Tawala za Mikoa na Serikali za Mitaa

Uramanishaji Shule na Uandaaji Mipango (School Mapping and Micro-Planning)

HOJAJI

Sehemu ya 2

Kuhusu Walimu

Shule _____
Kijiji/Mtaa _____
Kata _____
Wilaya _____

Imejazwa na: Mwalimu Mkuu Jina: _____
Sahihi: _____
Tarehe: _____

Imehakikiwa na: Mratibu wa Elimu Kata Jina: _____
Sahihi: _____
Tarehe: _____

Imepitishwa na: Afisa Elimu Wilaya Jina: _____
Sahihi: _____
Tarehe: _____

Zingatia (Kwa ajili ya Mwalimu Mkuu)

Walimu wote wanaofundisha shuleni pako (pamoja na wewe mwenyewe) wanatakiwa kujibu maswali 12 yaliyomo katika Hojaji Sehemu ya 2. Hakikisha kuwa kila mwalimu anajaza hojaji kwa uhuru kamili bila shinikizo lolote kutoka kwako au mtu mwingine. Maswali hayo 12 ni:-

- | | |
|------|--|
| S 1 | Je, unapenda kufundisha? |
| S 2 | Je, unapenda kufundisha katika shule uliyopo sasa? |
| S 3 | Kama ndiyo, kwa nini? |
| S 4 | Kama hapana, kwa nini? |
| S 5 | Vitu gani ni muhimu sana kwako ili uweze kufundisha darasa lako vizuri? |
| S 6 | Vitu gani ni muhimu sana kwa wanafunzi wako ili waweze kujifunza vizuri? |
| S 7 | Unazo stadi gani zinazokusaidia kuwapa wanafunzi ari ya kujifunza vizuri zaidi? |
| S 8 | Je, kwa nini wanafunzi wengi hawafaulu Mtihani wa Kumaliza Elimu ya Msingi (MKEM)? |
| S 9 | Kwa nini wavulana hufanya vizuri zaidi katika mtihani kuliko wasichana ? |
| S 10 | Je, una ujuzi na taarifa za kutosha kuhusu masuala ya UKIMWI? |
| S 11 | Je, unapata nafasi ya kuzungumza na wanafunzi masuala ya UKIMWI? |
| S 12 | Kama siyo, kwa nini? |

Hojaji sehemu ya 2 ina aina mbili za karatasi: **Karatasi ya Maswali na Jedwali la Majibu**. Zitumike kama ifuatavyo:- Toa nakala za Karatasi ya Maswali na kumgawia kila mwalimu anayefundisha shuleni pako (ukiwemo wewe mwenyewe). Kila mwalimu atajaza Karatasi ya Maswali na kukurejeshea.

Wewe utachambua majibu ya kila mmoja na kuyaunganisha kwa kujaza Jedwali la Majibu yakiwemo majibu yako mwenyewe. **Unatakiwa kurejesha Jedwali la Majibu tu pamoja na Karatasi ya nje (cover sheet).**

KARATASI YA MASWALI

Weka alama ya ✓ katika kisanduku mbele ya chaguo unalofanya. Kwa maswali 3 – 9 unaweza kufanya machaguo mengi unavyoona inafaa.

S 1 Je, unapenda kufundisha?

Jibu	✓
Ndiyo, sana	
Ndiyo, kidogo	
Hapana	

S 2 Je, unapenda kufundisha katika shule uliyopo sasa?

Jibu	✓
Ndiyo, sana	
Ndiyo, kidogo	
Hapana	

S 3 Kama ndiyo, kwa nini?

Sababu nzuri	✓
Shule ina uongozi mzuri	
Wanafunzi ni wasikivu	
Walimu wenzangu ni wenye ushirikiano	
Majengo na/au nyezo ni nzuri.	
Vitabu vya kiada na/au vifaa vya kufundisha vipo vya kutosha.	
Uzito wa kazi ni nafuu.	
Shule iko karibu na nyumbani	
Njia za mawasiliano na usafiri ni nzuri	
Nyumba za walimu zipo	
Mshahara unatosha	
Mshahara unalipwa kwa wakati	
Jamii inasaidia shule.	
Zingine (taja)	

S 4 Kama hapana, kwa nini?

Sababu mbaya	✓
Uongozi wa shule si mzuri	
Wanafunzi si wasikivu	
Walimu wenzangu hawana ushirikiano	
Majengo na nyenzo nyingine ni mbaya	
Vitabu vya kiada na vifaa vya kufundisha havitoshi.	
Uzito wa kazi ni mkubwa mno	
Shule iko mbali sana na nyumbani	
Njia za mawasiliano na usafiri ni mbaya	

Nyumba za walimu hazipo.	
Mshahara hautoshi.	
Mshahara hauipwi kwa wakati wake.	
Jamii haisaidii shule	
Zingine (taja)	

S 5 Vitu gani ni muhimu sana kwako ili uweze kufundisha darasa lako vizuri?

Muhimu zaidi kwa ufundishaji bora	✓
Vitabu vya kiada	
Kiongozi cha mwalimu	
Vifaa vya kufundishia	
Stadi bora zaidi za ufundishaji	
Fimbo	
Maandalizi ya mpango wa ufundishaji (Lesson Plan)	
Vingine (taja)	

S 6 Vitu gani ni muhimu sana kwa wanafunzi wako ili waweze kujifunza vizuri?

Muhimu zaidi kwa kujifunza vizuri	✓
Vitabu vya kiada na/au madafari	
Ubao	
Sleti	
Msaada wa familia	
Walimu wazuri	
Vingine (taja)	

S 7 Unazo stadi gani zinazokusaidia kuwapa wanafunzi ari ya kujifunza vizuri zaidi?

Stadi	✓
Stadi za kuwasifu wanafunzi	
Stadi za kuelezea mada vizuri	
Stadi za kuamsha ari ya wanafunzi	
Stadi ya matumizi bora ya ubao	
Nyingine (taja)	

S 8 Je, kwa nini wanafunzi wengi hawafaulu Mtihani wa Kumaliza Elimu ya Msingi (MKEM)?

Sababu	✓
MKEM ni mgumu mno	
Wanafunzi ni wavivu	
Wajimu hawafundishi vizuri	
Hakuna vitabu vya kiada wala vifaa vya kufundishia	
Maelezo kuhusu MKEM hayatoshi	
Zingine (taja)	

S 9 Kwa nini wavulana hufanya vizuri zaidi katika mitihani kuliko wasichana?

Sababu	✓
Wasichana hupata msaada mdogo kutoka kwa familia	
Wasichana hufanyishwa kazi nyingi nyumbani	
Wasichana wana uwezo mdogo wa kujifunza	
Wasichana hawajali kuhusu masomo	
Zingine (taja)	

S 10 Je, una ujuzi na taarifa za kutosha kuhusu masuala ya UKIMWI?

Jibu	✓
Ndiyo	
Hapana	

S 11 Je, unapata nafasi ya kuzungumza na wanafunzi masuala ya UKIMWI?

Jibu	✓
Ndiyo	
Hapana	

S 12 Kama siyo, kwa nini?

Sababu	✓
Ni mapema mno kwa wanafunzi kujua masuala haya.	
Nagna aibu.	
Inaweza kuchochea wanafunzi kufanya ngono.	
Wazazi wa wanafunzi hawaniruhusu kuzungumza suala hilo.	
Suala hili siyo suala la kuzungumza shuleni	
Si suala muhimu sana kwetu	
Zingine (taja)	

JEDWALI LA MAJIBU

Idadi ya walimu walioshiriki kujibu hojaji hii ni:

S 1 Je, unapenda kufundisha?

Jibu	Idadi ya walimu
Ndiyo, sana	
Ndiyo, kidogo	
Hapana	
Jumla	

S 2 Je, unapenda kufundisha katika shule uliyopo sasa?

Jibu	Idadi ya walimu
Ndiyo, sana	
Ndiyo, kidogo	
Hapana	
Jumla	

S 3 Kama ndiyo, kwa nini?

Sababu nzuri	Idadi ya walimu
Shule ina uongozi mzuri	
Wanafunzi ni wasikivu	
Walimu wenzangu ni wenye ushirikiano	
Majengo na/au nyezo ni nzuri.	
Vitabu vya kiada na/au vifaa vya kufundishia vipo vya kutosha.	
Uzito wa kazi ni nafuu.	
Shule iko karibu na nyumbani	
Njia za mawasiliano na usafiri ni nzuri	
Nyumba za walimu zipo	
Mshahara unatosha	
Mshahara unalipwa kwa wakati	
Jamii inasaidia shule.	
Zingine (taja)	
Jumla	

S 4 Kama hapana, kwa nini?

Sababu mbaya	Idadi ya walimu
Uongozi wa shule si mzuri	
Wanafunzi si wasikivu	
Walimu wenzangu hawana ushirikiano	
Majengo na nyenzo nyingine ni mbaya	
Vitabu vya kiada na vifaa vya kufundishia havitoshi.	
Uzito wa kazi ni mkubwa mno	
Shule iko mbali sana na nyumbani	
Njia za mawasiliano na usafiri ni mbaya.	
Nyumba za walimu hazipo.	
Mshahara hautoshi.	
Mshahara haulipwi kwa wakati wake.	
Jamii haisaidii shule	
Zingine (taja)	
Jumla	

S 5 Vitu gani ni muhimu sana kwako ili uweze kufundisha darasa lako vizuri?

Muhimu zaidi kwa ufundishaji bora	Idadi ya walimu
Vitabu vya kiada	
Kiongozi cha mwalimu	
Vifaa vya kufundishia	
Stadi bora zaidi za ufundishaji	
Fimbo	
Maandalizi ya mpango wa ufundishaji (Lesson Plan)	
Vingine (taja)	
Jumla	

S 6 Vitu gani ni muhimu sana kwa wanafunzi wako ili waweze kujifunza vizuri?

Muhimu zaidi kwa kujifunza vizuri	Idadi ya walimu
Vitabu vya kiada na/au madafari	
Ubao	
Sleti	
Msaada wa familia	
Walimu wazuri	
Vingine (taja)	
Jumla	

S 7 Unazo stadi gani zinazokusaidia kuwapa wanafunzi ari ya kujifunza zaidi?

Stadi	Idadi ya walimu
Stadi za kuwasifu wanafunzi	
Stadi za kuelezea mada vizuri	
Stadi za kuamsha ari ya wanafunzi	
Stadi ya matumizi bora ya ubao	
Nyingine (taja)	
Jumla	

S 8 Je, kwa nini wanafunzi wengi hawafaulu Mitihani wa Kumaliza Elimu ya Msingi (MKEM)?

Sababu	Idadi ya walimu
MKEM ni mgumu mno	
Wanafunzi ni wavivu	
Walimu hawafundishi vizuri	
Hakuna vitabu vya kiada wala vifaa vya kufundishia	
Maelezo kuhusu MKEM hayatoshi	
Zingine (taja)	
Jumla	

S 9 Kwa nini wavulana hufanya vizuri zaidi katika mtihani kuliko wasichana ?

Sababu	Idadi ya walimu
Wasichana hupata msaada mdogo kutoka kwa familia	
Wasichana hufanyishwa kazi nyingi nyumbani	
Wasichana wana uwezo mdogo wa kujifunza	
Wasichana hawajali kuhusu masomo	
Zingine (taja)	
Jumla	

S 10 Je, una ujuzi na taarifa za kutosha kuhusu masuala ya UKIMWI?

Jibu	Idadi ya walimu
Ndiyo	
Hapana	
Jumla	

S 11 Je, unapata nafasi ya kuzungumza na wanafunzi masuala ya UKIMWI?

Jibu	Idadi ya walimu
Ndiyo	
Hapana	
Jumla	

S 12 Kama siyo, kwa nini?

Sababu	Idadi ya walimu
Ni mapema mno kwa wanafunzi kujua masuala haya.	
Naona aibu.	
Inaweza kuchochea wanafunzi kufanya ngono.	
Wazazi wa wanafunzi hawaniruhusu kuzungumza suala hilo.	
Suala hili siyo suala la kuzungumza shuleni	
Si suala muhimu sana kwetu	
Zingine (taja)	
Jumla	

***** **Mwisho** *****

MOEC/PO-RALG/JICA
SM/MP2

Wizara ya Elimu na Utamaduni

Ofisi ya Rais

Tawala za Mikoa na Serikali za Mitaa

Uramanishaji Shule na Uandaaji Mipango (School Mapping and Micro-Planning)

HOJAJI

Sehemu ya 3

Kuhusu Wanafunzi

Shule _____

Kijiji/Mtaa _____

Kata _____

Wilaya _____

Imejazwa na: Mwalimu Mkuu Jina: _____

Sahihi: _____

Tarehe: _____

Imehakikiwa na: Mratibu wa Elimu Kata Jina: _____

Sahihi: _____

Tarehe: _____

Imepitishwa na: Afisa Elimu Wilaya Jina: _____

Sahihi: _____

Tarehe: _____

Zingatia (Kwa ajili ya Mwalimu Mkuu)

Wanafunzi wote wa Darasa la 5,6, na 7 wanatakiwa kujibu maswali 15 yaliyomo katika Hojaji Sehemu ya 3. Hakikisha kuwa kila mwanafunzi, kwa uhuru kabisa, anajibu maswali bila shinikizo kutoka kwa mtu yeyote. Maswali hayo 15 ni:-

- | | |
|------|--|
| S 1 | Je, unapenda shule? |
| S 2 | Kama ndiyo, kwa nini? |
| S 3 | Kama hapana, kwa nini? |
| S 4 | Ni somo lipi unalolipenda zaidi? |
| S 5 | Ni somo lipi usilolipenda kabisa? |
| S 6 | Je, unapenda kwenda Sekondari? |
| S 7 | Je, unadhani ni kwa nini wanafunzi wengi hawafaulu Mthani wa Kumaliza Elimu ya Msingi? |
| S 8 | Kitu gani kitakusaidia kujifunza vizuri zaidi? |
| S 9 | Kwa nini baadhi ya marafiki zako wameacha shule? |
| S 10 | Je, umepata adhabu yoyote mwaka huu? |
| S 11 | Kama ndiyo, ilikuwa ni adhabu gani? |
| S 12 | Je, unajua namna ya kujikinga na UKIMWI? |
| S 13 | Je, unapata kifungua kinywa kila siku kabla ya kuja shule? |
| S 14 | Je, unapata chakula cha mchana kila siku? |
| S 15 | Kama ndiyo, unakipata wapi? |

Hojaji hii ina karatasi mbili: Karatasi ya Maswali na Jedwali la Majibu. Zitumie kama ifuatavyo:-

- Toa nakala za kutosha za karatasi ya maswali ili kila mkondo upate nakala moja. Teua mwanafunzi mmoja mwenye uwezo wa kuongoza kwa kila mkondo. Katika darasa hilo ailiopangiwa mwanafunzi huyo atauliza swali moja baada ya lingine na wanafunzi watajibu kwa kunyoosha mkono. Mwanafunzi huyo atarekodi idadi ya wanafunzi kwa kila jibu na kujaza katika Karatasi ya maswali. Baada ya kujaza, mwanafunzi huyo ataiwasilisha kwa Mwalimu Mkuu ambaye atajumlisha idadi kutoka katika karatasi zote za maswali zilizokusanywa na kujaza katika karatasi ya Jedwali la Majibu. **Unatakiwa kurudisha Jedwali la Majibu tu pamoja na karatasi la nje (Cover sheet) la Hojaji.**

KARATASI YA MASWALI

Darasa Mkondo

Imejazwa na Tarehe

S 1 Je, unapenda shule?

Jibu	Wav.	Was.	Jumla
Ndiyo			
Hapana			
Jumla			

S 2 Kama ndiyo, kwa nini?

Sababu	Wav.	Was.	Jumla
Kusoma kunafurahisha			
Kuna michezo mingi			
Walimu ni wapole			
Wanafunzi ni wapole			
Naweza kupata chakula cha mchana			
Zingine (taja)			
Jumla			

S 3 Kama hapana, kwa nini?

Sababu	Wav.	Was.	Jumla
Kusoma hakuchangamshi			
Darasa halina madawati			
Walimu ni wakali			
Wanafunzi ni waonevu			
Shule iko mbali na nyumbani			
Zingine (taja)			
Jumla			

S 4 Ni somo lipi unalolipenda zaidi?

Somo	Wav.	Was.	Jumla
Hisabati			
English			
Kiswahili			
Sayansi			
Stadi za kazi			
Maarifa ya Jamii			
Mengine (taja)			
Jumla			

S 5 Ni somo lipi usilolipenda kabisa?

Somo	Wav.	Was.	Jumla
Hisabati			
English			
Kiswahili			
Sayansi			
Stadi za kazi			
Maarifa ya Jamii			
Mengine (taja)			
Jumla			

S 6 Je, unapenda kwenda Sekondari?

Jibu	Wav.	Was.	Jumla
Ndiyo			
Hapana			
Sijui			
Jumla			

S 7 Je, unadhani ni kwa nini wanafunzi wengi hawafaulu Mthani wa Kumaliza Elimu ya Msingi?

Sababu	Idadi
Mihani ni mgumu mno	
Walimu hawafundishi vizuri ya kutosha	
Wanafunzi hawajifunzi kwa bidii	
Sijui	
Zingine (taja)	
Jumla	

S 8 Kitu gani kitakusaidia kujifunza vizuri zaidi?

Kitu	Idadi
Vitabu vya kiada	
Vifaa vya kuandikia	
Walimu wazuri	
Madarasa mazuri	
Marafiki wazuri	
Kingine (taja)	
Jumla	

S 9 Kwa nini baadhi ya marafiki zako wameacha shule?

Sababu	Idadi
Makazi yao yako mbali mno	
Wanahitaji kufanya kazi	
Hawapendi kusoma	
Wazazi wao hawawasaidii	
Wanaogopa adhabu ya viboko	
Zingine (taja)	
Jumla	

S 10 Je, umepata adhabu yoyote mwaka huu?

Jibu	Wav.	Was.	Jumla
Ndiyo			
Hapana			
Jumla			

S 11 Kama ndiyo, ilikuwa adhabu gani?

Adhabu	Idadi
Viboko	
Kufanya kazi katika shamba la shule	
Kuchimba mashimo	
Kupalilia	
Kusafisha shule	
Nyingine (taja)	
Jumla	

S 12 Unajua namna ya kujikinga na UKIMWI?

Jibu	Wav	Was	Jumla
Ndiyo			
Hapana			
Jumla			

S 13 Je, unapata kifungua kinywa kila siku kabla ya kuja shule?

Jibu	Wav	Was.	Jumla
Ndiyo			
Hapana			
Jumla			

S 14 Je, unapata chakula cha mchana kila siku?

Jibu	Wav	Was	Jumla
Ndiyo			
Hapana			
Jumla			

S 15 Kama ndiyo, unakipata wapi?

Mahali	Wav	Was	Jumla
Nyumbani			
Shuleni			
Pengine (taja)			

JEDWALI LA MAJIBU

S 1 Je, unapenda shule?

Jibu	DRS 5			DRS 6			DRS 7			Jumla		
	Wav.	Was.	Jumla	Wav.	Was.	Jumla	Wav.	Was.	Jumla	Wav.	Was.	Jumla
Ndiyo												
Hapana												
Jumla												

S 2 Kama ndiyo, kwa nini?

Sababu	DRS 5			DRS 6		
	Wav.	Was.	Jumla	Wav.	Was.	Jumla
Kusoma kunafurahisha						
Kuna michezo mingi						
Walimu ni wapole						
Wanafunzi ni wapole						
Naweza kupata chakula cha mchana						
Zingine (taja)						
Jumla						

Sababu	DRS 7			Jumla kuu		
	Wav.	Was.	Jumla	Wav.	Was.	Jumla
Kusoma kunafurahisha						
Kuna michezo mingi						
Walimu ni wapole						
Wanafunzi ni wapole						
Naweza kupata chakula cha mchana						
Zingine (taja)						
Jumla						

S 3 Kama hapana, kwa nini?

Sababu	DRS 5			DRS 6		
	Wav.	Was.	Jumla	Wav.	Was.	Jumla
Kusoma hakuchangamshi						
Darasa halina madawati						
Walimu ni wakali						
Wanafunzi ni waonevu						
Shule iko mbali na nyumbani						
Zingine (taja)						
Jumla						

Sababu	DRS 7			Jumla kuu		
	Wav.	Was.	Jumla	Wav.	Was.	Jumla
Kusoma hakuchangamshi						
Darasa halina madawati						
Walimu ni wakali						
Wanafunzi ni waonevu						
Shule iko mbali na nyumbani						
Zingine (taja)						
Jumla						

S 4 Ni somo lipi unalipenda zaidi?

Somo	DRS 5			DRS 6		
	Wav.	Was.	Jumla	Wav.	Was.	Jumla
Hisabati						
English						
Kiswahili						
Sayansi						
Stadi za kazi						
Maarifa ya Jamii						
Mengine (taja)						
Jumla						

Somo	DRS 7			Jumla kuu		
	Wav.	Was.	Jumla	Wav.	Was.	Jumla
Hisabati						
English						
Kiswahili						
Sayansi						
Stadi za kazi						
Maarifa ya Jamii						
Mengine (taja)						
Jumla						

S 5 Ni somo lipi hulipendi kabisa ?

Somo	DRS 5			DRS 6		
	Wav.	Was.	Jumla	Wav.	Was.	Jumla
Hisabati						
English						
Kiswahili						
Sayansi						
Stadi za kazi						
Maarifa ya Jamii						
Mengine (taja)						
Jumla						

Somo	DRS 7			Jumla kuu		
	Wav.	Was.	Jumla	Wav.	Was.	Jumla
Hisabati						
English						
Kiswahili						
Sayansi						
Stadi za kazi						
Maarifa ya Jamii						
Mengine (taja)						
Jumla						

S 6 Je, unapenda kwenda Sekondari?

Jibu	DRS 5			DRS 6			DRS 7			Jumla kuu		
	Wav.	Was.	Jumla	Wav.	Was.	Jumla	Wav.	Was.	Jumla	Wav.	Was.	Jumla
Ndiyo												
Hapana												
Sijui												
Jumla												

S 7 Je, unadhani ni kwa nini wanafunzi wengi hawafaulu Mthani wa Kumaliza Elimu ya Msingi?

Sababu	DRS 5	DRS 6	DRS 7	Jumla
Mthani ni mgumu mno				
Walimu hawafundishi vizuri ya kutosha				
Wanafunzi hawajifunzi kwa bidii				
Sijui				
Zingine (taja)				
Jumla				

S 8 Kitu gani kitakusaidia kujifunza vizuri zaidi?

Kitu	DRS 5	DRS 6	DRS 7	Jumla
Vitabu vya kiada				
Vifaa vya kuandikia				
Walimu wazuri				
Madarasa mazuri				
Marafiki wazuri				
Vingine (taja)				
Jumla				

S 9 Kwa nini baadhi ya marafiki zako wameacha shule?

Sababu	DRS 5	DRS 6	DRS 7	Jumla
Makazi yao yako mbali mno				
Wanahitaji kufanya kazi				
Hawapendi kusoma				
Wazazi wao hawawasaidii				
Wanaogopa adhabu ya viboko				
Zingine (taja)				
Jumla				

S 10 Je, umepata adhabu yoyote mwaka huu?

Jibu	DRS 5			DRS 6			DRS 7			Jumla kuu		
	Wav.	Was.	Jumla	Wav.	Was.	Jumla	Wav.	Was.	Jumla	Wav.	Was.	Jumla
Ndiyo												
Hapana												
Jumla												

S 11 Kama ndiyo, ilikuwa adhabu gani?

Adhabu	DRS 5	DRS 6	DRS 7	Jumla kuu
Viboko				
Kufanya kazi katika shamba la shule				
Kuchimba mashimo				
Kupalilia				
Kusafisha shule				
Nyingine (taja)				
Jumla				

S 12 Unajua namna ya kujikinga na UKIMWI?

	DRS 5			DRS 6			DRS 7			Jumla		
	Wav.	Was.	Jumla	Wav.	Was.	Jumla	Wav.	Was.	Jumla	Wav.	Was.	Jumla
Ndiyo												
Hapana												
Jumla												

S 13 Je, unapata kifungua kinywa kila siku kabla ya kuja shule?

Jibu	DRS 5			DRS 6			DRS 7			Jumla		
	Wav.	Was.	Jumla	Wav.	Was.	Jumla	Wav.	Was.	Jumla	Wav.	Was.	Jumla
Ndiyo												
Hapana												
Jumla												

S 14 Je, unapata chakula cha mchana kila siku?

Jibu	DRS 5			DRS 6			DRS 7			Jumla		
	Wav.	Was.	Jumla	Wav.	Was.	Jumla	Wav.	Was.	Jumla	Wav.	Was.	Jumla
Ndiyo												
Hapana												
Jumla												

S 15 Kama ndiyo, unakipata wapi?

Mahali	DRS 5			DRS 6			DRS 7			Jumla		
	Wav.	Was.	Jumla	Wav.	Was.	Jumla	Wav.	Was.	Jumla	Wav.	Was.	Jumla
Nyumbani												
Shuleni												
Pengine (taja)												

***** *Mwisho* *****

Appendix 6 School Mapping Handbook [English]

MOEC/PO-RALG/JICA
SM/MP2

Ministry of Education and Culture

President's Office
Regional Administration and
Local Government

School Mapping Handbook

For School

2004 Edition

March 2004

School Mapping Handbook For School 2004 Edition

1 Are you ready?

Welcome to the *School Mapping Handbook for School*. You are now sitting for a training course on this Handbook. Be ready with a pencil (or ball pen) and a notebook at hand. Relax and enjoy your course.

2 What is school mapping?

School mapping was originated in France in the 1960s when they wanted to establish more secondary schools throughout the country. To do this, they had first to collect data from the regions on the locations of existing secondary schools, the expected number of new students and necessary teachers. The method developed specifically for this purpose was called "school mapping" because one main output was a map showing school locations. This method has since been adopted in many countries as a means to collect very basic data from the schools and surrounding communities.

School mapping is a method for collecting data on the school and education. In most cases, furthermore, school mapping is also a means to encourage people's participation in education and raise their awareness through the exercise.

3 Why school mapping?

In Tanzania, school mapping has two objectives. One is to collect school data to be put into the micro-planning process that follows later on. The other objective is, through the data collection in and outside of school, to make various people more concerned with

education and its improvement.

4 What is micro-planning?

Micro-planning is an exercise for the school or local government to make an educational development plan. It is called "micro" in contrast to "macro-planning" that is done by the national government.

5 Why micro-planning?

Generally, any school has to have some kind of plan to organize and manage its educational activities. So do local governments. In Tanzania, however, there is a specific reason for micro-planning.

The Primary Education Development Plan (PEDP) 2002-2006 requires that schools should have the "School Development Plan" and the "Plan of Action and Budget." This is so because the two school grants (capitation grant and development grant) will be disbursed only when the above plans are formulated and officially approved.

Those plans are not only used to administer the grants but also for the district¹ to do their own micro-planning. The school plans will form a vital input to the District Educational Development Plan. A separate manual will be available for school micro-planning.

Is this just a pure training exercise?

No. School mapping and micro-planning is not a pure training exercise. It is part of the PEDP implementation and an official duty for every school and district to conduct.

6 How are school mapping and micro-planning related?

You collect data through school mapping. Then you analyze the

¹ The main report interchangeably uses the term, "council" and "LGA," as a meaning of municipal, town, and district councils. In this handbook the term "District" is not changed because of retaining its original form.

data you collected and make a school plan. This is micro-planning. In the SM/MP2 exercise, the two processes are related as follows:

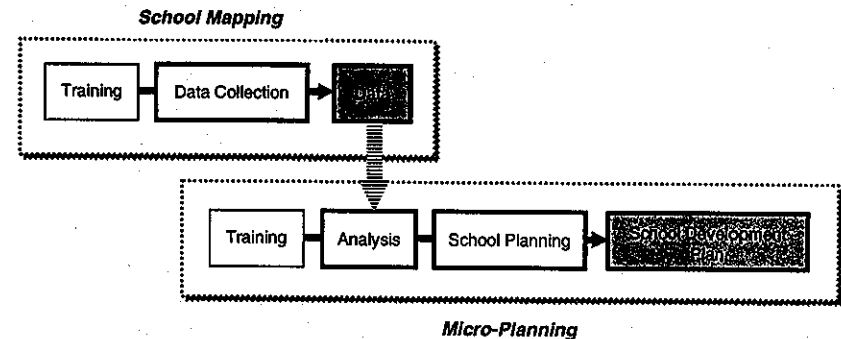


Figure 1: How School Mapping and Micro-Planning Are Related

7 Who is responsible for this exercise?

Since it is part of PEDP implementation, the Ministry of Education and Culture (MOEC) and President's Office Regional Administration and Local Government (PO-RALG) are both responsible for this exercise.

8 How is this exercise related to the O&OD planning process?

In 2003, PO-RALG initiated a new participatory planning process called O&OD (Opportunities and Obstacles to Development). This process begins at the village/mtaa level and goes up to the district and then to the central government.

Under this process, each village/mtaa will formulate its Development Plan with community people's participation. The plan is comprehensive covering a number of aspects of local community. Education is one such aspect.

Basically, the Village/Mtaa Development Plan should serve as a frame of reference when the schools in that village/mtaa

prepare their respective School Development Plans. As such, the Village/Mtaa Development Plan is an important input to the school micro-planning.

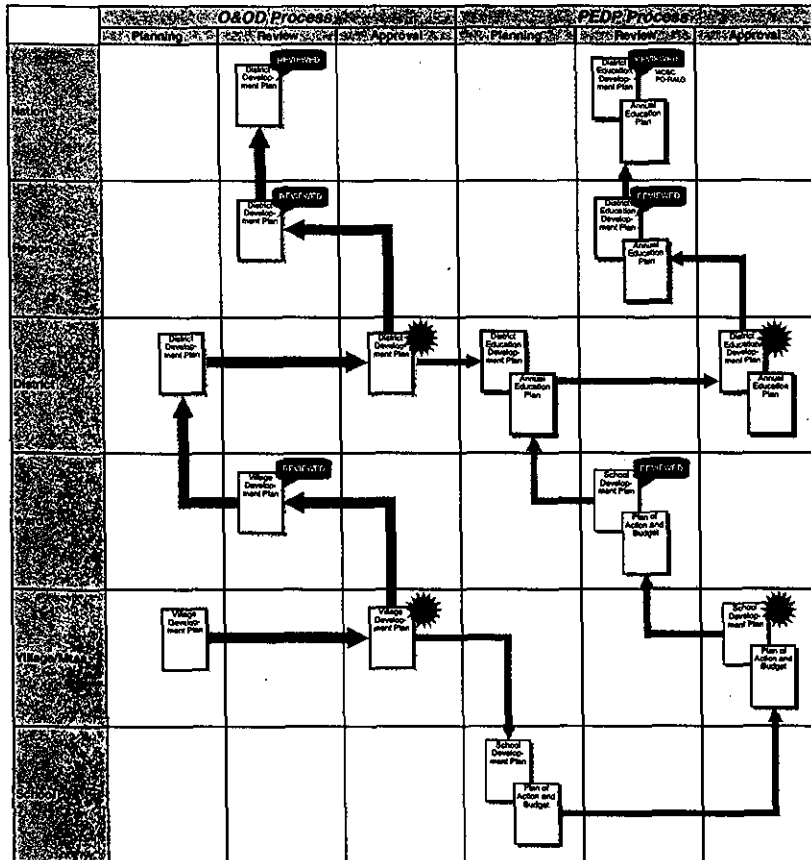


Figure 2: How O&OD Process and PEDP Process Are Related

9 How is this Manual related to "Uimarishaji wa Uwezo wa Wajumbe wa Kamati za Shule za Msingi" issued by PO-RALG and MOEC?

PO-RALG and MOEC have issued a manual for primary school committees. The manual covers four areas of topics related

to school management:

- 1) School management,
- 2) Auditing,
- 3) Procurement and accounting, and
- 4) Planning.

The fourth part about planning is particularly related to this school mapping and micro-planning exercise. However, the PO-RALG and MOEC manual touches only on some limited aspects and procedures of general school planning. This *School Mapping Handbook*, together with the *School Planning Handbook*, is meant to complement the PO-RALG and MOEC manual with a broader coverage of planning-related subjects and with specific operational details.

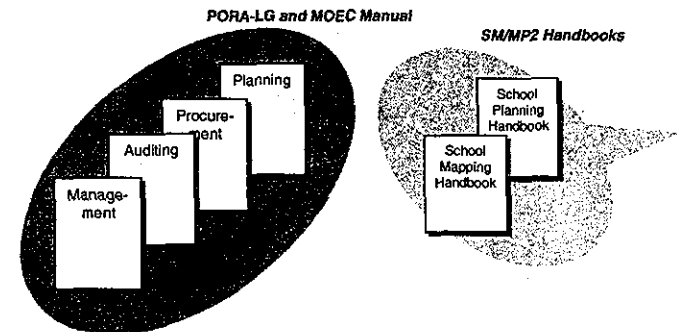


Figure 3: How PO-RALG and MOEC Manual and SM/MP2 Handbooks Are Related

10 Who will carry out school mapping?

The School Committee of each school will carry out the exercise. It will also be responsible for micro-planning.

11 What are the outputs?

For schools, the outputs are as follows:

- 1) A copy of TSM1 and TSM2 (most recent forms; copies of the additional forms of the past few years are optional)
- 2) A copy of the School Report (most recent version; additional versions of the near past are optional)
- 3) Questionnaire Part 1: About School (one copy per school)
- 4) Questionnaire Part 2: About Teachers (one copy per school)
- 5) Questionnaire Part 3: About Pupils (one copy per school)

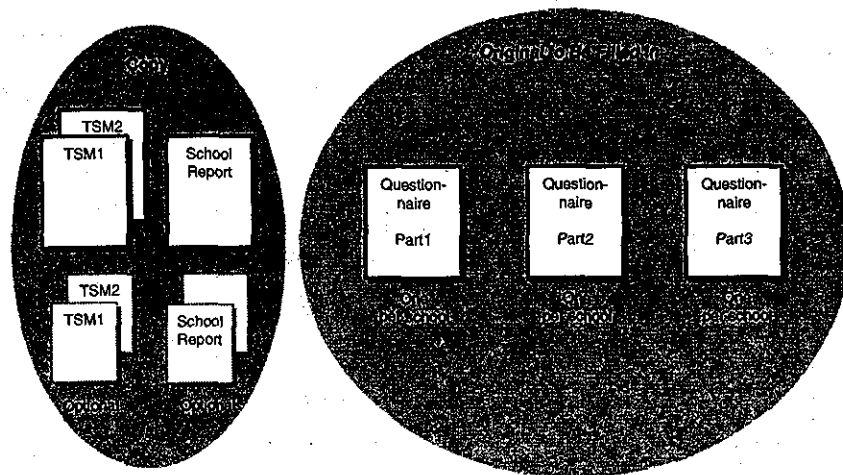


Figure 4: What You Will Produce through School Mapping

12 Who shall fill in the questionnaires?

The head teacher shall fill in Questionnaire Part 1, 2 and 3.

13 Do we need special skills?

No, you don't. But you will have to clearly know what you are going to do. This training is just for you to get the idea.

14 What shall we do with the collected data?

After completing the questionnaires (Part 1 to 3) and taking the copies of TSM1 and 2 and School Report, you should **duplicate the whole set of documents**. You should keep **one set with you**. You will use it later on in micro planning. You should submit **the other set to your Ward**. Ward officials will check the contents, consolidate some (not all) data at the ward level, and submit the set of documents along with the consolidated data table to the District. District officials will then aggregate the ward data into district data and use them in their micro-planning exercise later on.

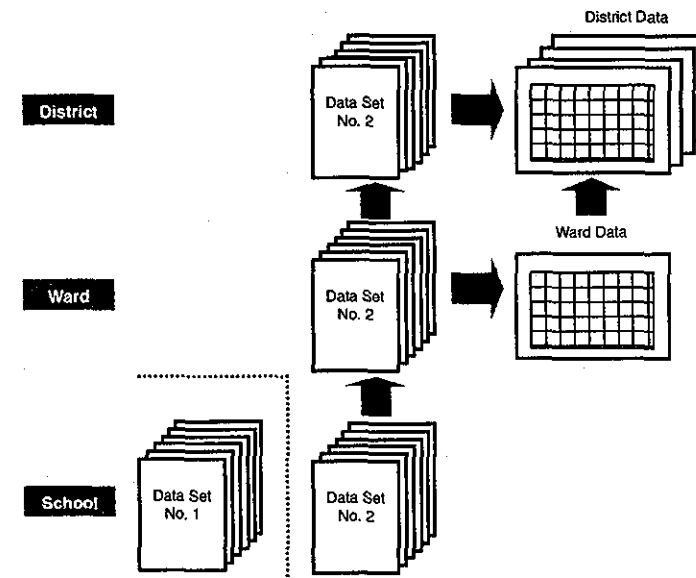


Figure 5: What You Do with Your Data

15 What is the timeframe?

The overall timeframe for 2004 is as follows:

Month	School Mapping	Micro-Planning
May		
	▲ Sensitization Seminar/Facilitator Training	
June	↕ District Training	↕ Ward training
July	↕ Data collection & Tabulation (S)	
August	↕ Data compilation (D)	
September		↕ School Micro-planning
		↕ District micro-planning
October		↕ R. writing (S)
November	↕ Report writing (D)	↕ Report writing (D)
	▲ SM Report (D)	
December		▲ MP report (S) ▲ MP report (D)

S: school D: district

Figure 6: Timeframe

16 What is the role of the facilitator?

To facilitate this SM/MP2 exercise, one facilitator is assigned to each District. The facilitator will not assist schools directly. His or her responsibilities are to:

- Train district and ward officials on school mapping and micro-planning;
- Monitor school training conducted by ward and district officials;
- Monitor individual schools' school mapping and micro-planning exercise;
- Assist district officials to consolidate the school data and compile the School Mapping Report;
- Assist district officials to compile the District Micro-Planning Report; and
- Evaluate the procedure and performance of school mapping and micro-planning exercise at the district, ward and school levels.

In short, the facilitator is there to facilitate the whole exercise.

17 Who will finance this exercise?

The Japan International Cooperation Agency (JICA) will finance the school mapping and micro-planning exercise. JICA is the agency responsible for the technical cooperation program of the Japanese government.

You now understand what school mapping is and what it is for. Let's move on to the next steps: How to carry it out.

18 What is the procedure of school mapping?

Let's go through the procedure step by step.

1 Training

Towards the end of May, a one-day training on school mapping will start. You may be taking this training course. The training will be held in your Ward. Head teacher and a few representatives of every school in the Ward will be invited to attend.

2 School Committee meeting

When head teacher returns to school after the training, he or she has to hold a School Committee meeting. Head teacher should explain about school mapping and micro-planning to the committee members and what duties the School Committee has to complete the exercise. The committee will then have to decide:

- 1 Time schedule for the school's school mapping exercise
- 2 Responsibility of each committee member in this exercise

It is important that all leaders of villages/mitaa in the school's catchment area should attend the meeting. If not all of them are represented in the committee a separate meeting will be necessary inviting them all.

3 Copying TSM1 and 2

Copy TSM1 and 2 (most recent forms). Also fill in the data from TSM1, and TSM2 for questions 1-9 of Questionnaire Part 1.

If school keeps past TSM1 and 2 forms of last two years, their copies may be added to the school mapping data set. They are optional, however.

4 Copying School Report

Copy the School Report (most recent one) to be included in the

school mapping data set.

If school keeps past School Reports of last one year, their copies may be added to the school mapping data set. They are optional, however.

5 Filling in Questionnaire Part 1: About School

Head teacher shall fill in Questionnaire Part 1. This questionnaire has two main parts. The first part (Qn. 1-22) consists of general questions on the school and the second part (Qn. 23-26) is meant to capture data on the school-age child population in the village and those who are attending or not attending primary school or COBET programme.

6 Filling in Questionnaire Part 2: About Teachers

Questionnaire Part 2 contains 12 simple questions addressed to teachers. They are:

- Q 1 Do you like teaching?
- Q 2 Do you like teaching at your school?
- Q 3 If yes, why?
- Q 4 If no, why?
- Q 5 What is most necessary for you to teach better in your class?
- Q 6 What is most necessary for your pupils to learn better in your class?
- Q 7 What skills do you have to encourage pupils to learn better?
- Q 8 Why do you think many pupils do not pass PSLE?
- Q 9 Why is there a performance gap between boys and girls?
- Q 10 Do you think you have adequate knowledge and information about HIV/AIDS issues?
- Q 11 Did you have any chance to talk about HIV/AIDS issues with pupils?
- Q 12 If no, why?

These questions are intended to reveal whether individual teachers

are motivated or not, and what main problem areas are from the teacher's viewpoint. These questions do not have much statistical value but will provide deep insight when people sit to start micro-planning.

Questionnaire Part 2 consists of two kinds of sheets. One is the **Question Sheet** to be filled in by individual teachers. The other is the **Tabulation Sheet** to be filled in with aggregates. You should do the following:

Reproduce the Question Sheet and distribute a copy to each teaching staff of your school (including yourself). The teachers will fill in the Question Sheet and return it to you. You shall aggregate the individual answers and complete the Tabulation Sheet. **Don't forget to attach the cover sheet.**

7

Filling in Questionnaire Part 3: About Pupils

Questionnaire Part 3 contains 15 simple questions addressed to pupils in Standard 5, 6 and 7. These are as follows:

- Q 1 Do you like school?
- Q 2 If yes, why?
- Q 3 If no, why?
- Q 4 Which subject do you like most?
- Q 5 Which subject do you dislike most?
- Q 6 Do you want to go to secondary school?
- Q 7 Why do you think many pupils could not pass PSLE?
- Q 8 What will help you learn better?
- Q 9 Why do/did some of you stop coming to school?
- Q 10 Have you received any corporal punishment?
- Q 11 If yes, what kind of corporal punishment was it?
- Q 12 Do you know how to prevent HIV/AIDS?
- Q 13 Do you have breakfast every day before coming to school?
- Q 14 Do you have lunch every day?
- Q 15 If yes, where do you have it?

These questions are intended to reveal whether pupils are keen to learn and enjoying learning. Like questions in Part 2 about

teachers, they will give a glimpse into the actual teaching-learning process in your school.

Questionnaire Part 3 also consists of two kinds of sheets. One is the **Question Sheet**. The other is the **Tabulation Sheet**. These two sheets should be used in the following way.

Reproduce one Question Sheet per stream. Assign a pupil with leadership qualities to each stream. In that assigned class, the pupil shall ask the questions one by one. Pupils respond by raising a hand. The pupil shall record the number of pupils by answer and fill in the Question Sheet. After completing the sheet, the pupils shall submit it to the head teacher who will then aggregate the numbers in all the collected Question Sheets and fill in the Tabulation Sheet with the respective totals. **You should only submit the Tabulation sheet together with the cover sheet.**

8

Preparing two Data Sets

After completing the questionnaires (Part 1 to 3) and taking the copies of TSM1 and 2 and School Report, you should **duplicate the whole set of documents**. You should keep **one set with you**. You will use it later on in micro-planning. You should submit **the other set to your Ward**.

Appendix 7 School Mapping Handbook [Kiswahili]

MOEC/PO-RALG/JICA
SM/MP2

Wizara ya Elimu na Utamaduni

Ofisi ya Rais Tawala za Mikoa na
Serikali za Mitaa

Mwongozo wa Uramanishaji Shule

Kwa ajili ya Shule

Toleo la 2004

Machi 2004

Mwongozo wa Uramanishaji Shule (School Mapping Handbook)

Kwa ajili ya shule

Toleo la 2004

1 Je, uko tayari?

Karibu kwenye Mwongozo wa Uramanishaji Shule. Sasa uko katika mkao wa kozi kuhusu mwongozo huu. Uwe na kalamu au peni na daftari mkononi mwako. Tulia na kufurahia kozi yako.

2 Uramanishaji Shule ni nini?

Uramanishaji shule ulianza huko Ufaransa katika miaka ya 1960 wakati walipotaka kufungua shule zaidi za sekondari katika nchi nzima. Ili kufanya hivyo iliwabidi kwanza kukusanya data kutoka mikoani kuhusu sehemu zilizokuwa tayari na shule za sekondari, idadi ya wanafunzi wavya waliotarajiwa kuingia na idadi ya walimu waliotakiwa. Mbinu maalumu iliyotumika katika zoezi hilo iliitwa Uramanishaji Shule au *School Mapping* kwa kiingereza kwa sababu mojawapo ya matokeo yake ilikuwa ni ramani iliyoonesha mahali shule zilipo. Mbinu hii imekuwa ikitumika katika nchi nyingi kama njia ya kukusanya data za msingi kutoka katika kila shule na jamii.

Uramanishaji shule ni mbinu ya kukusanya data kuhusu shule na elimu. Mara nyingi, pia, uramanishaji shule ni njia ya kuwatia wananchi moyo wa kushiriki katika elimu na kuongeza uelewa wao kwa kupitia zoezi hili.

3 Kwa nini uramanishaji shule?

Katika Tanzania, uramanishaji shule una malengo mawili. Moja ni kukusanya data zitakazotumika katika mchakato wa kuandaa mipango(micro-panning) baadaye. Lengo lingine ni kwamba kwa njia ya kukusanya data nje na ndani ya shule, kutawafanya watu mbali mbali wajali elimu na maendeleo yake.

4 Uaandaaji mipango-mikro(micro-planning) maana yake nini?

Uaandaji mipango-mikro ni zoezi kwa ajili ya shule au serikali ya mitaa la kuandaa mpango wa maendeleo ya elimu. Unaitwa mpango-mikro kutofautisha na mpango-makro ambao huandaliwa na serikali kuu. Mpango wa shule ni kwa ajili ya eneo dogo (mikro) wakati mpango wa serikali kuu unahusu eneo kubwa (makro).

5 Kwa nini kuandaa mpango wa shule?

Kwa kawaida shule yoyote ile inatakiwa iwe na aina fulani ya mpango kwa kupanga na kusimamia shughuli zake za kielimu. Hivyo hivyo serikali za mitaa. Hata hivyo katika Tanzania kuna sababu maalum ya kufanya hivyo.

Mpango wa Maendeleo ya Elimu ya Msingi (MEM) 2002 - 2006 unaitaka shule kuwa na Mpango wa Maendeleo wa Shule na Mpango wa Utekelezaji na Bajeti. Hii ni kwa sababu fedha za mpango zitatolewa tu baada ya mipango hiyo kuandaliwa na kukubalika.

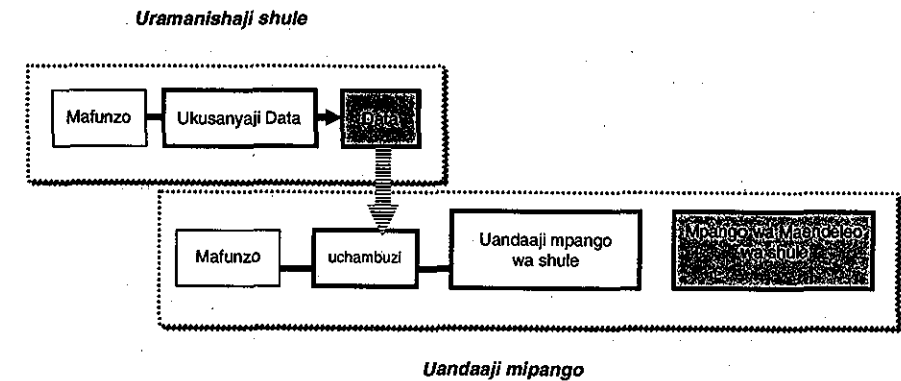
Mipango hiyo siyo kwamba inatumika kama njia ya kupatia fedha tu bali pia inatumika na wilaya katika kuandaa mipango yao. Mipango ya shule ni sehemu muhimu katika Mpango wa Maendeleo ya Elimu Wilayani. Mwongozo mwingine utatolewa kwa ajili ya uandaaji wa mpango wa shule.

Je, zoezi hili ni la mafunzo tu?

Hapana, uramanishaji shule na uandaaji mipango si zoezi la mafunzo tu. Ni sehemu ya utekelezaji wa MEM na jukumu la kila shule na wilaya.

6 Uramanishaji shule na Uaandaji Mipango vina uhusiano gani?

Unakusanya data kwa njia ya uramanishaji shule. Halafu unachambua data ulizokusanya na kuandaa mpango wa shule. Hii ni uandaaji mipango. Katika zoezi hili michakato hii miwili ina uhusiano ufuatao :



Umbo 1: Jinsi Uramanishaji shule na Uandaaji Mipango vinavyohusiana

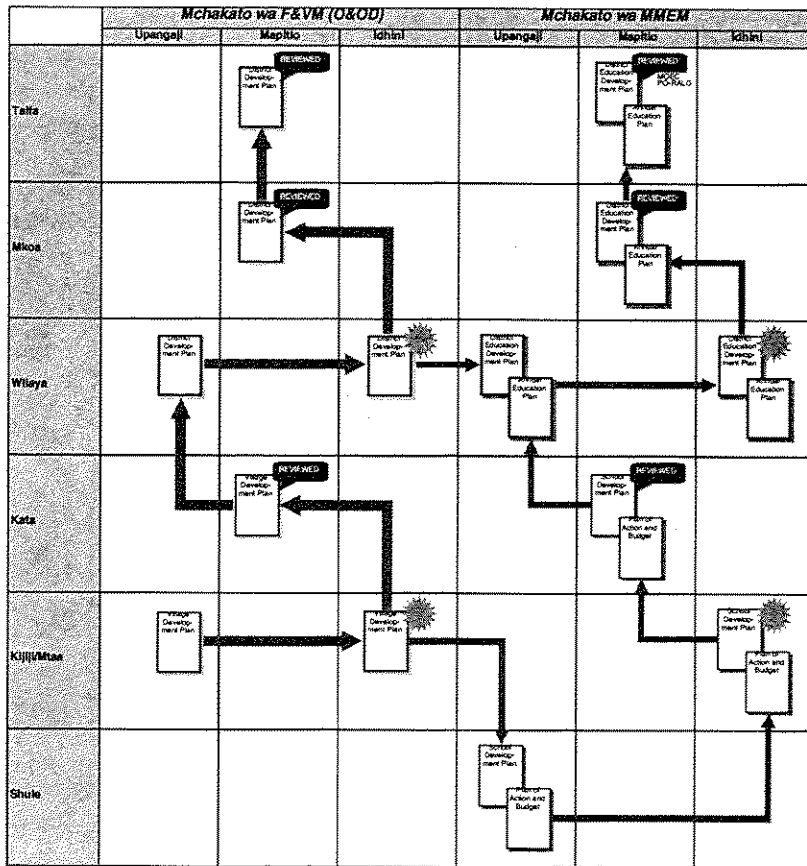
7 Nani mwenye jukumu la zoezi hili?

Kwa kuwa ni sehemu ya utekelezaji wa MEM, Wizara ya Elimu na Utamaduni na Ofisi ya Rais - Tawala za Mikoa na Serikali za Mitaa (TAMISEMI) zote mbili zina jukumu la zoezi hili.

8 Zoezi hili linahusiana vipi na mchakato wa mpango kwa kutumia Fursa na Vikwazo kwa Maendeleo au O & OD?

Mwaka 2003 TAMISEMI walianzisha utaratibu wa mchakato wa mpango shirikishi unaoitwa F & VM au O & OD (Opportunities and Obstacles to Development). Mchakato huu huanzia katika ngazi ya kijiji, kata na kwenda juu hadi wilayani na halafu serikali kuu. Kwa utaratibu huu kila kijiji/kata kitaandaa mpango wake wa maendeleo kwa kushirikiana na wanajamii. Mpango wenyewe una mambo mengi yanayohusu jamii husika. Elimu ni moja tu ya mambo hayo. Kimsingi mpango wa kijiji ama kata unaweza

kutumika kama rejea wakati shule katika kijiji/kata zinaandaa mipango yake ya maendeleo ya shule. Kwa hali hiyo mpango wa maendeleo wa kijiji/kata ni moja ya mahitaji muhimu katika kuandaa mpango wa shule.



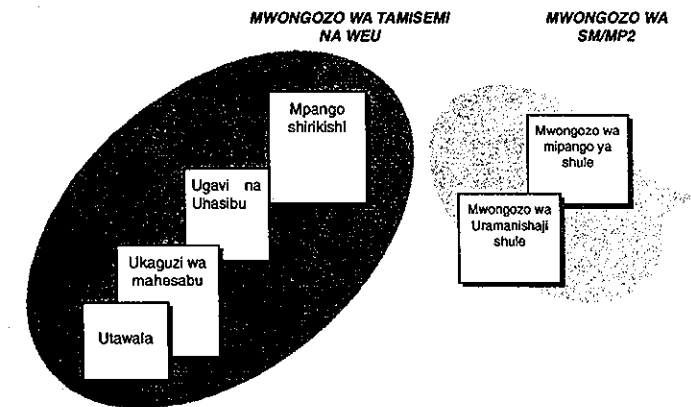
Umbo 2: Namna mchakato wa Fursa na Vikwazo kwa Maendeleo unavyohusiana na mchakato wa MMEM.

9 Mwongozo huu unahusianaje na Mwongozo wa Uimarishaji wa Uwezo wa Wajumbe wa Kamati za Shule za Msingi?

Ofisi ya Rais, Tawala za Mikoa na Serikali za Mitaa na Wizara ya Elimu na Utamaduni zimetayarisha mwongozo kwa ajili ya kamati za shule za msingi. Mwongozo huu una mada nne zinazohusu uongozi wa shule. Nazo ni:-

- 1) Utawala,
- 2) Ukaguzi wa mahesabu,
- 3) Ugavi na Uhasibu
- 4) Uandaaji wa mpango shirikishi.

Sehemu inayohusu mpango shirikishi iliyomo katika mada ya nne inahusiana moja kwa moja na zoezi hili la uramanishaji na uandaaji mipango. Hata hivyo Mwongozo huu unagusia mambo machache tu kuhusu utaratibu wa kuandaa mipango ya shule. Mwongozo huu wa uramanishaji shule pamoja na ule wa uandaaji mipango una nia ya kukamilisha mwongozo na kuongezea mambo mengine yanayohusu maandalizi ya mipango na utekelezaji wake.



Umbo 3: Namna Mwongozo wa TAMISEMI na WEU unavyohusiana na mwongozo ya SM/MP2.

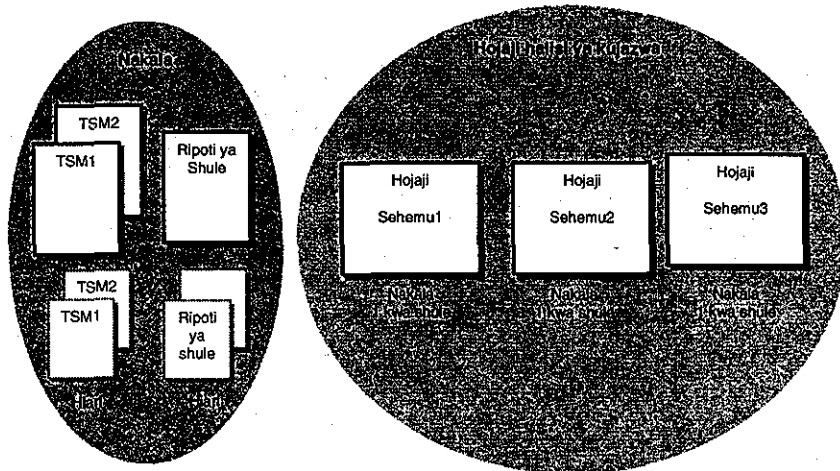
10 Nani atafanya uramanishaji shule?

Kamati ya shule itafanya zoezi hili. Itawajibika pia kwa zoezi la kuandaa mpango wa shule.

11 Mahitaji na Matokeo yake ni yapi?

Kwa kila shule vitu vifuatavyo vitahitajika/vitakamilishwa:

- 1). Nakala ya TSM1 na TSM2 (za karibu zaidi)
- 2). Nakala ya Ripoti ya Shule (School Report) (ile ya karibu zaidi, nakala za zamani ni hiari. Kama ya sasa haipo ile ya nyuma yake inaweza kutumika).
- 3). Hojaji sehemu ya Kwanza: Kuhusu Shule (nakala moja kwa shule)
- 4). Hojaji sehemu ya Pili: Kuhusu Walimu (nakala moja kwa shule)
- 5). Hojaji sehemu ya Tatu: Kuhusu Wanafunzi (nakala moja kwa shule)



Umbo 4: Utakachotoa kupitia Uramanishaji shule

12 Nani atajaza hojaji?

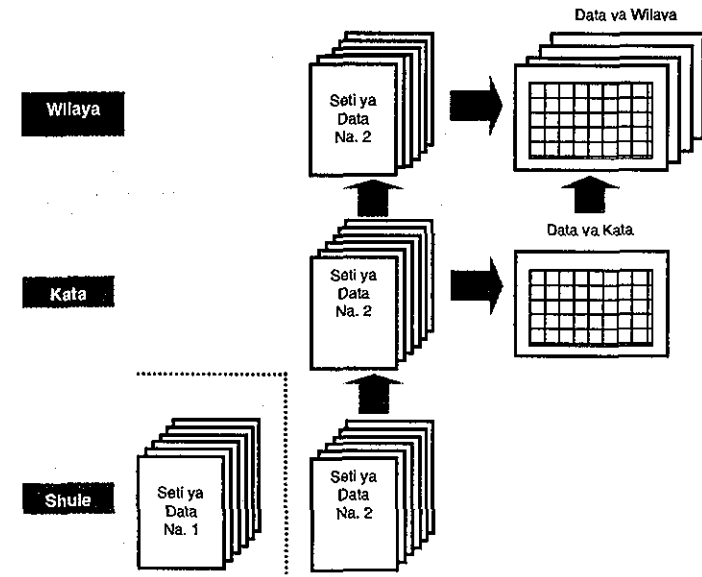
Mwalimu mkuu atajaza hojaji sehemu zote 1,2, na 3.

13 Je, tunahitaji ujuzi maalum?

Hapana, hamhitaji, lakini itawabidi kujua kwa uhakika kile mtakachotakiwa kufanya. Mafunzo haya ni kwa ajili ya kukuwezesheeni kujua nini cha kufanya.

14 Tutaifanyia nini data tutakayokusanya?

Baada ya kujaza hojaji (sehemu ya 1 hadi 3) na kuchukua nakala za TSM1 na TSM2 na Ripoti ya Shule, mnatakiwa kurudufu seti ya hati zote hizo. Mnatakiwa kubaki na seti moja. Mtaitumia baadaye wakati wa kuandaa mpango. Mnatakiwa kuwasilisha seti iliyobaki kwenye kata zenu. Maafisa wa kata wataipitia, wataunganisha baadhi ya data katika ngazi ya kata na kuwasilisha seti ya hati pamoja na jedwali la data iliyounganishwa wilayani. Maafisa wa wilaya watachambua data hiyo ya kata na kuiunganisha na data ya wilaya na kuitumia katika zoezi la kuandaa mpango hapo baadaye.



Umbo 5: Utakachofanya na Data yako

15 Ratiba ya shughuli ikoje?

Ratiba kwa ujumla kwa mwaka 2004 ni kama ifuatavyo:-

Mwezi	Uramanishaji: Shule	Uandaaji: Mipango
Mei		
	▲ Semina ya Uhisishaji/Mafunzo ya Wawezeshaji	
Juni	↕ Mafunzo Wilayani	↕ Mafunzo Katani
Julai	↕ Ukusanyaji na Uorodheshaji data (S)	
Agosti	↕ Uunganishaji data (W)	
Septemba		↕ Jandaaji mipango ya shule
		↕ Kuandika Ripoti(S)
		↕ Uandaaji mipango ya wilaya
Oktoba	↕ Kuandika Ripoti (W)	
Novemba	▲ Ripoti ya Uramanishaji(W)	↕ Kuandika Ripoti (W)
Desemba		▲ Ripoti ya Mpango(S) ▲ Ripoti ya Mpango (W)

S: Shule W: Wilaya

16 Majukumu ya Mwezeshaji ni nini?

Ili kufanikisha zoezi hili la SM/MP2 kila wilaya imepangiwa

mwezeshaji mmoja. Mwezeshaji hatasaidia shule moja kwa moja. Majukumu yake ni:

- Kutoa mafunzo kwa maafisa wa wilaya na kata kuhusu uramanishaji shule na uandaaji mipango;
- Kufuatilia mafunzo shuleni yanayotolewa na maafisa wilaya na kata;
- Kufuatilia zoezi la uramanishaji shule na uandaaji mipango kwa kila shule;
- Kuwasaidia maafisa wilaya kuunganisha data ya shule na kuandaa ripoti ya uramanishaji shule;
- Kuwasaidia maafisa wilaya kuandaa ripoti ya wilaya na kufanya tathimini ya utaratibu na utekelezaji wa zoezi la uramanishaji shule na uandaaji mipango katika ngazi ya shule, kata na wilaya.

Kwa kifupi Mwezeshaji yupo pale kufanikisha zoezi zima.

17 Nani atagharimia zoezi hili?

Shirika la Ushirikiano wa Kimataifa la Japani (JICA) litagharimia zoezi hili la uramanishaji shule na uandaaji mipango. JICA ni wakala wa serikali ya Japan kwa programu za ushirikiano wa kiufundi.

Sasa unaelewa uramanishaji shule ni nini na kwa ajili ya nini? Hebu tuendelee na hatua zingine. Utekelezaji wake.

18 Utaratibu wa uramanishaji shule ni upi?

Sasa tuone utaratibu wake ngazi kwa ngazi.

1 Mafunzo

Mwishoni mwa Mei, mafunzo ya siku moja kuhusu uramanishaji shule yataanza. Huenda ukawa mmoja wa watakaohudhuria kozi hii. Mafunzo yatafanyika katika kata yako. Mwalimu mkuu na wawakilishi wachache wa kila shule katika kata wataalikwa kuhudhuria.

2 Mkutano wa Kamati ya shule

Mwalimu mkuu atakaporudi kutoka mafunzoni itabidi afanye mkutano wa kamati ya shule.

Mwalimu mkuu atatakiwa kuwaeleza wajumbe kuhusu uramanishaji Shule na Uandaaji Mipango na majukumu ya kamati ya shule katika utekelezaji wa zoezi hilo. Kamati itatakiwa kuamua:

- 1 Ratiba ya utekelezaji wa zoezi la uramanishaji shule
- 2 Majukumu ya kila mjumbe katika zoezi hili

Ni muhimu kwamba viongozi wote wa vijiji/mitaa katika eneo la shule wahudhurie mkutano huu. Kama si wote wanawakilishwa katika kamati ya shule basi mkutano tofauti ambao wote watahudhuria itabidi uitishwe.

3 Kurudufu TSM1 and TSM2

Rudufu TSM1 na TSM2 (zile za karibuni) ambazo zitakuwa sehemu ya seti ya data ya uramanishaji shule. Aidha kwa maswali 1 - 9 ya Hojaji Sehemu ya 1 jaza data kutoka TSM1 na TSM2. Kama shule inatunza TSM1 na TSM2 za miaka miwili iliyopita nakala zake zinaweza kuongezwa kwenye seti ya data ya uramanishaji shule. Lakini hii ni hiari.

4 Kurudufu Ripoti ya Shule

Rudufu Ripoti ya Shule (ya karibu zaidi) itakayokuwa sehemu ya seti ya data ya uramanishaji shule. Kama shule inatunza Ripoti za Shule za mwaka uliopita, nakala zake zinaweza kuongezwa kwenye seti ya data ya uramanishaji shule. Lakini si lazima ni hiari.

5 Ujazaji wa Hojaji Sehemu ya 1: Kuhusu Shule

Mwalimu Mkuu atajaza Hojaji Sehemu ya 1. Hojaji hii ina sehemu mbili. Sehemu ya kwanza (S1 - S22) ina maswali ya jumla kuhusu shule na sehemu ya pili (S23 - S26) inakusudia kupata data kuhusu

idadi ya watoto wa umri wa kwenda shule katika kijiji na wale wanaohudhuria au kutohudhuria shule ya msingi au programu ya MEMKWA.

6 Ujazaji wa Hojaji Sehemu ya 2: Kuhusu Walimu

Hojaji hii pia itajazwa na Mwalimu Mkuu.

Hojaji sehemu ya 2 ina maswali rahisi 12 yanayoelekezwa kwa walimu. Maswali yenyewe ni:-

- S 1. Je, unapenda kufundisha?
- S 2. Je, unapenda kufundisha katika shule uliyopo sasa?
- S 3. Kama ndiyo, kwa nini?
- S 4. Kama hapana, kwa nini?
- S 5. Vitu gani ni muhimu sana kwako ili uweze kufundisha darasa lako vizuri?
- S 6. Vitu gani ni muhimu sana kwa wanafunzi wako ili waweze kujifunza vizuri?
- S 7. Unazo stadi gani zinazokusaidia kuwapa wanafunzi ari ya kujifunza vizuri zaidi?
- S 8. Je, kwa nini wanafunzi wengi hawafaulu Mtihani wa Kumaliza Elimu ya Msingi (MKEM)?
- S 9. Kwa nini wavulana hufanya vizuri zaidi katika mtihani kuliko wasichana?
- S 10. Je, una ujuzi na taarifa za kutosha kuhusu masuala ya UKIMWI?
- S 11. Je, unapata nafasi ya kuzungumza na wanafunzi masuala ya UKIMWI?
- S 12. Kama siyo, kwa nini?

Maswali haya yana nia ya kuonyesha kama walimu wana hamasa ya kutosha na pia maeneo ya matatizo kwa mtizamo wa walimu. Maswali haya hayana thamani kubwa kitakwimu, lakini yatawasaidia sana watu wakati wa kuandaa mipango.

Hojaji sehemu ya 2 ina aina mbili za karatasi. Moja ni karatasi ya maswali itakayojazwa na kila mhusika. Nyingine ni jedwali la majibu litakalojazwa na Mwalimu Mkuu baada ya kujumlisha majibu

mbalimbali. Zitumike kama ifuatavyo:

Toa nakala za karatasi ya maswali na kungawia kila mwalimu wa shule yako (pamoja na mwalimu mkuu). Kila mwalimu atajaza nakala yake na kuwasilisha kwa mwalimu mkuu. Yeye ataunganisha majibu ya walimu na kujaza katika karatasi ya majibu. Mwalimu mkuu anatakiwa kurejesha Jedwali la Majibu tu pamoja na Karatasi ya nje (cover sheet).

7

Ujazaji wa Hojaji Sehemu ya 3: Kuhusu Wanafunzi

Hojaji hii pia itajazwa na Mwalimu Mkuu.

Hojaji Sehemu ya Tatu ina maswali mepesi 15 yakielekezwa kwa wanafunzi wa darasa la 5,6, na 7. Maswali yenyewe ni:-

- S 1. Je, unapenda shule?
- S 2. Kama ndiyo, kwa nini?
- S 3. Kama hapana, kwa nini?
- S 4. Ni somo lipi unalolipenda zaidi?
- S 5. Ni somo lipi usilolipenda kabisa?
- S 6. Je, unapenda kwenda Sekondari?
- S 7. Je, unadhani ni kwa nini wanafunzi wengi hawafaulu Mtihani wa Kumaliza Elimu ya Msingi?
- S 8. Kitu gani kitakusaidia kujifunza vizuri zaidi?
- S 9. Kwa nini baadhi ya marafiki zako wameacha shule?
- S 10. Je, umepata adhabu yoyote mwaka huu?
- S 11. Kama ndiyo, ilikuwa ni adhabu gani?
- S 12. Je, unajua namna ya kujikinga na UKIMWI?
- S 13. Je, unapata kifungua kinywa kila siku kabla ya kuja shule?
- S 14. Je, unapata chakula cha mchana kila siku?
- S 15. Kama ndiyo, unakipata wapi?

Maswali haya yana nia ya kuona kama wanafunzi wana hamu ya masomo na wanapenda kujifunza. Kama ilivyo kwa maswali ya Hojaji sehemu ya Pili kuhusu walimu yataweza kutoa mwanga kuhusu mchakato kamili wa ufundishaji/kujifunza katika shule yako.

Hojaji Sehemu ya 3 pia ina karatasi mbili. Moja ni Karatasi ya Maswali na nyingine ni Jedwali la Majibu. Karatasi hizi zitumike kama ifuatavyo:-

[Karatasi ya Maswali]. Tayarisha (rudufu) karatasi moja ya maswali kwa kila mkondo. Teua mwanafunzi mmoja mwenye uwezo wa kuongoza kwa kila mkondo. Katika darasa alilopewa mwanafunzi atauliza maswali moja baada ya jingine. Wanafunzi watajibu kwa kunyoosha mikono. Mwanafunzi atarekodi idadi ya wanafunzi kwa kila jibu na kuijaza katika karatasi ya maswali. Atawasilisha karatasi iliyojazwa kwa mwalimu mkuu.

[Jedwali la Majibu]. Mwalimu mkuu au (mwalimu atakayechaguliwa) atajumlisha idadi ya majibu kutoka katika karatasi zote za maswali zilizokusanywa na kuzijaza katika jedwali la majibu.

Unatakiwa kufungasha jedwali lako la majibu tu katika seti yako ya data. Usisahau kuambatanisha karatasi ya juu (cover sheet).

8

Kuandaa seti mbili.

Baada ya kukamilisha hojaji sehemu ya 1 mpaka ya 3 na kuchukua nakala za TSM1 na TSM2 na Ripoti ya Shule, unatakiwa kurudufisha seti nzima ya hati hizi. Unatakiwa kubaki na seti moja. Utaitumia baadaye wakati wa kuandaa mpango. Unatakiwa kuwasilisha seti iliyobaki kwenye kata yako.

***** mwisho *****

