

Appendix 8 School Planning Handbook [English]

MOEC/PO-RALG/JICA
SM/MP2

Ministry of Education and Culture

President's Office
Regional Administration and
Local Government

School Planning Handbook

2004 Edition

DRAFT

MAY 2004

Preface

The purpose of this handbook is to assist all those involved in the training for school planning. This handbook is also to be used as a guide for the actual process of school planning at school level. This school planning can be carried out with parents, government employees, and members of community organizations, community leaders, all educators and pupils. Tanzania is decentralizing many of its government functions meaning that those at the school levels will need to take more responsibility for the operation of their school. Training is needed for those facilitating and participating in the preparation of plans for education improvements in order to acquire the knowledge, skills and understanding to achieve this goal.

The *Primary Education Development Plan* (PEDP), which has been dynamically implemented in Tanzania since 2001, is a five year plan and consists of four main components: (a) expanding enrolment; (b) improving the quality of teaching and learning processes; (c) building capacity within the education system and other public and private sectors with a stake in education provision; and (d) strengthening the institutional arrangements that support the planning and delivery of education services.

School planning is one of the main activities in "building capacity" component and the importance of the school planning with the participatory method is highly stressed in PEDP. Head teachers are encouraged to work together with school committees to produce and regularly up-date the *three-year school development plans and their annual action plans*. The capitation grant and development grants are to be disbursed to the school where those plans are properly made.

Contents

SECTION 1

INTRODUCTION	1
THE SCHOOL PLANNING WORKSHOP	1
WHAT IS GOING ON AROUND EDUCATION?	2

SECTION 2

PROCESS OF SCHOOL PLANNING	4
MAIN STEPS OF SCHOOL PLANNING	4
STEP 1: STAKEHOLDERS ANALYSIS	7
STEP 2: SCHOOL MAPPING ANALYSIS	9
STEP 3: SWOT ANALYSIS	14
STEP 4: PROGRAMME FORMULATION	16
4-1 SETTING A VISION	16
4-2 SETTING OBJECTIVES	17
4-2-1 Tentative Objective List	17
4-2-2 Financial Resource Identification	19
4-2-3 Prioritising Objectives	24
4-3 SETTING TARGETS	26
4-4 SETTING ACTIVITIES	27
4-5 IDENTIFYING REQUIRED RESOURCES CALCULATING COST	29
STEP 5: PLAN OF OPERATION	32
STEP 6: ANNUAL ACTION PLAN	34
STEP 7: MONITORING PLAN	36

SECTION 3

REPORTING	38
-----------------	----

ANNEX HOW TO CALCULATE EDUCATION INDICATORS	
---	--

SECTION 1 INTRODUCTION

THE SCHOOL PLANNING WORKSHOP

School planning is not only a school effort to improve itself but also a community effort for the betterment of the society to which the school belongs. Through the process of school planning, the community becomes aware of the school and out-of-school status.

Participants of school planning include all those who are concerned with primary education development including head teachers and teachers, parents, pupils, village leaders, ward officials and others. A workshop needs to be held for all those concerned to discuss and work on the planning together.

The head teacher facilitates school planning workshop by coordinating and promoting discussion while the chairperson of the School Committee may take the chair of the workshop. Each participant has an equal right to speak out his/her opinions, and the participants usually take part in group activities including group discussion and presentation in order to effectively and efficiently utilize a limited time.

The nature of the school planning process clearly requires positive cooperation of all the participants. Participants should take a leading role in preparing the school plan, while the head teacher must remain neutral, should not dictate his/her opinions but facilitate the discussion and procedure in order for the participants to prepare the school plan smoothly.

If discussion of a certain topic becomes prolonged and if the head teacher thinks that the discussion is irrelevant to or going far beyond the topic, then the head teacher can interrupt the discussion and direct the participants to the next step.

WHAT IS GOING ON AROUND EDUCATION?

PEDP AND O&OD

Before taking steps for preparation of a school plan, let us consider how a school plan is related to PEDP and O&OD. The following are some brief ideas about it.

1-1 School planning in PEDP

School planning is one of the core strategies for the implementation of the Primary Education Development Plan (PEDP), a national five-year plan for primary education. According to PEDP (2002-2006), school planning is regarded as one of the main strategies for capacity building and school improvement. The text in the box below is quoted from the PEDP document.

1. All staff and stakeholders with direct responsibility for PEDP management will be given training to ensure that they have skills for participatory planning, implementation, monitoring and evaluation, and contribution to policy analysis and formulation.
2. Head teachers will work together with school committees to produce and regularly up-date three-year school development plans. These will become the basis for all decisions regarding improvements in the quality and delivery of education, and new construction in the school.
3. School committees will be provided with training regarding their new roles and responsibilities.

1-2 School Committee responsibilities defined in the PEDP document

There are nine main responsibilities of the committee as defined in the PEDP document, namely;

1. To sensitize and involve all pupils, parents and school staff in respect of the roles they can play in maximizing the benefits of primary school.
2. To oversee the day-to-day affairs of the school.
3. To work together with the Head Teacher and other teachers to prepare a Whole School Development Plan.
4. To approve Whole School Development Plans and budgets and submit them to the mtaa committee, or village council and subsequently to the ward and development committee and eventually to the LGAs for scrutiny coordination and consolidation, and submission to RSs.
5. To facilitate planning, budgeting and implementation of the PEDP-funded activities.
6. To open bank accounts and to efficiently and effectively manage funds received for implementation, while guaranteeing maximum accountability and transparency in the processes used, including making incomes and expenditure publicly available.
7. To ensure safe custody of property acquired using the PEDP funds.
8. To prepare and submit accurate and timely progress and financial reports to the village council, mtaa committee, and LGAs.
9. To effectively communicate educational information to all parents, pupils, community, stakeholders, and the village, ward/mtaa, and LGAs.

1-3 O & OD

President Office - Regional Administration and Local Government (PO-RALG), which has been implementing PEDP with the Ministry of Education and Culture (MOEC), is introducing a participatory planning methodology known as O&OD (Opportunities and Obstacles to Development). Its planning process starts at the community level (i.e. village) using Participatory Rural Appraisal (PRA).

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

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. In this regard, School Development Plans complement Village/Mtaa Development Plan as well as the O&OD process.

SECTION 2 PROCESS OF SCHOOL PLANNING

MAIN STEPS OF SCHOOL PLANNING

School planning comprises two main stages: situation analysis stage and planning stage. The situation analysis stage consists of *Stakeholder Analysis*, *School Mapping Analysis*, and *SWOT Analysis* and the planning stage consists of *Programme Formulation*, preparation of *Plan of Operation*, *Annual Action Plan* and *Monitoring Plan*.

The first step is the *Stakeholders Analysis*. In this step participants will identify the school's stakeholders and their roles and potentials for improving the school.

The second, step is *School Mapping Analysis*: Participants will analyse the results from School Mapping exercises and identify the current status of the school including the gaps of various education indicators between the school and the national targets.

The third step is *SWOT Analysis*. Here participants will analyse existing conditions from the aspects of strengths, opportunities, weaknesses and threats of school.

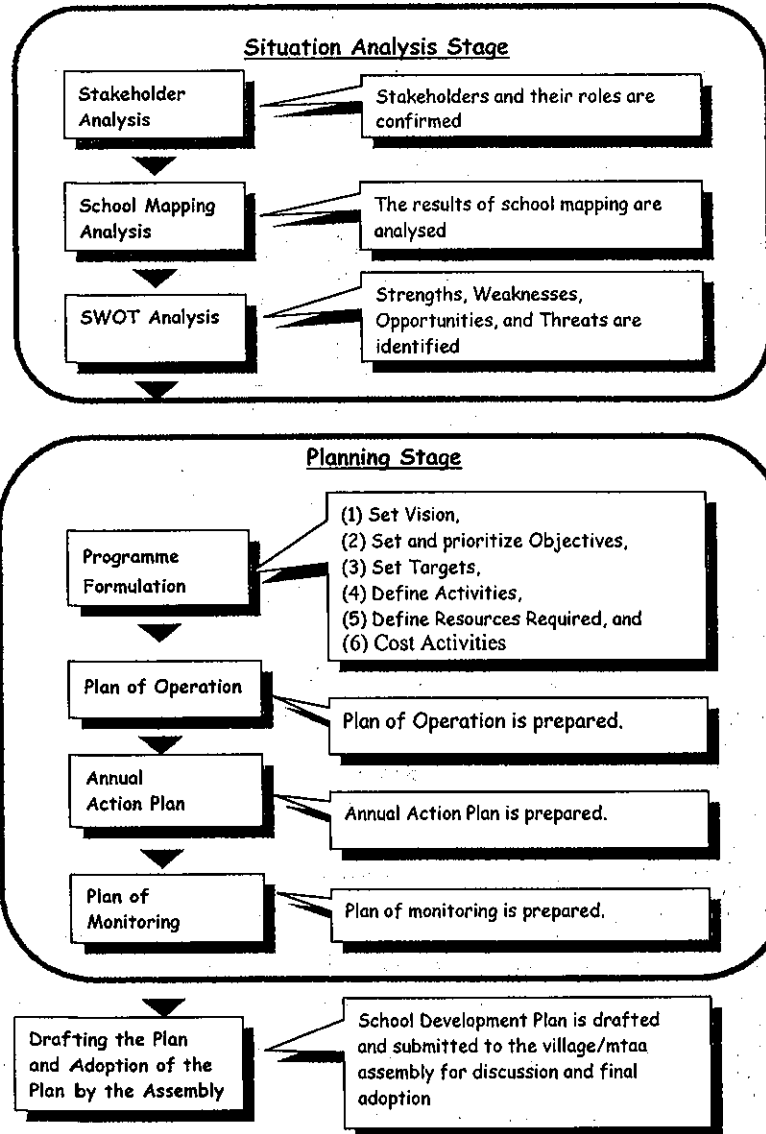
The fourth step is *Programme Formulation*. The focus of the discussion shifts from the current status of the school to how to improve the existing situation to attain "desirable future conditions of school". This step includes setting vision, setting objectives, prioritizing objectives, setting targets, defining activities and resources required, and calculating the cost of each activity.

The fifth and sixth steps are preparation of *Plan of Operation and Annual Action Plan*. Plan of Operation is a matrix of three year plan in which "Objective", "Target", "Activity", "Implementing Agency", "Resources Requirement", "Cost", and "Time Schedule" are clearly spelled out. Annual Action Plan is a more detailed plan for the immediate one year.

The seventh step is preparation of *Monitoring Plan*, which shows how to monitor the implementation of the school plan.

Finally, after completing the workshop, the head teacher together with the school committee chairperson will prepare a draft School Development Plan. After a thorough review by the school committee the draft plan should be presented to the village/mtaa assembly for discussion and their final adoption.

MAIN STEPS OF SCHOOL PLANNING



STEP 1

STAKEHOLDERS ANALYSIS

Aim:
To find out who should participate in identifying problems and improving our school?

What does stakeholders mean? Who are they?

Many decisions that were made at the national level are now being made at the community level. Schools, communities, and villages are encouraged to take more responsibility in planning, managing, financing and implementing education programs and systems. This requires much more active participation by everyone and by joining organizations at the school and village levels established for that purpose. "Everyone" means stakeholders. Stakeholders mean those who have a stake in the outcome of the school.

Activity 1: Listing up Our School's Stakeholders

Who are the stakeholders? Let's discuss and list up our school's stakeholders.

•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•

Activity 2: What Are the Expectations of the Stakeholders?

Once the stakeholders are identified, let us think about their expectations with regard to the school. Using the following form, let's discuss and list as many expectations as possible against each identified stakeholder after which you should compare your responses with the following illustration.

Stakeholder	Expectations
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

STEP 2

SCHOOL MAPPING ANALYSIS

Aim:
To be aware of current status of school through analysis of the data collected from the school mapping exercise.

From your involvement in the school, you know what the current status of the school is, but you may not know how well or serious it is. The results from school mapping exercise will provide you with concrete data on the current status of the school. You may also find some specific aspects rooted in the school if you look at the result of the school mapping questionnaire Part 1~ 3 carefully. The following are the school mapping questionnaire titles.



- School Mapping Questionnaires:**
- Questionnaire Part 1: About School
 - Questionnaire Part 2: About Teachers
 - Questionnaire Part 3: About Pupils

Activity 3:

How Wide is the Gap between the National Target or Norm and the Current School Situation?

Questionnaire Part 1 gives school data. By using it, let's fill in the form "GAP IDENTIFICATION SHEET", and check how far or close the figures are to those given as National Target or Norm. If you find a significant gap between the school figure and national target, then you put "√" sign at the last column. "How to calculate indicators" is included in ANNEX for your reference.

Gap Identification Sheet

Item or Indicators	Your School	National Target /Standard	Significant Gap (✓)
1. Net enrolment rate		100% (Budget Speech*)	
2. Gross enrolment rate		100%	
3. Out-of-school children rate		0% (Budget Speech)	
4. Attendance rate		100%	
5. Pupil-teacher ratio		40:1 (Budget Speech)	
6. Drop out rate		3% (Budget Speech)	
7. PSLE pass rate		50% (Budget Speech)	
8. Transition rate to Public S.S		50% (ESDP)	
9. Pupil-classroom ratio		40:1 (Budget Speech)	
10. Teacher-teacher's house ratio		1:1	
11. Pupil-toilet ratio		25:1 (boys) 20:1 (girls)	
12. Pupil-desk ratio		1:2 (Budget Speech)	
13. Classroom table		1 per classroom	
14. Classroom chair		1 per classroom	
15. Cupboard		1 per classroom	
16. Textbook-pupil ratio		1:1 (PEDP)	
17. Syllabus		1 per subject	
18. Teachers' guide		1 per subject	
19. Teachers' qualification		More than 50% of teachers are Grade A	
20. Library		1 per school	
21. Playground		1 per school	
22. Access to clean water		Yes	
23. School Size		Village: < 560 pupils** Town: < 840 pupils***	

* 2003/2004 Budget Speech by the Education Minister, Mr. J.J.Mungai

** Not more than 2 streams per standard (40 pupils X 2 streams X 7 standards = 560 pupils)

*** Not more than 3 streams per standard (40 pupils X 3 streams X 7 standards = 840 pupils)

Activity 4 What is the Current Status of the School?

Now, let's look at the results of Questionnaire Part 2 ~ 3 as well as the data from Part 1 which is not included in the Gap Identification Sheet. The table below shows the summary of the questionnaires. Review each area of the questionnaires, identify the status, and describe them in the "CURRENT STATUS IN THE SCHOOL" shown below the table.

Summary of Questionnaire Part 1 ~ 3	
School (Questionnaire Part 1*)	About streams and double shift (Q6)
	About common disease and drug use (Q17-19)
	About pupils' travel to school (Q20-22)
	About COBET registration (Q26)
Teachers' views (Questionnaire Part 2)	About their preference in teaching (Q1 ~ Q4)
	About better teaching (Q5 ~ Q9)
	About HIV/AIDS issues (Q10 ~ Q12)
Pupils' views (Questionnaire Part 3)	About their preference in learning at school (Q1 ~ Q6)
	About better learning (Q7 ~ Q8)
	About drop out and punishment (Q9 ~ Q11)
	About HIV/AIDS (Q12)
	About having meals (Q13 ~ Q15)

* Data which are not included in the Gap Identification Sheet

CURRENT STATUS IN THE SCHOOL
Summary of School (Questionnaire Part 1*)

About streams and double shift (Q6)
.
.
.
.
.
About common disease and drug use (Q17-19)
.
.
.
.
.
About pupils' travel to school (Q20-22)
.
.
.
.
.
About COBET registration (Q26)
.
.

* Data which are not included in Gap Indication Sheet

Summary of Teachers' View (Questionnaire Part 2)

About their preference in teaching (Q1 - 4)
.
.
.
.
.
About better teaching (Q5 - 9)
.
.
.
.
.
About HIV/AIDS issues (Q10 - 12)
.
.
.
.
.

Summary of Pupils' View (Questionnaire Part3)

About their preference in learning at school (Q1 - 6)
.
.
.
.
.
About better learning (Q7 - 8)
.
.
.
.
.
About drop out and punishment (Q9 - 11)
.
.
.
.
.
About HIV/AIDS (Q12)
.
.
.
.
.
About having meals (Q13 - 15)
.
.
.
.
.

STEP 3

SWOT ANALYSIS

Aim:
To be aware of current status of the school through identification of strengths, weaknesses, opportunities and threats.

After recognizing stakeholders and current status of the school, let's try to identify the school's internal Strengths and Weaknesses, and to examine external factors which create Opportunities and pose Threats. This analysis is called "SWOT analysis," and will help you to focus on key issues in preparing the school plan.

Activity 5 What Are Strengths, Weaknesses, Opportunities and Threats of Your School?

First, please list Strengths, Weaknesses, Opportunities, and Threats of your school individually as many as possible. Then, you will speak out and discuss what you have listed as a group. The following chart is an example that gives an idea on how to develop a SWOT framework.

Example: SWOT Framework for School Planning

Strengths	<ul style="list-style-type: none"> ✓ Our school has got enough classrooms. ✓ Our community has much interest in our school development. ✓ Our school has got enough tables and chairs. ✓ Our school has good leadership.
Weaknesses	<ul style="list-style-type: none"> ✓ Our school does not have enough teachers. ✓ Our school does not have enough books. ✓ Our school faces shortage of desks & chairs. ✓ Our school does not have a play-ground for pupils.
Opportunities	<ul style="list-style-type: none"> ✓ Our village has free spaces around schools. ✓ Our village has many forests which provide timbers for making school furniture.
Threats	<ul style="list-style-type: none"> ✓ Our village is not willing to send female children to school. ✓ Families and students in our village have little understanding of HIV/AIDS. ✓ Many parents believe that corporal punishment is necessary for good education.

SWOT Analysis of Your School

Strengths	
Weaknesses	
Opportunities	
Threats	

STEP 4

PROGRAM FORMULATION

Aim: To formulate the plan by setting vision, objectives, setting targets for each objective and identifying activities and resources required for each activity.

So far, you have done the stakeholder analysis, school mapping analysis, and the SWOT analysis. Now, you will enter the next step, *Programme Formulation*. This step includes setting vision, setting objectives and prioritizing them, setting targets, identifying activities and resources required and costing each activity.

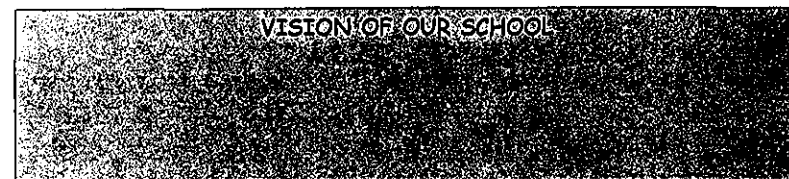
4-1 SETTING A VISION

Before stepping into the main part of *Programme Formulation* known as *Objective Analysis*, you will need to set A Vision or the Goal of the school. What is a Vision? A Vision is "an image of the future". The Vision statement should be clear and realistic and should show the direction of the plan. Why is "Vision" needed? Because it difficult to select and prioritise objectives without a vision. The vision will show where the school is heading for.

Activity 6: What is the Vision of Your School?

Please discuss in small groups what may be the vision of your school. This is an important step since the vision is the end in view of all objectives and activities you are going to plan.

Now you will present each group's vision, share your thoughts and come up with the most appropriate vision of your school.



4-2 SETTING OBJECTIVES

Clear and realistic objectives are set through a process known as *Objective Analysis*. Objective analysis is a process for identifying a desirable situation that would be attained once problems have been solved, and clarifying the means-end relationship required to attain the situation.

4-2-1 Tentative Objective List

Before the final Objectives are identified participants will prepare a Tentative Objective List. A tentative objective list can be made from the result of the situation analysis. The situation analysis has shown the current status of the school including the gaps between the school and the national targets. Based on the analyses, you will set tentative objectives which are to achieve the vision.

Activity 7: What are the Objectives to Achieve the Vision?

Let's try to come up with a list of objectives. The table below gives you some ideas. When you decide on and put objectives on a tentative objective list, it is necessary to consider the feasibility of each one by determining the means to an end. Further, you have to ensure that the means is realistic, and that the objective will not have any adverse effects when it is implemented.

Example: Tentative Objective List

VISION: OUR SCHOOL WILL PROVIDE ALL THE CHILDREN IN THE VILLAGE WITH AN EQUAL OPPORTUNITY FOR QUALITY PRIMARY EDUCATION.

Tentative Objectives	Means
1. More pupils will have textbooks.	Requesting the district to distribute more textbooks to the schools.
2. Usable school facilities will be increased.	Rehabilitating existing classrooms. Constructing new classrooms. Repairing damaged furniture.
3. Parents will send to school their children who haven't attended a school.	Having ad-hoc meetings among village leaders, the parents and teachers to find a solution.
4.	
5.	
6.	

TENTATIVE OBJECTIVE LIST

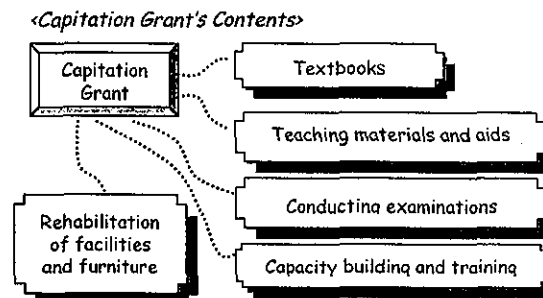
Tentative Objectives	Means
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

4-2-2 Financial Resources Identification

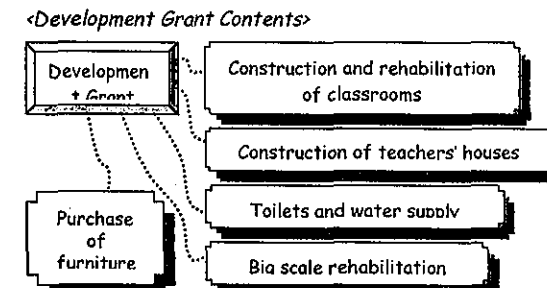
Before preparing the final objective list we have to identify the financial resources need for implementing the activities that will have to be carried out to achieve the objectives. There are two main sources of funds needed for our school development, namely the government and the community.

A. Government Funds

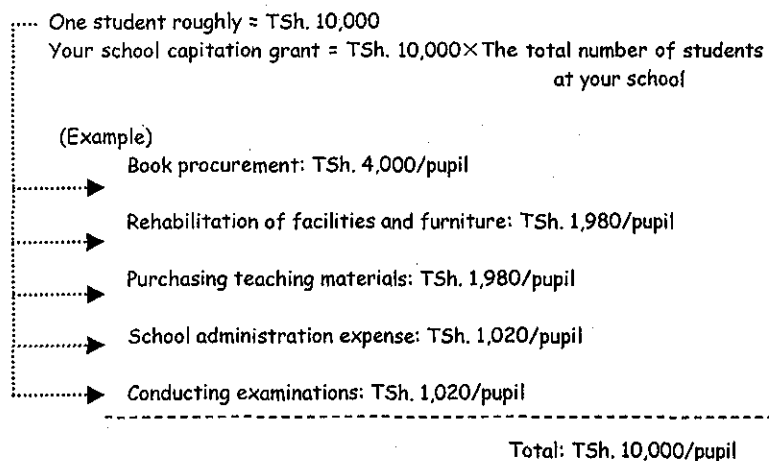
Primary Education Development Plan (PEDP) 2002-2006 says that the government provides schools two different grants, Capitation Grant and Development Grant. The Capitation Grant has a key mechanism for acquiring textbooks and other materials that stimulate learning and teaching processes and for providing other non-salary items that will improve the general learning environment.



The Development Grant is for the construction and rehabilitation of classrooms and basic sanitation facilities



Capitation Grant (equivalent to \$10):



Development Grant

Before Primary Education Development Plan (PEDP)



Classroom construction ← Funded by pupils' parents

After Primary Education Development Plan (PEDP)



Classroom construction ~~←~~ Funded by parents

Classroom construction ← Development grant by the Government (± TSh.3,100,000)

Community Contribution
✓ Funds (cash)
✓ Labor
✓ Materials

Precondition for the Development Grant

B. Community Contribution

As it is known, primary school fees are now abolished, and the government now forbids schools to ask parents for donations for classroom construction. The central government through the district¹ government provides a Development Grant for classroom construction. However, there is one condition. It is community's involvement. Community contribution is the precondition for receiving the Development Grant from the government. The community contribution will be in terms of funds (cash), labor or/and construction materials.



Listing Ideas for Mobilizing Community

The above background information suggests that mobilizing communities is necessary, and good communications are needed to identify means of increasing sources and amount of revenues for schools. To mobilize communities, school committees will play a central role and need to demonstrate creative and entrepreneurial capabilities.

Good ideas for community contribution

This is a brainstorming exercise in which the entire group will volunteer ideas that the facilitator will write on the board. There are no right or wrong answers. Once the list of items is completed (at least 10 ideas), each is to be discussed. It is important to think positively and not immediately state that something won't work. When the discussion is completed, copy down those ideas you think you would like to see tried at your school.

Example

The Best Ideas	Things to Remember about Making the Idea Work
1 Conducting education awareness campaign	School committee members, parents, students and community people are marching in procession in a village.
2 Approaching the village council	School committee members join in a village council meeting, explain what PEDP development grant mechanism is, and ask the village council commitment to the school development.
3 Fund raising	School Committee members, parents and students visit houses including business people's houses and ask their donations.
4 Fund raising	When there are festivals or religious ceremonies/meetings,

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.

The Best Ideas	Things to Remember about Making the Idea Work
	there are chances to collect donations.

The Best Ideas	Things to remember about Making the Idea Work
1.	
2.	
3.	
4.	
5.	

C. Other Sources

Your school may have other sources of funds. Some schools have their own projects such as vegetable garden and cashew nuts projects, which produce some income to the school. Such funds should be taken into consideration when preparing the school plan.

Activity 9 Preparation of Financial Resources Identification Sheet

It is important for you to know realistic sources which the school can mobilize when preparing the Plan. Let's write down the past years' financial resources mobilized from different sources. You will specify all the resources. It is best if you can convert the contribution by labor or in kind into cash terms, but if it is difficult, you can write down the type and the amount of contribution (labor for construction by 20 persons for 28 days, 50 Kg of sand, etc.).

YEAR 2002

Type of Financial Resources	Source	Amount	Use
Capitation Grant	Government		
Development Grant	Government		
Community Contribution	Community		

Total			

YEAR 2003

Type of Financial Resources	Source	Amount	Use
Capitation Grant	Government		
Development Grant	Government		
Community Contribution	Community		
Total			

YEAR 2004

Type of Financial Resources	Source	Amount	Use
Capitation Grant	Government		
Development Grant	Government		
Community Contribution	Community		
Total			

Based on the above figures, you will now estimate the amount of resources the school will mobilize for the plan period of 2005-2007.

Financial Resource Identification Sheet (2005-2007)

Type of Resources	Source	Amount			Total
		2005	2006	2007	
Capitation Grant	Government				
Development Grant	Government				
Community Contribution	Community				

Total					

4-2-3 Prioritizing Objectives

Based on the tentative objective list that you have made and the identification of resources in the previous step, this is the time to prioritise the tentative objectives.

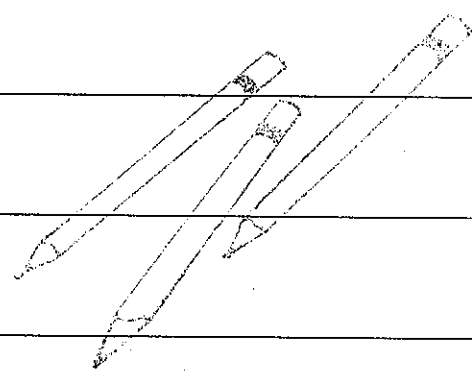
The prioritised objectives should be described in clear sentences which illustrate the improved state after actions are taken. The prioritised objectives should be arranged and numbered following the order of priority.

Activity 10: Prioritising Objectives

Let's start by reviewing the tentative objectives listed in the previous activity. As a group you will decide which item is the most important one, the top priority. Put number 1 next to it. Then, decide which is the second most important item and put number 2. Keep doing this until your priority list of items is complete. You may decide to change the order at any time. You should set a rule as a group on how to agree as you will have to reach a consensus before a decision is made.

When you have completed prioritizing the objectives, review the list again. Do you think you would like to include all the objectives in the Three-Year School Development Plan or some of them should be omitted because of the limited time and resources? Please discuss the list again from this point of view and complete the table below by re-writing the objectives from the priority order. You should list only the objectives that you have decided to include in the 3 Year School Development Plan.

Priority Objectives	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	



4-3 SETTING TARGETS

You have selected and prioritized the objectives for the plan. You will now set clear targets for each objective using "Verifiable Indicators". "Verifiable" means anyone can re-check and come to the same result. Such indicators will allow you to measure objectively the success or progress of "Objectives". The verifiable indicators will also serve as monitoring and evaluation criteria in the future.

The following table shows the format and an example of Indicator Sheet. Indicators should be chosen carefully so that they can measure the success or progress of the objective and they are easy to obtain. You may find more than one indicators for each objective.

Example: Indicator Sheet

Objectives	Verifiable Indicators				
	Type of Data	Current Status	Yearly Target		
			End of 2005	End of 2006	End of 2007
<Objective 1> All the school age children in the village will attend the school.	NER	85%	90%	95%	100%
	Out of school children rate	15%	10%	5%	0%
<Objective 2> Usable school facilities will increase.	Pupils/Classroom Ratio	76/1	60/1	50/1	45/1
	Number of usable Classrooms	6	8	9	10
	Pupils/Desk Ratio	5/1	4/1	3/1	3/1
	Number of usable Desks	90	120	150	160
	Pupils/Toilet Ratio	Boys 50/1 Girls 56/1	32/1 32/1	30/1 26/1	25/1 20/1
	Number of usable Toilets	Boys 5 Girls 4	7 7	8 9	10 12
<Objective 3> School will provide better quality education	PSLE pass Rate	12%	15%	20%	25%
	Pupil/Teacher Ratio	64/1	60/1	50/1	45/1
	Number of Teachers	7	8	9	10
	Transition Rate	4%	8%	10%	20%
<The rest is omitted>					



Preparing Indicator Sheet

Using the format above, prepare your own Indicator Sheet. First, you will write down all the objectives in the left column. Then, you will discuss and find the appropriate indicators by which the success of the objectives may be measured. You should first state the current status found in the result of school mapping exercise, and then you will set realistic targets. The Gap Identification table you made (p.9) may be referred to when setting targets. Depending on the current status of your school as well as the limited time and resources your school has, for the time being you may have to set a target which may not meet the national target. Targets should be realistic. As the plan is for 3 years, you should set a feasible target for each year.

4-4 SETTING ACTIVITIES

Activities are specific actions needed to achieve the objective by effective use of resources. For example, in order to achieve an objective: "usable school facilities will be increased", different actions need to be taken such as rehabilitation of existing classrooms, construction of new classrooms, repairing damaged furniture, purchasing of new furniture, etc. These actions are activities.

As we have to identify resources required and cost of each activity in the next step, activities should be written as concrete as possible. For example, "build new classrooms", "purchase textbooks" or "organize meetings" does not give you enough information to identify the resource requirement. On the other hand, "Build 4 new classrooms", "Purchase enough maths textbooks for Standard 5-7 to share one textbook with 3 students" or "Organize monthly meeting" will give you basis for determining the resources required and calculating the cost.

Activities should be listed in a time order when they should be carried out in sequence. Otherwise, they should be listed in priority order.

Activity 12 Setting Activities

Now let's set activities in a format below. First, let's write down in the first column of the table below the objectives you have selected and prioritized. For each objective, please discuss what steps or actions are needed to achieve the objective and write them down in the second column. Each activity should be written as concrete as possible. If activities are in a series or sequential, you will sort them out in the column in time order. If activities are independent of each other, you will sort them out in priority order.

Table for Objectives and Activities

Vision: xxx

Objectives	Activities
1	1.1 1.2 1.3 1.4
2	
3	
4	
<to be continued>	

4-5 IDENTIFYING REQUIRED RESOURCES AND CALCULATING COST

All the resources needed for each activity should be identified. The term "resources" used here is different from "resources" in monetary terms. Such resources include the personnel, materials, equipment, labor, etc. required for the activity. Once required resources are identified, cost for each activity should be calculated based on these resources.

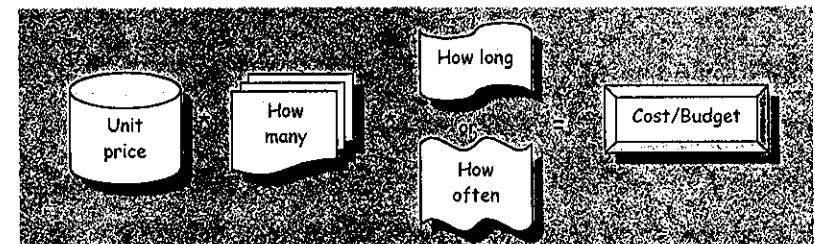
Before calculating the cost, each school should fill in the unit cost of required items for the activity by referring to the estimation on the next page.

To estimate the costs/budget of each activity, the most important work is to get unit prices of the items required. For example, you have a plan to distribute mathematics textbooks for standard 5 - 7 students (3 streams). The plan says that every three students will share one textbook. We suppose there are 45 students in a stream, meaning that 15 textbooks are needed in one stream. Here, what we have to do first is to get the general price of one mathematics textbook.

Let us suppose that the price of one mathematics textbook is: TSh. 1,200. Then, the cost estimation will be as follows.

$$\text{TSh. } 1,200 * 15 * 3 = \text{TSh. } 54,000$$

Basic formula for calculating cost



As reference, the following are unit prices written in "Micro Planning 2002-2006" by Ministry of Education and Culture (MOEC) and UNICEF in September 2001.

Items	Unit prices (TSh)
New construction	
Classroom	4,000,000
Teacher's quarter	5,000,000
Staff room	2,000,000
Library	4,000,000
Toilet	173,100
Storehouse	2,000,000
Female pupils' room	4,000,000
Rehabilitation	
Classroom	1,009,000
Teacher's quarter	1,202,000
Furniture	
Student desk	6,000
Student chair	4,000
Shelf	60,000
Table	4,600
Flower bed	70,000
Teaching materials/training*	
Mathematics textbook	1,200
Swahili textbook	2,600
Reading textbook	1,000
In-service training	300,000

* These items and the unit prices are from "Capacity Building for Members of Primary School Committees - Participant's Book" by Agency for the Development of Education Management (ADEM).

The following is the example of Resource Requirement List and calculation of the cost of activity using the above unit price.

Activity	Resources Required	Cost Calculation
2.1 <u>Rehabilitate 2 existing classrooms</u>	Materials, labor, carpenter	Tsh 1,009,000 X 2 = Tsh 2,018,000
2.2 <u>Construct 4 new class rooms</u>	Engineer, materials, labor	Tsh 4,000,000 X 4 = Tsh 16,000,000
2.3 <u>Construct 5 boys' toilets and 8 girls' toilets</u>	Engineer, materials, labor	Tsh 173,100 X 13 = Tsh 2,250,300
2.4 <u>Purchase 70 desks</u>	Head teacher, funds to purchase desks	Tsh 6000 X 70 = Tsh 420,000

Activity 13 Calculating the Cost Estimates

Now your task is to obtain all unit prices of items required for the activities you have identified in the previous step.

List of Unit Cost

Items	Unit Price (Tsh)

Using the above unit prices, now you can calculate the cost for each activity using the format below. You will first write down the activities from the Table for Objectives and Activities (p. 26), then write down all the resources required (human and physical) and calculate the cost of each activity.

Resource Requirement List

Activity	Resources Required	Cost Calculation
1.1		
1.2		
1.3		
◀to be continued▶		

EXAMPLE: PLAN OF OPERATION

Name of School: xxxxxxxxxx

Duration: Jan. 1 2005 - Dec. 31 2007

Drafted on: August 15, 2004

Vision: Our school will provide all the children in the village an equal opportunity for quality primary education.

Objectives	Target	Activities	Implementing Agency	Resources Required	Cost	Time Schedule		
						2005	2006	2007
<Objective 1> All the school age children in the village will attend the school	NER of 100% Out of school children rate of 0%	11 Organize 3 sensitization meetings a year in the village	School Committee	Village Leader				
		12 Provide every child with school lunch	School Committee	Parents Maize flour vegetables	Tsh 22 mil			
		13 Buy a ball for each class and organize weekly sports time	School Committee	Parents Teachers 15 balls	Tsh 90,000			
<Objective 2> Usable school facilities will increase.	Pupil/Class room Ratio of 45:1 Pupil/Desk Ratio of 3:1 Pupil/Toilet Ratio of 25:1 (boys) and 20:1 (girls)	2.1 Rehabilitate 2 existing classrooms	School Committee	Materials Labor Carpenter	Tsh 2,018,000			
		2.2 Construct 4 new class room	School Committee	Engineer Materials Labor	Tsh 16,000,000			
		2.3 Construct 5 boys' toilets and 8 girls' toilets	School Committee	Engineer Material Labor	Tsh 2,250,000			
		2.4 Purchase 70 desks	School Committee	Headteacher Fund to buy 1 desks	Tsh 420,000			

(the rest is omitted)

STEP 5

PLAN OF OPERATION

Aim:

To prepare a plan of operation that summarises how and when to implement respective activities for the coming three years

Through the steps taken in the Program Formulation, you have selected and prioritized objectives, set targets, defined activities and resources. Now we will formulate Plan of Operation (PO), which summarises how and when to implement the plan. Its main components include *Objectives; Targets; Activities; Implementing Agency; Resources Required; Cost; and Time Schedule.*

The first and the third columns are *Objectives* and *Activities*, which you have already summarized in the Table for Objectives and Activities (p.27). The second column is *Target*, which you have listed in the Indicator Sheet. The fourth column is for the *Implementing Agency*. You will identify who should be responsible for the implementation of each activity. The fifth column, *Resources Required*, is for both human and physical resources needed for the implementation of each activities. You have already calculated the cost for each activity. You will define the time of implementation at the last columns. An example of the Plan of Operation is shown in the next page.

Activity 14: Preparing the Plan of Operation

Now you will prepare the Plan of Operation following the format given in the next page.

STEP 7

MONITORING PLAN

Aim:
To prepare a monitoring plan that summarises how, when and what to monitor

Monitoring is to examine the degree of programme implementation and to fine-tune the plan if necessary. The achievement level of the activities and objectives are reviewed in the monitoring. To play this role effectively, there has to be a *Monitoring Plan*. An example of the monitoring plan is shown in the next page.

Activity 16 Preparing Monitoring Plan

The Monitoring Plan should indicate the *Objectives* whose achievement must be monitored and the *Type of Data* to be used in measuring achievement, as well as the target of each objective and its verifiable indicators. Those are already identified in the previous stage. You should first copy the objectives and indicators from Indicator Sheet.

In addition to this, the person in charge of collecting information, methods and frequency of reporting, and the person to confirm the report should be decided.

Name of School: xxxxxxxxxxxxxxxxxxxxxx Plan Period: January 1, 2005 - December 31, 2007 Drafted on: August 25, 2004

Objectives	Type of Data	Current Status	Verifiable Indicators			Person in charge of collecting data	Method and frequency of reporting	Person confirming the report
			Yearly Target	End of 2005	End of 2006			
<Objective 1> All the school age children in the village will attend the school	NER	85%	90%	95%	100%	Head teacher	School Report Quarterly	School Committee, WEC
<Objective 2> Usable school facilities will increase	Out of school children rate	15%	10%	5%	0%	Head teacher	School Report Quarterly	School Committee, WEC
	Pupils/Class-room Ratio	76/1	60/1	50/1	45/1	Assistant head teacher	School Report, Quarterly	School Committee, WEC
	Number of usable Classrooms	6	8	9	10	Assistant head teacher	School Report, Quarterly	School Committee, WEC
	Pupils/Desk Ratio	5/1	4/1	3/1	3/1	Assistant head teacher	School Report, Quarterly	School Committee, WEC
	Number of usable Desks	90	120	150	160	Assistant head teacher	School Report, Quarterly	School Committee, WEC
	Pupils/Toilet Ratio	Boys 50/1 Girls 56/1	32/1 32/1	30/1 26/1	25/1 20/1	Assistant head teacher	School Report, Quarterly	School Committee, WEC
	Number of usable Toilets	Boys 5 Girls 4	7	8	10	Assistant head teacher	School Report, Quarterly	School Committee, WEC

<the rest is omitted>



SECTION 3

Reporting

After completing all the steps and stages in the workshop, the head teacher together with the school committee chairperson will put all outcomes and results into a *Draft School Development Plan*. Once the plan is drafted it should be reviewed thoroughly by the school committee and submitted to the village/mtaa for discussion and final adoption, then further to the ward and the district.

The format of *The School Development Plan* is shown in the following page.

FORMAT OF THE SCHOOL DEVELOPMENT PLAN

Executive Summary

(Explain briefly about the planning process and summarise the Situation Analysis, Vision, Objectives and the total cost for implementing the Three Year School Development Plan)

1. Current Status of School

1.1 Findings from Stakeholder Analysis

(Briefly summarise the stakeholders of the school with their expectations)

1.2 Findings from School Mapping

(Summarise the findings from the school mapping results and attach a Gap Identification Sheet)

1.3 Strengths, Weaknesses, Opportunities, and Threats of the School

(Summarise the strengths, weaknesses, opportunities and threats of the school)

2. Program Formulation

2.1 Vision

(Write the Vision Statement and explain how the vision was set)

2.2 Objectives

(Attach the Prioritized Objective List and explain how these were selected and prioritized.)

2.3 Target

(Attach the Indicator Sheet)

2.4 Activities and Resources Required

(Attach the Resource Identification Sheet, List of Unit Cost and Resource Requirement List)

3. Plan of Operation

(Attach the Plan of Operation, no explanation is necessary)

4. Annual Action Plan

(Attach the Annual Action Plan, no explanation is necessary)

5. Monitoring Plan

(Attach the Monitoring Plan, no explanation is necessary)

Appendix

Any documents effective to support the contents of the report

ANNEX

HOW TO CALCULATE EDUCATION INDICATORS

Net Enrollment Rate (NER)

- ✓ Most important indicator.
- ✓ As a reference, NER in Tanzania for 2001 was 65%

This shows what percentage of school age children are in school out of all school age children. For example, suppose that you have 200 school age (7 - 13 years old) children in your village and 120 school age children are in school (school age pupil). In this case, we say, in this village NER is 60%. This can be calculated easily as follows.

$$\text{NER} = \frac{\text{School age pupils}}{\text{All school age children}} \times 100 = \frac{120}{200} \times 100 = 60\%$$

General formula (arrow pointing to the formula) *The village's case* (arrow pointing to the numbers)

The higher the NER, the better!! If all school age children are in school, NER is 100%. Here we consider both boys and girls together as a total. It is also important to get NER of boys and girls respectively and compare them.

Gross Enrollment Rate (GER)

- ✓ GER could be a reference to see the enrolment of school age pupil
- ✓ GER in Tanzania for 2001 was 84%

This is similar to NER. The GER shows how many children (all age) are in school out of all school age children. For example, suppose that you have 200 school age children in your village and you have 160 children (pupil) in school. In this case, we say, GER in this village is 80%. This can be calculated easily as follows.

$$\text{GER} = \frac{\text{All pupils}}{\text{All school age children}} \times 100 = \frac{160}{200} \times 100 = 80\%$$

In general, we can say that the higher the GER, the better. The meaning of GER is a bit tricky, because it is the comparison of all pupils with all school age children. NER is more significant than GER for the purpose of seeing the enrolment trend of school age children. GER is, however, much easier to obtain since we do not have to know the age of the pupil. We can also see the trend of enrollment for under/over aged children by looking at GER and NER together. For example, when NER is 60% and GER is 80%, what does it mean? In this case, we could say that out of the total school population about 20% are either less than 7 years old or more than 14 years of age.

Out-of-school children

We think about two types of out of school children. One is out of school children who are of school age, and the other is out of school children who are over aged and did not go to school or dropped out. When we think about the former one, it is easy to find because it is the opposite of NER. For example, when your village's NER is 60%, we understand about 40% of school age children are out of school. Although we are not considering children who go to schools in town or other villages, we can roughly understand how much school age children are out of school by looking at NER. Need less to say, the fewer out of school children, the better.

Out of school children who are over aged are comparatively difficult to be measured since the age range for them is broad. Their number could be counted at village level. This information is important for non-formal education and adult education.

Attendance Rate

This is different from enrollment rates. This tells us what percentage of pupils comes to school to attend the classes. For example, 40 pupils are registered(enrolled) in standard 4 at the beginning of the year and 10 pupils are absent. In this case, the attendance rate is 75%, which is calculated as follows.

General formula

$$\text{Attendance rate} = \frac{\text{Pupils attending}}{\text{Pupils Enrolled}} \times 100 = \frac{40-10}{40} \times 100 = 75\%$$

Attendance rates can be calculated for a class, grade, and school. Since the attendance rates change on daily basis, it is common to take its average. As you know, the higher attendance rate, the better!

Pupil - Teacher Rate (PTR)

Academically, it is said that the best PTR is 25 for the effective learning for each individual. However, looking at the reality of Tanzania, 45 is good to be set. PTR in Tanzania for 2001 was 45.

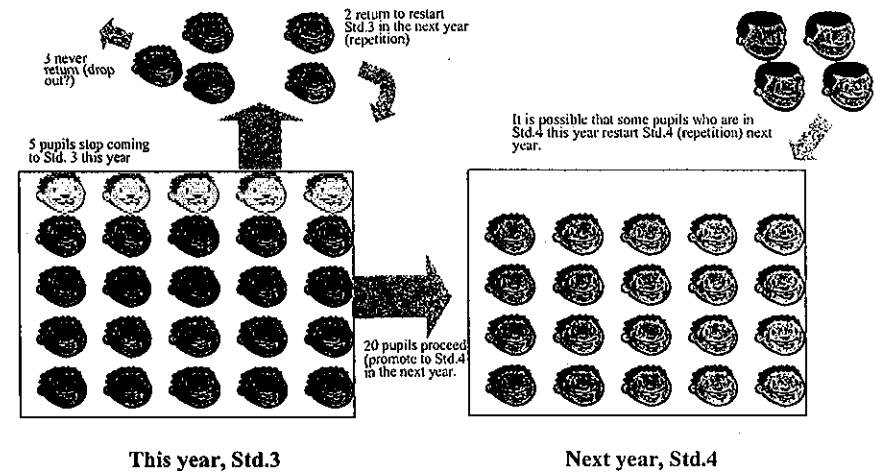
This simply shows how many pupils we have per teacher. This is the comparison of the number of teachers and that of pupils.

For example, when your school has 7 teachers and 350 pupils, PTR is 50, which is the number of pupils divided with the number of teachers. According to the Minimum standard of PEDP document, 45 pupils per teacher is recommended.

$$\text{PTR} = \frac{\text{All pupils}}{\text{Teachers}} = \frac{350}{7} = 50$$

Drop Out Rate

Let's look at the classroom. Suppose that we have 25 pupils in standard 3. In fact, we want all of them to be in standard 4 in the following year, but that is not the case in reality because some pupils will stop coming to school. (Drop out) and some return and restart standard 3(repetition) in the next year.



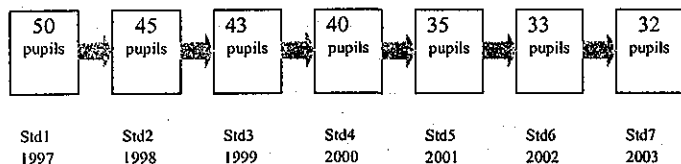
Let us think about the case above. 5 stop coming to school, but 2 return and 3 are gone completely. In this case, the drop out rate is 12%, which is calculated as follows.

$$\text{Drop out rate} = \frac{\text{Pupils (completely stop coming)}}{\text{All pupils (this year)}} \times 100 = \frac{3}{25} \times 100 = 12\%$$

The smaller the drop out rate, the better! In order to know drop out and repetition, we need to take a look at numbers of pupil in two years. In addition, chances are that the three who never return to the school might transfer to other schools. Tracing those pupils is usually difficult and drop out rate could be affected at the small unit level like the village. However, the effects of transfers cancel out at the national level.

Completion Rate

Completion rate shows what percentage of pupils is reaching the last grade and completes it. Let us look at the diagram below to get the idea about the completion rate.



This cohort started in 1997 as Std.1 with 50 pupils. They become Std.7 in 2003, but the number of the pupil decreased to 32 after 6 years.

$$\text{Completion rate} = \frac{\text{Pupils who graduate in the cohort}}{\text{Pupils who enter in the cohort}} \times 100 = \frac{32}{50} \times 100 = 64\%$$

Needless to say, the higher the rate, the better!

Generally speaking, there may be some pupils who started in 1997, but repeat some grade and graduate some years later. Those need to be included in the completion rates. However, tracing those who repeat makes the calculation a bit complex and difficult.

It is also a bit hard to trace the number of pupils in the last 6 years. The completion rate can be calculated by taking the number or rates of pupils who promote from one grade to another in the 7 grades. Although this is not the cohort analysis, we can obtain the completion rate which shows the trend of promotion and completion.

PSLE

This is the examination that is given to pupils in Std.7 before graduation. Pupils have 4 subject examinations and are ranked into 5 categories which start from A and ends with E. Pupils who obtain A, B or C are regarded as having "Passed" and qualified to go to secondary. This examination is conducted by NECTA, which is under MOEC. In 2003, pupils who passed the exams were only 40%.

Let us look at the school in your village. Suppose that 5 pupils passed PSLE last year out of 25 pupils in Standard 7. What is the PSLE pass rate?

$$\text{PSLE pass rate} = \frac{\text{Pupils who passed}}{\text{Pupils who sat PSLE}} \times 100 = \frac{5}{25} \times 100 = 20\%$$

Appendix 9 School Planning Handbook [Kiswahili]

**MOEC/PO-RALO/JICA
SM/MPZ**

Wizara ya Elimu na Utamaduni

Ofisi ya Rais Tawala za Mikoa na
Serikali za Mitaa

Mwongozo wa Uandaaji Mpango wa Shule

TOLEO LA 2004

RASIMU

Mei 2004

Dibaji

Lengo la Mwongozo huu ni kuwasaidia wale wote watakaohusika katika mafunzo ya uandaaji wa mipango ya shule. Mwongozo huu pia utatumika wakati wa mchakato wenyewe wa kuandaa mpango wa shule. Uandaaji wa mpango wa shule unaweza kufanyika kwa kushirikiana na wazazi, watumishi wa serikali, na wanachama wa vyama vya kijamii, viongozi wa jamii, walimu wote pamoja na wanafunzi. Serikali ya Tanzania inakasimu majukumu yake mengi kwa mamlaka za serikali za mitaa ikimaanisha kwamba wale walio katika ngazi ya shule itawabidi kuwajibika zaidi katika uendeshaji wa shule yao. Mafunzo yanahitajika kwa wawezeshaji na washiriki katika uandaaji wa mipango ya uboreshaji wa elimu ili waweze kupata maarifa, stadi na ulewa wa kufanikisha lengo hili.

Mpango wa Maendeleo ya Elimu ya Msingi (MEM) ambao umekuwa ukitekelezwa kwa ufanisi hapa Tanzania tangu mwaka 2002, ni mpango wa miaka mitano na una vipengele vikuu vinne:-

- a). Kuongeza uandikishaji wa wanafunzi
- b). Kuboresha mazingira ya ufundishaji na kujifunzia.
- c). Kujenga uwezo katika mfumo wa elimu na katika sekta zingine za serikali na za wadau binafsi katika utoaji wa elimu.
- d). Kuimarisha miundo ya kiutawala na kiutendaji inayosaidia katika uandaaji mipango na utoaji wa huduma za elimu.

Uandaaji mipango ya elimu ni moja ya shughuli kuu katika kipengele cha "kujenga uwezo" na umuhimu wa kuandaa mpango kwa kutumia njia ya ushirikishwaji umesisitizwa sana katika MEM. Walimu wakuu wanahimiza kushirikiana na kamati za shule katika utoaji na urekebishaji wa mara kwa mara wa mipango ya miaka mitatu ya maendeleo ya shule pamoja na mipango yake ya utekelezaji ya mwaka. Ruzuku ya matumizi na ile ya maendeleo zitatolewa kwa shule ambazo zimeandaa mipango hiyo ipasavyo.

Yaliyomo

SEHEMU YA 1

WARSHA YA UANDAAJI MPANGO WA SHULE	1
NINI KINAENDELEA KATIKA ELIMU?	2

SEHEMU YA 2

MCHAKATO WA UANDAAJI MPANGO WA SHULE	5
HATUA MUHIMU KATIKA UANDAAJI MPANGO WA SHULE.....	5
HATUA 1: UCHAMBUZI WA WADAU	8
HATUA 2: UCHAMBUZI WA MATOKEO YA URAMANISHAJI SHULE	10
HATUA 3: UCHAMBUZI WA UUFV	16
HATUA 4: UUNDAJI PROGRAMU	18
4-1 KUWEKADIRA	18
4-2 KUWEKA MALENGO	19
4-2-1 Orodha ya Malengo ya Awali	19
4-2-2 Kubainisha Mapato	21
4-2-3 Kuweka Vipambebe vya Malengo	26
4-3 KUWEKA SHABAHA.....	28
4-4 UPANGAJI SHUGHULI	29
4-5 KUBAINISHA MAHITAJI	31
HATUA 5: MPANGO WA UTEKELEZAJI.....	34
HATUA 6: MPANGO WA UTEKELEZAJI WA MWAKA.....	36
HATUA 7: MPANGO WA UFUATILIAJI.....	38

SEHEMU YA 3

KURIPOTI	40
KIAMBATISHO: NAMNA YA KUKOKOTOA VIASHIRIA VYA ELIMU	

SEHEMU YA 1

UTANGULIZI WARSHA YA UANDAAJI MPANGO WA SHULE

Uandaaji wa mpango wa shule siyo tu jitihada ya shule katika kujiboresha lakini pia ni jitihada ya jamii nzima katika kuboresha mazingira ambayo shule hiyo imo. Kutokana na mchakato wa mpango wa shule jamii inapata fursa yakuelewa hali halisi ndani ya shule na nje ya shule.

Washiriki katika kuandaa mpango wa shule ni pamoja na wale wote wanaojali maendeleo ya elimu ya msingi wakiwemo walimu wakuu na walimu wote, wazazi, wanafunzi, viongozi wa vijiji, viongozi wa kata na wengineo. Hivyo basi warsha inatakiwa kuitishwa ili wahusika wote wakutane na kuandaa mpango kwa pamoja.

Mwalimu mkuu atakuwa mwezeshaji wa warsha ya kuandaa mpango wa shule kwa kuratibu na kuongoza mjadala ambapo mwenyekiti wa kamati ya shule atakuwa mwenyekiti wa warsha hiyo. Kila mshiriki ana haki sawa ya kutoa mawazo yake, na kwa kawaida washiriki hufanya mjadala na kutoa michango yao katika vikundi ili kutumia vizuri muda mchache walio nao.

Mchakato wa kuandaa mpango wa shule unahitaji ushirikiano wa dhati kutoka kwa washiriki wote. Washiriki wana jukumu kubwa katika uandaaji wa mpango wa shule na wakati huo huo mwalimu mkuu anatakiwa asiegeme upande wowote na wala asilazimishe mawazo yake ila aratibu na kuongoza mjadala ili washiriki waandae mpango kwa utulivu.

Ikiwa mjadala wa mada fulani utarefushwa sana na mwalimu mkuu akaona kuwa mjadala si sahihi na unaenda mbali au nje ya mada hapo anaweza kuingilia kati na kuwaelekeza washiriki kwenye hatua inayofuata.

NINI KINAENDELEA KATIKA ELIMU?

MMEM NA F&VM (O & OD)

Kabla ya kuanza kuandaa mpango wa shule, washiriki wanatakiwa kujua jinsi mpango wa shule unavyohusiana na Mpango wa Maendeleo ya Elimu ya Msingi (MMEM) na utaratibu wa mipango kwa kutumia Fursa na Vikwazo kwa Maendeleo (F & VM) au kwa kiingereza "Opportunities and Obstacles to Development" (O & OD).

1 -1 Uandaaji mipango katika MMEM

Uandaaji wa mpango wa shule ni moja ya mikakati muhimu katika utekelezaji wa Mpango wa Maendeleo ya Elimu ya Msingi (MMEM) ambao ni mpango wa taifa wa miaka mitano kwa ajili ya elimu ya msingi. Kwa mujibu wa MMEM (2002 - 2006) uandaaji wa mpango wa shule unachukuliwa kama moja ya mikakati katika kujenga uwezo na kuboresha shule. Maelezo yaliyoko kwenye kisanduku hapo chini yametafsiriwa kutoka kwenye Mpango wa Maendeleo ya Elimu ya Msingi (MMEM).

1. Watumishi na wadau wote wenye majukumu ya moja kwa moja ya uendeshaji wa MMEM watapewa mafunzo ili kuhakikisha kuwa wanapata ujuzi wa upangaji mipango shirikishi, utekelezaji, ufuatiliaji na tathmini, na uchangiaji katika uchanganuzi na utungaji wa sera.
2. Walimu wakuu watashirikiana na Kamati za Shule katika kuiandaa na kuifanyia marekebisho ya mara kwa mara mipango ya miaka mitatu ya maendeleo ya shule. Mipango hii ndiyo itakuwa msingi wa maamuzi yote yanayohusu maendeleo katika ubora na utoaji wa elimu, na ujenzi wa majengo mapya shuleni.
3. Kamati za shule zitapewa mafunzo kuhusu majukumu yao mapya.

1-2. Majukumu ya Kamati za shule kama yalivyobainishwa katika MMEM.

Kuna majukumu makuu tisa ya Kamati za shule yalivyobainishwa katika MMEM, nayo ni:-

1. Kuhisisha na kuwahusisha wanafunzi wote, wazazi na watumishi wote wa shule katika majukumu wanayoweza kutekeleza kwa masilahi ya shule ya msingi.
2. Kusimamia masuala ya siku hadi siku ya shule.
3. Kushirikiana na Mwalimu Mkuu pamoja na walimu wengine katika kuandaa mpango wa maendeleo ya shule.
4. Kuidhinisha Mipango ya Maendeleo ya Shule na Bajeti na kuiwasilisha kwenye Kamati ya Maendeleo ya Mtaa, au Halmashauri ya Kijiji na halafu kwenye Kamati ya Maendeleo ya Kata na mwishowe kwenye mamlaka za serikali za mitaa kwa ajili ya kuipitia, na kuiunganisha, na hatimaye kuiwasilisha kwenye Sekretariati za Mikoa.
5. Kuwezesha uandaaji wa mipango, bajeti na utekelezaji wa shughuli zinazogharimiwa na MMEM.
6. Kufungua akaunti benki na kusimamia vizuri na kwa ufanisi matumizi ya fedha zinazopokelewa kwa ajili ya utekelezaji huku ikijihakikishia uwajibikaji na uwazi wa hali ya juu katika mchakato uliotumika ikiwemo uwekaji bayana wa mapato na matumizi.
7. Kuhakikisha usalama wa mali na vifaa vilivyonunuliwa kwa fedha za MMEM.
8. Kuandaa na kuwasilisha kwa wakati ripoti sahihi za maendeleo na fedha kwa halmashauri ya kijiji, kamati ya maendeleo ya mtaa, na mamlaka za serikali za mitaa.
9. Kuwasilisha kwa ufasaha taarifa za elimu kwa wazazi wote, wanafunzi, wadau katika jamii, na kwenye kijiji, kata/mtaa na mamlaka za serikali za mitaa.

1 -3. Fursa na Vikwazo Kwa Maendeleo (F&VM).

Ofisi ya Rais Tawala za Mikoa na Serikali za Mitaa (TAMISEMI) ambayo inatekeleza MEM kwa ushirikiano na Wizara ya Elimu na Utamaduni (WEU) inaanzisha mfumo shirikishi wa upangaji mipango unaojulikana kama Fursa na Vikwazo kwa Maendeleo (F & VM) au "Opportunities and Obstacles to Development" (O & OD) kwa kiingereza. Upangaji wake huanzia katika ngazi ya jamii (i.e. kijiji) kwa kutumia mipango shirikishi jamii au kwa kiingereza Participatory Rural Appraisal (PRA). Mpango huu ni mpana na unahusisha vipengele vingi katika jamii. Elimu ni moja tu ya vipengele hivyo.

Kimsingi Mpango wa Maendeleo wa Kijiji/Mtaa unatakiwa kutumika kama rejea wakati shule katika kijiji/mtaa huo zinaandaa Mipango ya Maendeleo ya Shule. Kwa mtazamo huu, Mpango wa Maendeleo wa Shule unakamilisha Mpango wa Maendeleo wa Kijiji/Mtaa pamoja na mchakato wa F & VM (O & OD).

SEHEMU YA 2

MCHAKATO WA UANDAaji MPANGO WA SHULE HATUA MUHIMU KATIKA UANDAaji MPANGO WA SHULE

Uandaaji mpango wa shule una ngazi mbili:-

Ngazi ya Uchambuzi wa hali halisi na ngazi ya kuandaa mpango. Ngazi ya uchambuzi wa hali halisi inahusu uchambuzi wa wadau, uchambuzi wa matokeo ya uramanishaji shule, na uchambuzi wa Uwezo, Udhaifu, Fursa na Vikwazo vya shule. Ngazi ya kuandaa mpango inahusu Kuunda Programu, Mpango wa Utekelezaji, kuandaa Mpango wa Utekelezaji wa Mwaka na Mpango wa Ufuatiliaji.

Hatua ya kwanza ni Uchambuzi wa Wadau. Katika hatua hii washiriki watabainisha wadau wa shule na majukumu yao na umuhimu wao katika kuendeleza shule.

Hatua ya pili ni Uchambuzi wa Uramanishaji Shule (School Mapping analysis). Washiriki watachambua matokeo ya zoezi la uramanishaji shule na kubainisha hali halisi ya shule kwa kuangalia pia tofauti ya viashirio mbalimbali vya kielimu kati ya shule na malengo ya taifa.

Hatua ya tatu ni Uchambuzi wa Uwezo, Udhaifu, Fursa na Vikwazo (UUFV). Hapa washiriki watachambua hali ilivyo kwa kuzingatia uwezo, udhaifu, fursa na vikwazo kwa maendeleo ya shule.

Hatua ya nne ni Kuunda Programu. Katika hatua hii mwelekeo wa majadiliano unahama kutoka uchambuzi wa hali halisi ya shule na kuelekea kwenye namna ya kuboresha hali ya sasa ili kufikia "hali ya shule inayotarajiwa kwa wakati ujao". Hatua hii ina vipengele vya uwekaji wa Dira (visheni), uwekaji wa malengo, uwekaji wa vipaumbele vya malengo, uwekaji wa shabaha, ubainishaji wa shughuli na mahitaji yake, na ukokotoaji wa gharama kwa kila shughuli.

Hatua ya tano na ya sita zinahusu uandaaji wa Mpango wa Utekelezaji na Mpango wa Utekelezaji wa Mwaka. Mpango wa Utekelezaji ni matriki ya mpango wa miaka mitatu ambao huonyesha wazi "Malengo", "Shabaha", "Shughuli", "Chombo cha utekelezaji", "Mahitaji", "Gharama" na "Ratiba ya Utekelezaji". Mpango wa Utekelezaji wa Mwaka ni mpango unaoonyesha

May 6, 2004 - Draft

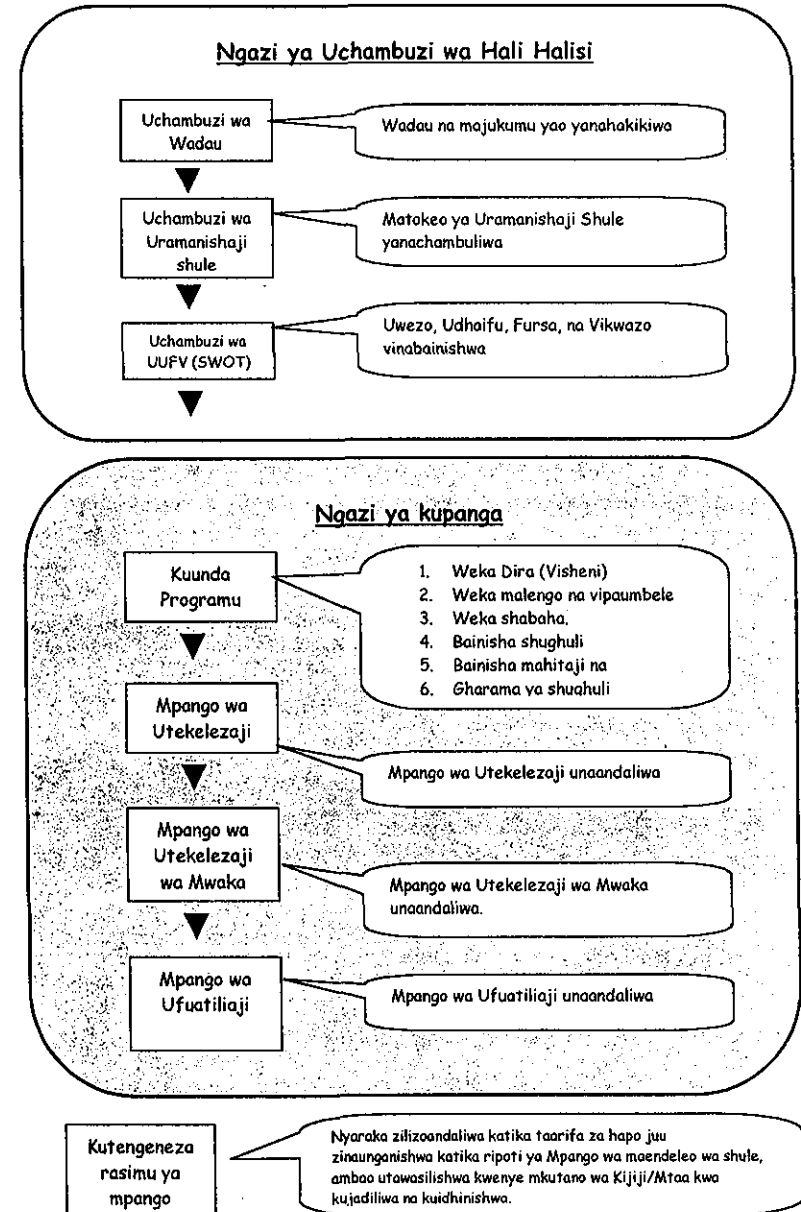
shughuli zote zilizopangwa kufanyika katika mwaka wa kwanza wa mpango. Kila mwaka mpango mwingine wa utekelezaji utaandaliwa kwa kuzingatia maendeleo ya mpango wa mwaka uliotangulia.

Hatu ya saba ni utayarishaji wa Mpango wa Ufuatiliaji, ambao huonyesha namna ya kufuatilia utekelezaji wa mpango wa shule.

Mwisho, baada ya warsha, Mwalimu Mkuu akishirikiana na Mwenyekiti wa Kamati ya Shule, ataandaa rasimu ya mpango wa maendeleo ya shule. Baada ya kupitiwa kwa uangalifu na Kamati ya Shule, rasimu hiyo ya mpango itawasilishwa kwa mkutano wa Kijiji/Mtaa kwa kujadiliwa na kuidhinishwa.

May 6, 2004 - Draft

HATUA MUHIMU ZA KUANDAA MPANGO WA SHULE





UCHAMBUZI WA WADAU

Lengo: Kubainisha wale wanaotakiwa kushiriki katika kutatua matatizo ili kuboresha shule yetu.

Wadau ni nani?

Maamuzi mengi yaliyokuwa yanafanywa katika ngazi ya taifa kwa sasa yanafanywa katika ngazi ya jamii/kijiji. Shule, jamii na vijiji vinahimizwa kuchukua majukumu zaidi katika kupanga, kuendesha, kugharamia na kutekeleza parogramu na mifumo ya kielimu. Hii inahitaji ushiriki hai kwa kila mmoja ikiwepo kujunga na asasi mbalimbali katika ngazi ya shule na kijiji ambazo zimeanzishwa kwa lengo hilo. "Kila mmoja" inamaanisha wadau. Wadau ni wale wote wenye maslahi fulani katika matokeo ya elimu.

Shughuli na:

Kuorodhesha Majina ya Wadau wa Shule yetu.

Wadau wa shule yetu ni nani? Hebu tujadili na kuorodhesha wadau wa shule yetu.

•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•



Ni nini matarajio ya wadau?

Baada ya kubainisha wadau, sasa ni wakati wa kufikiria nini matarajio yao kuhusu shule. Kwa kutumia fomu ifuatayo tujadili na kuorodhesha matarajio mengi inavyoweza kwa kila mda.

Wadau	Matarajio
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

HATUA YA 2

UCHAMBUZI WA MATOKEO YA URAMANISHAJI SHULE

Lengo: Kujua hali ya shule ilivyo kwa sasa kwa kupitia uchambuzi wa hojaji za zoezi la Uramanishaji shule

Kutokana na ushiriki wenu katika masuala ya shule mnajua hali halisi ya shule, lakini inawezekana msijue iko katika hali nzuri au mbaya kiasi gani.

Matokeo ya zoezi la uramanishaji shule yatakuwezesheni kupata data kamili kuhusu hali ya shule. Mnaweza pia kugundua masuala mahsusi ya shule mkichunguza kwa makini matokeo ya hojaji za uramanishaji shule Sehemu ya 1 - 3. Vifuatavyo ni vichwa vya habari vya hojaji za uramanishaji shule ambazo matokeo yake tunayo:-



Hojaji za Uramanishaji shule

- Hojaji sehemu ya 1: Kuhusu Shule
- Hojaji sehemu ya 2: Kuhusu Walimu
- Hojaji sehemu ya 3: Kuhusu Wanafunzi

Shughuli na 3

Pengo ni kubwa kiasi gani kati ya malengo ya kitaifa na hali halisi ilivyo katika shule kwa sasa?

Hojaji sehemu ya kwanza inatoa data za shule. Tutumie data hizo kwa kujaza KARATASI YA UBAINISHAJI PENGO na kuangalia jinsi tarakimu zinavyokaribiana au kuwa mbali na zile zilizo katika malengo ya kitaifa. Ukiona tofauti kubwa kati ya takwimu za shule na zile za kitaifa weka alama ✓ katika safu ya mwisho. "Namna ya kukokotoa Viashirio" iko katika KIAMBATISHO kwa rejea yako.

KARATASI YA UBAINISHAJI PENGO

Viashirio	Shule yako	Malengo ya Kitaifa	Ukubwa wa Pengo
1. Kiwango halisi cha uandikishaji (NER)		100% (Hotuba ya makadirio)*	
2. Kiwango ghafi cha uandikishaji (GER)		100%	
3. Kiwango cha watoto walio nje ya shule.		0% (Hotuba ya makadirio)*	
4. Kiwango cha mahudhurio.		100% (walimu na wanafunzi)	
5. Uwiano kati ya wanafunzi na walimu.		40:1 (Hotuba ya makadirio)*	
6. Kiwango cha kuacha shule (Mondoko)		3% (Hotuba ya makadirio)*	
7. Kiwango cha kufaulu mtihani wa kumaliza Elimu ya Msingi		50% (Hotuba ya makadirio)*	
8. Kiwango cha kujiunga sekondari ya umma		50% (Hotuba ya makadirio)*	
9. Uwiano kati ya wanafunzi na vitabu		1:1	
10. Uwiano kati ya wanafunzi na darasa		40:1 (Hotuba ya makadirio)*	
11. Uwiano kati ya wanafunzi na matundu ya chao		25:1 (Wavulana) 20:1 (Wasichana)	
12. Uwiano kati ya wanafunzi na madawati		1:2 (Hotuba ya makadirio)*	
13. Uwiano kati ya Walimu na nyumba		1:1	
14. Sifa za Walimu		Daraja A zaidi ya 50%	
15. Maji safi		Ndiyo yawepo	
16. Uwanja wa michezo.		1 kwa shule	
17. Maktaba		1 kwa shule	
18. Meza (darasani)		1 kwa darasa	
19. Viti (darasani)		1 kwa darasa	
20. Makabati		1 kwa darasa	
21. Silabasi		1 kwa somo	
22. Kiongozi cha Mwalimu		1 kwa somo	
23. Ukubwa wa shule		Kijijini wanafunzi 560 Mjini wanafunzi 840	** ***

* Hotuba ya Waziri wa Elimu Mh. J.J. Mungai (MB) kuhusu makadirio ya matumizi kwa mwaka 2003/2004

** Si zaidi ya mikondo miwili kwa darasa (40 x 2 x 7 = 560).
*** Si zaidi ya mikondo mitatu kwa darasa (40 x 3 x 7 = 840).



Hali ya Shule ikoje kwa sasa?

Sasa ebu, tuangalie matokeo ya hojaji sehemu ya 2 - 3 na pia data kutoka Hojaji sehemu ya 1 ambayo haimo katika Karatasi ya Ubainishaji Pengo. Jedwali lifuatalo linaonyesha muhtasari wa hojaji hizo. Pitia kila sehemu ya hojaji, bainisha hali ya shule ilivyo kwa sasa na uielezee katika Jedwali la hali ilivyo sasa shuleni lililoonyeshwa baada ya jedwali hili.

Muhtasari wa Hojaji Sehemu 1 - 3

Shule (Hojaji sehemu ya 1*)	Kuhusu mikondo na shifti mbili (S 6)
	Kuhusu magonjwa sugu na madawa ya kulevya (S 17 -19)
	Kuhusu usafiri na umbali kwenda shule (S 20 - 22)
	Kuhusu MEMKWA (S 26)
Maoni ya Walimu (Hojaji sehemu ya 2)	Kuhusu kupenda kwao kufundisha (S 1 - S 4)
	Kuhusu ufundishaji mzuri (S 5 - S 9)
	Kuhusu masuala ya UKIMWI (S 10 - S 12)
Maoni ya Wanafunzi (Hojaji sehemu ya 2)	Kuhusu kupenda kwao shule na masomo (S 1 - S 6)
	Kuhusu kujifunza vizuri (S 7 - S 8)
	Kuhusu kuacha shule na adhabu (S 9 - S 11)
	Kuhusu UKIMWI (S 12)
	Kuhusu upatikanaji wa chakula (S 13 - S 15)

* Taarifa ambazo hazimo katika Karatasi ya Ubainishaji Pengo.

HALI ILIVYO KWA SASA Muhtasari kuhusu Shule (Hojaji sehemu ya 1*)

Kuhusu mikondo na shifti mbili (S 6)

Kuhusu magonjwa sugu na madawa ya kulevya (S 17 -19)

Kuhusu usafiri wa mwanafunzi kwenda shule (S 20 - 22)

Kuhusu MEMKWA

* Taarifa ambazo hazimo katika Karatasi ya Ubainishaji Pengo.

Muhtasari wa mawazo ya Walimu (Hojaji sehemu ya 2)

Kuhusu kupenda kwao kufundisha (S 1 - S 4)

Kuhusu ufundishaji mzuri (S 5 - S 9)

Kuhusu masuala ya UKIMWI (S 10 - S 12)

Muhtasari wa maoni ya wanafunzi (Hojaji sehemu ya 3)

Kuhusu kupenda kwao shule na masomo (S 1 - S 6)

Kuhusu kujifunza vizuri (S 7 - S 8)

Kuhusu kuacha shule na adhabu (S 9 - S 11)

Kuhusu UKIMWI (S 12)

Kuhusu kupata chakula (S 13 - S 15)

IKHATUUA YA 3

UGHAMBUZI WA UWEZO, UDHAIFU, FURSA NA VIKWAZO (UUFV)
Lengo: Kujua hali halisi ya shule kwa sasa kwa kubainisha Uwezo, Udhaifu, Fursa na Vikwazo.

Baada ya kuwatambua wadau na hali halisi ya shule kama ilivyo sasa hebu tu jaribu kubainisha Uwezo na Udhaifu wa shule na kuchunguza sababu za nje zinazoleta Fursa na Vikwazo. Uchambuzi huu unajulikana kama UUFV au SWOT (Strengths, Weakness, Opportunities and Threats) kwa lugha ya kiingereza na utawasaidia kuzingatia masuala muhimu katika kuandaa mpango wa shule.

Shughuli na.5

Uwezo, Udhaifu, Fursa na Vikwazo vya shule ni vipi?

Tafadhali kila mshiriki aorodheshe kwanza Uwezo, Udhaifu, Fursa na Vikwazo vingi inavyowezekana vya shule yake. Kisha msememe na kujadili yale mliyoorodhesha kama kikundi. Jedwali lifuatalo linaonyesha mfano wa jinsi ya kujenga uchambuzi wa UUFV (SWOT).

Mfano: Mfumo wa UUFV katika kuandaa Mpango wa Maendeleo wa Shule	
Uwezo	<ul style="list-style-type: none"> + Shule yetu ina madarasa ya kutosha + Jamii yetu inapendelea maendeleo ya shule yetu. + Shule yetu ina meza na viti vya kutosha. + Shule yetu ina uongozi mzuri.
Udhaifu	<ul style="list-style-type: none"> + Shule yetu haina walimu wa kutosha + Jamii yetu haina vitabu vya kutosha . + Shule yetu ina upungufu wa madawati na viti. + Shule yetu haina uwanja wa michezo kwa wanafunzi.
Fursa	<ul style="list-style-type: none"> + Kijiji chetu kina maeneo wazi karibu na shule + Kijiji chetu kina misitu mingi kwa ajili ya kutengeneza samani za shule.
Vikwazo	<ul style="list-style-type: none"> + Wanakijiji hawapendelei kuwapeleka watoto wa kike shuleni + Wanafunzi na familia katika kijiji chetu wana uelewa mdogo kuhusu UKIMWI. + Wazazi wengi wanaamini kuwa adhabu ya viboko ni muhimu kwa maendeleo ya elimu.

Uchambuzi wa UUFV wa shule yako.

Uwezo	
Udhaifu	
Fursa	
Vikwazo	

UUNDAJI PROGRAMU

Lengo: Kuunda mpango kwa kuweka Dira, malengo, shabaha kwa kila lengo na kubainisha shughuli na mahitaji kwa kila shughuli.

Hadi sasa mmefanya uchambuzi wa wadau, uchambuzi wa uramanishaji shule na uchambuzi wa UUFV. Sasa mtaingia katika hatua nyingine, Uundaji wa Programu.

Hatua hii inahusu uwekaji wa dira, uwekaji wa malengo na vipaumbele vyake, uwekaji wa shabaha, ubainishaji wa shughuli na rasilimali inayohitajika na ukokotoaji wa gharama kwa kila shughuli.

4.1. KUWEKA DIRA

Kabla ya kuingia katika kiini cha Uundaji Programu ambacho ni Uchambuzi wa Malengo, mtahitajika kuweka Dira au Lengo kuu la shule.

Dira ni nini? Dira ni "picha ya wakati ujao". Tamko la Dira lazima liwe wazi na linalowezekana na lazima lionyeshe mwelekeo wa mpango. Kwa nini "Dira" inahitajika? Kwa sababu haiwezekani kuchagua malengo na vipaumbele vyake bila kuwa na dira (Visheni). Dira itaonyesha mwelekeo wa shule.

Shughuli na 6.

Dira ya shule yenu ni nini?

Tafadhali jadilini katika vikundi vidogo kuhusu dira ya shule yenu inavyoweza kuwa. Hii ni hatua muhimu kwani dira ndiyo shabaha ya malengo na shughuli zote mtakazopanga. Sasa mtashirikisha mawazo yenu na kisha kuamua dira inayofaa kwa shule yenu.

DIRA YA SHULE YETU**4-2. KUWEKA MALENGO**

Malengo wazi na yanayotekelezeka huwekwa kwa kutumia mchakato wa "Uchambuzi wa Malengo". Uchambuzi wa malengo ni mchakato wa kubaini hali nzuri itakayofikiwa mara baada ya utatuzi wa matatizo ya sasa na kuweka sawa mbinu na mahusiano yanayotakiwa ili kufikia hali hiyo.

4-2-1. Orodha ya Malengo ya Awali.

Kabla ya kubainisha malengo ya mwisho washiriki wataweka malengo ya awali. Orodha ya malengo ya awali inaweza kupatikana kutokana na uchambuzi wa hali halisi. Uchambuzi wa hali iliyopo umeonyesha pengo lililopo kati ya ngazi ya shule na ngazi ya kitaifa. Kwa kuzingatia uchambuzi, washiriki watatengeneza orodha ya malengo ya awali ambayo yatafanikisha dira (visheni).



Ni Malengo yapi ya kufanikisha Dira?

Ebu, tujaribu kuandaa orodha ya malengo. Jedwali lifuatalo linawapeni baadhi ya mawazo. Wakati mnaamua na kuweka malengo katika orodha ya awali ni vizuri mzingatie uwezekano wa utekelezaji wa kila lengo kwa kuangalia mbinu za utekelezaji. Zaidi ya hapo lazima mhakikishe kuwa mbinu zitakazotumika zinatekelezeka na kwamba kila lengo halitaleta madhara yoyote wakati wa utekelezaji.

Mfano: Orodha ya malengo ya awali:

**DIRA: SHULE YETU ITAWAPATIA WATOTO WOTE KIJIJINI
FURSA SAWA YA ELIMU BORA YA MSINGI.**

Malengo ya awali	Mbinu
1. Wanafunzi wengi watakuwa na vitabu	Kuomba wilaya kusambaza vitabu zaidi shuleni.
2. Vifaa vya kutumia shuleni vitaongezeka.	Kukarabati madarasa yaliyopo. Kujenga madarasa mapya. Kutengeneza samani zilizoharibika
3. Wazazi watawapeleka shule watoto wao ambao hawajapata kwenda shule	Kuwa na mikutano na wanakijiji, wazazi na walimu kwa ajili ya kutafuta ufumbuzi.
4.	
5.	
6.	

ORODHA YA MALENGO YA AWALI

Malengo ya awali	Mbinu
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

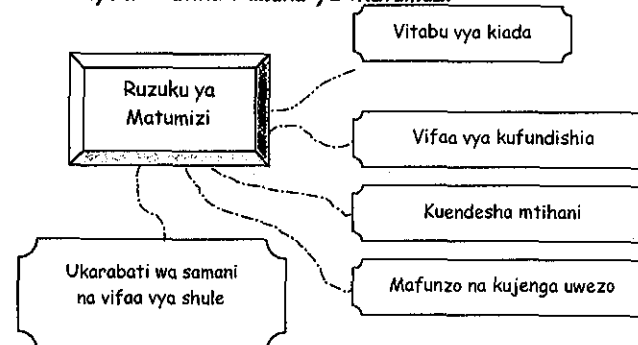
4-2-2. Kubainisha vyanzo vya mapato:

Kabla ya kuweka malengo ya mwisho hatuna budi kubainisha vyanzo mapato yanayohitajika kwa utekelezaji wa shughuli zitakazotakiwa ili kufikia malengo. Kuna vyanzo vikuu viwili vya mapato kwa ajili ya maendeleo ya shule yetu, ambavyo ni Serikali na Jamii.

A. Fedha za Serikali:

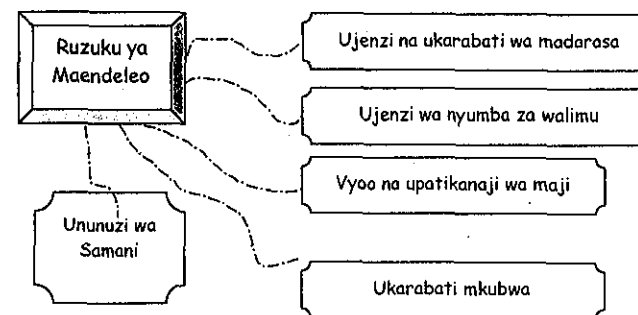
Mpango wa Maendeleo ya Elimu ya Msingi (MMEM) 2002 - 2006 unasema kwamba serikali inazipatia shule aina mbili za ruzuku. Ruzuku ya Matumizi (Capitation Grant) na Ruzuku ya Maendeleo (Development Grant). Ruzuku ya matumizi hutumika kwa ajili ya kununulia vitabu na vifaa vingine vinavyoongeza ari ya kujifunza na kufundisha na vifaa vingine ambavyo siyo mishahara lakini huchangia kuboresha mazingira ya kusoma na kujiifunza.

<Yaliyomo katika Ruzuku ya Matumizi>



Ruzuku ya Maendeleo ni kwa ajili ya ujenzi na ukarabati wa madarasa na vifaa vya usafi.

<Yaliyomo kwenye Ruzuku ya Maendeleo>



Ruzuku ya Matumizi:

Mwanafunzi mmoja kama Tshs. 10,000
Fedha ya matumizi ya shule yako ni = Tshs 10,000 x namba ya wanafunzi katika shule

(Mfano)

Ununuzi wa vitabu:	TSh. 4,000 @ mwanafunzi
Ukarabati wa vifaa na Samani:	TSh. 1,980 @ mwanafunzi
Kununua vifaa vya kufundishia:	TSh. 1,980 @ mwanafunzi
Gharama za uendeshaji:	TSh. 1,020 @ mwanafunzi
Kuendesha mitihani:	TSh. 1,020 @ mwanafunzi
Jumla	TSh.10,000/-

Fedha za Maendeleo:

Kabla ya Mpango wa Maendeleo wa Elimu ya Msingi (MEM)



Ujenzi wa madarasa



Uligharimiwa na wazazi

Baada ya Mpango wa Maendeleo wa Elimu ya Msingi (MEM)



Ujenzi wa madarasa



Unagharimiwa na wazazi

Ujenzi wa Madarasa



Ruzuku ya Maendeleo
Kutoka serikalini (2TShs. 4,000,000)

Mchango wa jamii
+ Fedha (Taslimu)
+ Nguvu kazi
+ Vifaa

Sharti la kupewa
ruzuku ya Maendeleo

B. Mchango wa Jamii:

Kama inavyoeleweka, ada ya elimu ya msingi imefutwa. Serikali inazikataza shule kuomba fedha kwa wazazi kwa ajili ya ujenzi wa madarasa. Serikali kuu, kupitia serikali ya Wilaya, inatoa Rukuzu ya Maendeleo kwa ajili ya ujenzi wa madarasa. Hata hivyo kuna sharti moja ambalo ni lazima litekelezwe kabla ya kupokea Ruzuku ya Maendeleo toka Serikalini - *Mchango wa jamii*. Mchango huu unaweza kuwa ni fedha taslimu, nguvukazi au vifaa vya ujenzi.



Kuandaa Mawazo ya kuhamasisha jamii.

Maelezo yaliyotolewa hapo juu yanaonesha kuwa uhamasishaji wa jamii ni muhimu na njia bora za mawasiliano zinatakiwa ili kubaini njia za kuongeza vyanzo na viwango vya mapato ya shule. Katika uhamasishaji jamii, kamati za shule zitatakiwa kuchukua majukumu na kudhihirisha uwezo wao wa ubunifu na ujasiriamali.

Mawazo mazuri kuhusu mchango wa jumuiya

Hili ni zoezi la kubunga bongo ambapo kikundi kizima kitatoa mchango wa mawazo ambayo mwezeshaji atayaandika ubaoni. Hakuna majibu sahihi na yasiyo sahihi. Mara baada ya kukamilisha orodha (walao mawazo 10) lazima kila wazo lijadiliwe. Ni vizuri kufikiri kwanza kabla ya kuamua kwa haraka kuwa jambo fulani haliwezekani. Baada ya kumaliza mjadala, andikeni mawazo mnyoona yanafaa kufanyiwa majaribio katika shule yenu.

Mfano:

Mawazo mazuri sana	Mambo ya kuzingatia ili mawazo mazuri yanikiwe
1. Kuendesha kampeni za kutambua umuhimu wa elimu.	Wajumbe wa kamati ya shule, wazazi, wanafunzi na wanajamii kwa ujumla wafanya matembezi ya hisani kijijini.
2. Kuiendea halmashauri ya Kijiji.	Wajumbe wa kamati ya shule wajiunge katika mkutano wa halmashauri ya kijiji, watoe maelezo kuhusu utaratibu wa fedha za maendeleo zilizotolewa na MEM na kuwomba wajumbe wa halmashauri ya kijiji kuunga mkono mpango wa maendeleo wa shule
3. Kuchangisha fedha	Wajumbe wa kamati ya shule, wazazi pamoja na wanafunzi watembelee nyumba za matajiri kama vile wafanyabiashara na kuomba mchango.
4. Kuchangisha fedha	Kukiwa na matamasha au sherehe za kidini/mikutano ni nafasi nzuri za kukusanya mchango.

May 6, 2004 - Draft

Mawazo mazuri sana	Mambo ya kuzingatia
1.	
2.	
3.	
4.	
5.	
7.	
8.	
9.	
10.	

C. Vyanzo vingine

Shule yenu inaweza kuwa na vyanzo vingine vya mapato. Baadhi ya shule zina miradi yao kama vile bustani ya mboga, miradi ya korosho, ambayo huipatia shule kiasi fulani cha mapato. Mapato hayo yatiliwe maanani wakati wa kuandaa mpango wa shule.



Kutayarisha Karatasi ya Ubainishaji Mapato

Ni muhimu kwenu kujua vyanzo vya uhakika vya mapato ambavyo shule inaweza kukusanya wakati wa kuandaa mpango. Hebu tuorodheshe aina za mapato ya miaka iliyopita kutoka vyanzo mbalimbali. Andikeni aina zote za mapato. Ni vizuri kama mtatafsiri michango yote ya nguvukazi au hali katika thamani ya fedha, lakini kama ni vigumu mnaweza kuandika aina na kiasi cha mchango (nguvukazi kwa ujenzi ya watu 20 kwa siku 28, kilo 50 za mchanga n.k.)

May 6, 2004 - Draft

Mwaka 2002

Aina ya Mapato	Chanzo	Kiasi	Matumizi
Ruzuku ya Matumizi	Serikali		
Ruzuku ya Maendeleo	Serikali		
Mchango wa jamii	Jamii		
Jumla			

Mwaka 2003

Aina ya Mapato	Chanzo	Kiasi	Matumizi
Ruzuku ya Matumizi	Serikali		
Ruzuku ya Maendeleo	Serikali		
Mchango wa jamii	Jamii		
Jumla			

Mwaka 2004

Aina ya Mapato	Chanzo	Kiasi	Matumizi
Ruzuku ya Matumizi	Serikali		
Ruzuku ya Maendeleo	Serikali		
Ruzuku wa jamii	Jamii		
Jumla			

Kutokana na mahesabu hapo juu sasa mtaweza kukisia kiasi cha mapato ya shule ambayo shule inaweza kukusanya kwa kipindi cha mpango 2005 - 2007. Yaandikeni katika Karatasi ya Ubainishaji Mapato.

Karatasi ya Ubainishaji Mapato (2005-2007)

Aina ya Mapato	Chanzo	Kiasi			
		2005	2006	2007	Jumla
Ruzuku ya Matumizi	Serikali				
Ruzuku ya Maendeleo	Serikali				
Mchango wa jamii	Jamii				
Jumla					

4-2-3. Kuweka Vipambebe vya Malengo

Kwa kutumia orodha ya malengo ya awali ambayo mlitengeneza na ubainishaji wa mapato mliofanya katika hatua iliyopita, sasa ni muda wa kuyapa vipambebe malengo ya awali. Malengo yaliyopewa vipambebe yapewe maelezo wazi na vielelezo vinavyoonyesha hali ilivyoboreka baada ya utekelezaji. Malengo yaliyowekewa vipambebe yatatakiwa kupangwa na kupewa namba kwa kuzingatia vipambebe.



Kuyaweke malengo vipambebe:

Ebu, tuanze kwa kupitia orodha ya malengo ya awali tuliyoorodhesha katika shughuli iliyopita. Kama kikundi mtaamua ni lengo lipi muhimu zaidi kuliko mengine, yaani kipaambebe cha kwanza. Andika namba 1 mbele yake. Halafu amueni ni lipi lenye umuhimu wa pili na andika namba 2 mbele yake. Endeleeni kufanya hivyo hadi malengo yote yamalizike. Mnaweza kuamua kubadilisha mpangilio wakati wowote. Itabidi mtengeneze utaratibu wa namna ya kukubaliana kwa kuwa itabidi kufikia muafaka kabla ya kufanya uamuzi wa mwisho.

Baada ya kumaliza kuyaweke malengo vipambebe chunguzeni tena orodha. Mnadhani mnaweza kuchukua malengo yote katika Mpango wa Maendeleo ya shule wa miaka mitatu au kuacha mengine kutokana na muda mfupi na mapato haba? Tafadhali jadilini tena orodha kwa kuzingatia ukweli huu na kukamilisha jedwali lifuatalo kwa kuandika upya malengo kwa mpangilio wa vipambebe. Orodhesheni malengo yale tu ambayo mmeamua kuyaweke katika mpango wa miaka mitatu.

Malengo kwa Vipambebe

1.
2.
3.
4.
5.
6.
7.
8.
9.

4-3 KUWEKA SHABAHA

Mmechagua malengo ya mpango na kuyapatia vipaumbele sasa mtaweka shabaha wazi kwa kila lengo kwa kutumia Viashirio Bainifu.

"Bainifu" ina maana kwamba mtu yeyote anaweza kucheki tena na kupata matokeo yale yale. Viashirio vya aina hiyo vitawawezesheni kupima kwa usahihi mafaniko au maendeleo ya malengo. Viashirio bainifu vitatumika pia kama vigezo vya ufuatiliaji na tathmini hapo baadae.

Hapa chini ni muundo na mfano wa Karatasi la Viashirio. Viashirio vinatakiwa kuchaguliwa kwa makini ili viweze kupima mafanikio au maendeleo ya lengo na viwe rahisi kupatikana. Mnaweza kupata viashirio zaidi ya kimoja kwa kila lengo.

Mfano: Karatasi ya Viashirio

Malengo	Viashirio Bainifu				
	Aina ya Data	Hali ya sasa	Shabaha kila mwaka		
			2005 mwishoni	2006 mwishoni	2007 mwishoni
<Lengo 1> Watoto wote kijijini watahudhuria shule.	Kiwango halisi cha uandikishaji (NER)	85%	90%	95%	100%
	Kiwango cha watoto nje ya shule	15%	10%	5%	0%
<Lengo 2> Vifaa matumizi shuleni vitaongezeka	Uwiano wa wanafunzi /darasa	76/1	60/1	50/1	45/1
	Idadi ya madarasa yanayotumika	6	8	9	10
	Uwiano wa wanafunzi/madawati	5/1	4/1	3/1	3/1
	Idadi ya madawati yanayotumika	90	120	150	160
	Uwiano wa Wanafunzi/vyoo	Wav. 50/1 Was. 56/1	32/1 32/1	30/1 26/1	25/1 20/1
	Idadi ya vyoo vinavyotumika	Wav. 5 Was. 4	7 7	8 9	10 12
<Lengo 3> Shule itatoa elimu bora zaidi.	Kiwango cha kufaulu MKEM	12%	15%	20%	25%
	Uwiano walimu/wanafunzi	64/1	60/1	50/1	45/1
	Idadi ya walimu	7	8	9	10
	Kiwango cha kwenda sekondari	4%	8%	10%	20%
<Mengine yameachwa >					



Utayarishaji wa Karatasi la Viashirio

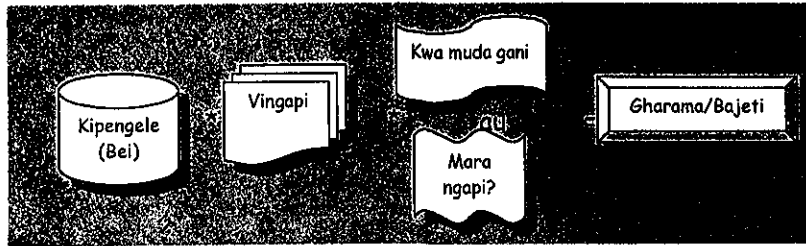
Kwa kutumia muundo hapo juu tayarisheni Karatasi la Viashirio. Kwanza mtaandika malengo yote katika safu ya kushoto. Halafu mtajadili na kupata viashirio vinavyofaa kwa kupima mafanikio ya malengo. Mnatakiwa kwanza kutaja hali halisi iliyobainishwa kutokana na zoezi la uramanishaji shule, na kisha mtaweka shabaha zinazotekelezeka. Karatasi la ubainishaji Pengo mliloliandaa awali (uk. 11) linaweza kutumika kama rejea mnapoweka shabaha. Kulingana na hali halisi ya shule yenu pamoja na upungufu wa muda na mapato ya shule yenu, kwa wakati huu mnaweza kulazimika kuweka shabaha ambayo ni chini ya shabaha ya taifa. Shabaha zinatakiwa ziwe zile zinazotekelezeka. Kwa kuwa mpango ni wa miaka 3 mnatakiwa kuweka shabaha zinazoweza kufikiwa kila mwaka.

4- 4. UPANGAJI SHUGHULI

Shughuli ni vitendo mahsusi vinavyohitajika kutimiza malengo kwa kutumia vizuri rasimili zilizopo. Kwa mfano ili kutimiza lengo "Vifaa vya matumizi shuleni vitaongezeka" vitendo mbalimbali vinatakiwa kufanyika kama vile ukarabati wa vyumba vya madarasa, ukarabati wa samani iliyoharibika, ununuzi wa samani mpya, n.k. Vitendo hivi ndiyo "shughuli". Kwa vile inatubidi tubainishe mahitaji na gharama ya kila shughuli katika hatua inayofuata, shughuli zinatakiwa kuandikwa kwa ukamilifu na uwazi inavyowezekana. Kwa mfano, "jenga vyumba vipya vya madarasa," "nunua vitabu vya kiada" au "andaa mkutano" haiwapi taarifa ya kutosha kuweza kubainisha mahitaji ya rasimili. Kwa upande mwingine, "Jenga madarasa 4 mapya," "Nunua vitabu vya kutosha vya Hisabati kwa madarasa 5 - 7 ili watoto 3 wachangie kitabu kimoja" au "andaa mikutano kila mwezi" itawapatieni kigezo cha kubainisha mahitaji na kukokotoa gharama.

Shughuli zinatakiwa kuorodheshwa kufuatana na muda wa utekelezaji kama zinatekelezwa kwa mfuatano huo. La siyoy ziorodheshwe kwa mpangilio wa vipaumbele.

Fomula ya kukokotoa gharama (bajeti)



Kama rejea, vifuatavyo ni viwango vya bei zilizoandikwa katika "Micro Planning 2002-2006" Wizara ya Elimu na Utamaduni (WEU) na UNICEF mwezi Septemba 2001.

Kipengele	Bei yake (Sh)
Ujenzi mpya	
Darasa	4,000,000
Nyumba ya mwalimu	5,000,000
Ofisi ya Walimu	2,000,000
Maktaba	4,000,000
Vyoo	173,100
Stoo	2,000,000
Chumba cha wanafunzi wa kike	4,000,000
Matengenezo	
Darasa	1,009,000
Nyumba ya mwalimu	1,202,000
Samani	
Dawati la wanafunzi	6,000
Kiti cha mwanafunzi	4,000
Rafu	60,000
Meza	4,600
Kitalu cha maua	70,000
Vifaa vya kufundishia	
Kitabu cha Hesabu	1,200
Kitabu cha Kiswahili	2,600
Kitabu cha kujisomea	1,000
Mafunzo kazini	300,000

Ufuatao ni mfano wa Orodha ya Mahitaji na ukokotoaji wa gharama za shughuli kwa kutumia bei zilizoonyeshwa hapo juu.

INA	Shughuli	Mahitaji	Ukokotoaji wa Gharama
2.1	Karabati madarasa 2 yaliyopo	Vifaa, nguvukazi, seremala	Tshs. 1,009,000 x 2 = Tshs. 2,018,000
2.2	Jenga madarasa 4 mapya	Fundi mwashi, vifaa, nguvukazi.	Tshs. 4,000,000 x 4 = 16,000,000
2.3	Jenga vyoo 5 vya wavulana na 8 vya wasichana	Fundi mwashi, vifaa nguvukazi	Tshs. 173,100 x 13 = 2,250,300
2.4	Nunua madawati 70	Mwalimu Mkuu, fedha za kununulia madawati	Tshs. 6,000 x 70 = Tshs. 420,000.



Ukokotoaji wa makadirio ya Gharama

Sasa kazi yenu ni kupata bei za kila kipengele kinachotakiwa kwa shughuli mlizobainisha katika hatua iliyotangulia.

Orodha ya Bei za kila kipengele

Vipengele	Bei (Tshs.)

Kwa kutumia bei mlizopata hapo juu sasa mnaweza kukokotoa gharama ya kila shughuli mkitumia muundo hapo chini. Kwanza mtaandika shughuli zote zilizobainishwa katika Jedwali la Malengo na Shughuli (uk. 30) halafu muandike mahitaji yote (watu na vifaa) na kukokotoa gharama ya kila shughuli.

Orodha ya Mahitaji

	Shughuli	Mahitaji	Ukokotoaji wa Gharama
1.1			
1.2			
1.3			
<inaendelea>			

MFANO: MPANGO WA UTEKELEZAJI

Tina la Shule xxxxxxxxxxxxxxxxxxxx

Muda: Jan 1, 2005 - Des. 31, 2007

Tmeandaliwa 15 Aug. 2004

Dira: Shule yetu itawapatia watoto wote kijijini fursa sawa ya elimu bora ya msingi.

Malengo	Shabaha	Shughuli	Chombo cha Utekelezaji	Mahitaji	Gharama	Ratiba ya Utekelezaji		
						2005	2006	2007
Lengo 1 Watoto wote wa umri wa kawanda shule kijijini watahuhuria shule	Kiwango halisi cha Uondikishaji (NER) 100%. Kiwango cha watoto nje ya shule 0%	1.1	Itisha mikurano 3 ya Uhamasishaji katika kijiji	Kamati ya Shule				
		1.2	Patia kila mtoto dhakula cha mchana	Kamati ya Shule	Kiongozi wa kijiji	Tsh. 22mil.		
Lengo 2 Vifaa vya matunzizi viraongezeka	Uwiano wa warafunzi/darasa wa 45:1	2.1	Nunua mipira kwa kila darasa na andaa muda wa michezo kila wiki	Kamati ya Shule	Wazazi, Unga Mboga	Tsh. 90,000		
		2.2	Karabati madarasa 2 yaliyopo.	Kamati ya Shule	Wazazi, walimu Mipira 15	Tsh. 2,018,000		
	Uwiano wa warafunzi/dawati wa 3:1	2.3	Jenga madarasa 4 mopya	Fundi mwishi, vifaa, nguvukozi	Tsh. 16,000,000			
		2.4	Jenga vyo 5 vya wawilana na 8 vya wasichana	Kamati ya Shule	Fundi mwishi, vifaa, nguvukozi	Tsh. 2,250,000		
			Nunua madawati 70	Kamati ya Shule	Mwalimu Mkuu, Fedha za kumundia madawati 70	Tsh. 420,000		



MPANGO WA UTEKELEZAJI
Lengo - Kuandaa mpango wa utekelezaji ambao ni muhtasari wa namna na lini shughuli husika zitekelezwe katika miaka mitatu ilayo.

Kutokana na hatua za Uundaji Programu mmeweza kuchagua na kuyapatia vipaumbele malengo, kuweka shabaha, kubainisha shughuli na mahitaji. Sasa tutaunda Mpango wa Utekelezaji (MU), ambao unatoa muhtasari wa namna na wakati wa kutekeleza mpango. Vipengele vyake muhimu ni pamoja na malengo, shabaha, shughuli, chombo cha utekelezaji, mahitaji, gharama na ratiba ya utekelezaji.

Safu ya kwanza na ya tatu zina malengo na shughuli ambavyo mmekwisha orodhesha katika Jedwali la Malengo na Shughuli (ukurasa wa 30). Safu ya pili ni shabaha ambazo mmeziandika katika Karatasi la Viashirio. Safu ya nne ni kwa ajili ya Chombo cha Utekelezaji. Mtabainisha nani atawajibika kwa utekelezaji wa kila shughuli. Safu ya tano, Mahitaji, ni kwa ajili ya mahitaji ya watendaji na vifaa kwa ajili ya utekelezaji wa kila shughuli na katika safu ya mwisho mtabainisha muda wa utekelezaji. Mfano wa mpango wa utekelezaji umeonyeshwa katika ukurasa unaofuata.

Shughuliya ya 14 Kuandaa Mpango wa Utekelezaji

Sasa mtaandaa Mpango wa Utekelezaji kwa kutumia muundo ulioonyeshwa katika ukurasa unaofuata.

MFANO: MPANGO WA UTEKELEZAJI WA MWAKA

Jina la Shule: xx

Muda Januari 1, 2005 - Desemba, 31, 2005

Umeandaliwa: Agosti 15, 2004

	Shughuli	Chombo cha utekelezaji	Mahitaji	Gharama	Chanzo	Ratiba ya Utekelezaji (2005)			
						R1	R2	R3	R4
1.1	Ilisho mlikotano kuhamasisha madhuhuro shuleni	Kamati ya shule	AMK (VEO) Maandilizi ya mlikotano ya kijiji						
1.2	Andaa kikundi cha kutoa chakula cha mchana mpira kile mchana shuleni	Kamati ya shule	Wazazi Unga Mboga (katoka bustani ya shule) Wazazi	Tsh. 7,000,000	Shule				
1.3	Nunua mipira kwa oroda muda wa michezo kila wiki	Shule	Majimu Mpira IO	Tsh 60,000	Jamii				
2.1	Karabati madarasa 2 ya vyopo	Kamati ya shule	Vifaa Nguvukazi Seremba	Tsh 1,000,000 Tsh 700,000 Tsh 318,000	Serikali Kuu Jamii Serikali Kuu				
2.2	Jenga madarasa 2 mpya	Kamati ya shule	Fundi mwaazi Vifaa vya majali Nguvu kazi	Tsh 2,000,000 Tsh 2,000,000 Tsh 800,000	Wiliyoa Serikali Kuu Jamii				
2.3	Jenga vyoo 2 vya wastahona vya wastahona	Kamati ya shule	Fundi mwaazi Vifaa vya majali Nguvu kazi	Tsh 100,000 Tsh 405,500 Tsh 150,000 Tsh 210,000	Wiliyoa Serikali Kuu Jamii				
2.4	Nunua madawati 30	Shule Jamii	Mawilimu Mkuu Fedha za kumunika madawati	Tsh 180,000	Serikali Kuu				

MPANGO WA UTEKELEZAJI WA MWAKA
Lengo: Kutayarisha mpango wa utekelezaji wa mwaka ambao ni muhtasari wa namina na lini utekelezaji wa shughuli husika utafanyika

Kutokana na mpango wa utekelezaji wa miaka mitatu ijayo uliotayarishwa katika hatua iliyotangulia, mpango wa utekelezaji wa mwaka utaandaliwa. Mpango wa utekelezaji wa mwaka ni mpango wa undani zaidi kwa mwaka mmoja wa kwanza wa mpango (kwa upande wetu ni 2005). Shughuli zile tu ambazo zimepangwa kwa ajili ya mwaka husika ndizo zinatakiwa kuonyeshwa kwa uwazi katika mpango wa utekelezaji wa mwaka husika. Kwa mfano, mpango wenu ni "Kujenga madarasa 4 mapya" katika miaka 3 ya mpango (ukurasa 35, shughuli 2.2 ya Mpango wa Utekelezaji). Ikiwa mtajenga madarasa 2 katika mwaka wa kwanza, mpango wa utekelezaji wa mwaka (kwa mwaka wa kwanza) utataja "jenga madarasa 2 mapya" (ukurasa 37 shughuli 2.2 ya Mpango wa mwaka wa Utekelezaji). Mnaweza kuona mfano ukurasa unaofuata.



Uandaaji wa Mpango wa Mwaka wa Utekelezaji

Sasa mtaandaa Mpango wa Mwaka wa Utekelezaji mkifuata muundo ulioonyeshwa katika ukurasa unaofuata.

Hili si zoezi gumu kwani mpaka sasa mna taarifa za kutosha. Tumieni mfano wa mpango wa utekelezaji wa mwaka ulioko katika ukurasa unaofuata kwa shughuli hii.

HATUA YA 7

MPANGO WA UFUATILIAJI

Lengo: Kutayarisha mpango wa ufuatiliaji ikiwa ni muhtasari wa namna gani ilini na nini kifuatiliwe

Ufuatiliaji ni kubaini kiwango cha utekelezaji wa programu na kurekebisha mpango kama ni lazima. Kiwango cha mafanikio ya shughuli na malengo huangaliwa upya wakati wa ufuatiliaji. Ili kutekeleza jukumu hili barabara inatakiwa kuwa na Mpango wa Ufuatiliaji. Mfano wa mpango wa ufuatiliaji umeonyeshwa katika ukurasa unaofuata.

Shughuli na. 16

Kuandaa Mpango wa Ufuatiliaji

Mpango wa Ufuatiliaji unatakiwa kuonyesha *Malengo* ambayo utekelezaji wake unatakiwa kufuatiliwa na *Aina ya Data* itakayotumika katika kupima mafanikio na pia *Shabaha* za kila lengo na viashirio vyake bainifu. Hivyo vimekwisha bainishwa katika ukurasa uliotangulia. Mnachotakiwa ni kunakili kwanza malengo na viashirio kutoka katika Karatasi ya Viashirio.

Zaidi ya hayo mtu atakayewajibika na ukusanyaji wa taarifa, mbinu na mara ngapi kuripoti, na mtu wa kuhakiki ripoti anatakiwa kubainishwa.

MFANO: MPANGO WA UFUATILIAJI

Jina la Shule: xxxxxxxxxxxxxxxx Muda: Januari 1, 2005 - Desemba 31, 2007
Imetayarishwa Agosti 25, 2004

Malengo	Aina ya Data	Viashirio Bainifu				Mkusanyaji Taarifa	Mbinu na mara za kuripoti	Mhakiki Ripoti
		Hali Halisi sasa	Shabaha ya kila mwaka					
			Mwisho wa 2005	Mwisho wa 2006	Mwisho wa 2007			
Lengo 1 Watoto wote kijijini wa umri wa kwenda shule watahudhuria shule	Kiwango cha Uandikishaji (NER)	85%	90%	95%	100%	Mwalimu mkuu	Ripoti ya Shule Kila robo mwaka	Kamati ya Shule, MEK
	Kiwango cha watoto nje ya shule	15%	10%	5%	0%	Mwalimu mkuu	Ripoti ya Shule Kila robo mwaka	Kamati ya Shule, MEK
Lengo 2 Vifaa vya matumizi shuleni vitaongezeka	Uwiano wa wanafunzi/ darasa	76:1	60:1	50:1	45:1	Mwalimu mkuu	Ripoti ya Shule Kila robo mwaka	Kamati ya Shule, MEK
	Idadi ya modarasa yanayotumika	6	8	9	10	Mwalimu mkuu	Ripoti ya Shule kila robo mwaka	Kamati ya Shule, MEK
	Uwiano wa wanafunzi/ dawati	5:1	4:1	3:1	3:1	Mwalimu mkuu	Ripoti ya Shule Kila robo mwaka	Kamati ya Shule, MEK
	Idadi ya madawati yanayotumika	90	120	150	160	Mwalimu mkuu	Ripoti ya Shule Kila robo mwaka	Kamati ya Shule, MEK
	Uwiano wa wanafunzi/vyoo	Wav. 50:1 Was: 56:1	32:1 32:1	30:1 26:1	25:1 20:1	Mwalimu mkuu	Ripoti ya Shule Kila robo mwaka	Kamati ya Shule, MEK
	Idadi ya vyoo vinavyotumika	Wav. 5 Was. 4	7 7	8 9	10 12	Mwalimu mkuu	Ripoti ya Shule Kila robo mwaka	Kamati ya Shule, MEK
	<mengine yameachwa>							

SEHEMU YA 3

KURIPOTI

Baada ya kumaliza hatua na ngazi zote katika warsha, Mwalimu mkuu akishirikiana na Mwenyekiti wa Kamati ya Shule, ataunganisha pamoja matokeo yote ya warsha katika Rasimu ya Mpango wa Maendeleo wa Shule. Baada ya kukamilika rasimu ya mpango huo inatakiwa kupitiwa kwa uangalifu na Kamati ya Shule na kuwasilishwa kwenye Kijiji/Mtaa na baadaye kwenye Kata na Wilaya.

Muundo wa Mpango wa Maendeleo wa Shule umeonyeshwa katika ukurasa unaofuata.

MUUNDO WA MPANGO WA MAENDELEO WA SHULE

Majumuisho Rasmi

(Eleza kwa kifupi mchakato wa kuandaa mpango na toa muhtasari wa uchambuzi wa Hali Halisi, Dira, Malengo na gharama yote ya kutekeleza Mpango wa miaka 3 wa maendeleo wa Shule).

1. Hali ya Shule kwa sasa

1.1: Matokeo ya Uchambuzi wa wadau

(Toa Muhtasari wa Wadau wa Shule na matarajio yao).

1.2: Matokeo ya uramanishaji Shule

(Toa Muhtasari wa matokeo ya uramanishaji shule na ambatanisha Karatasi la Ubainishaji Pengo).

1.3: Uwezo, Udhaifu, Fursa na Vikwazo vya Shule

(Toa muhtasari wa uwezo, udhaifu, fursa na vikwazo vya shule).

2. Uundaji wa Programu

2.1: Dira

(Andika Dira na eleza jinsi dira iliyopatikana).

2.2: Malengo

(Ambatanisha Orodha ya vipaumbele vya malengo na jinsi malengo yalivyopatikana na kupewa vipaumbele).

2.3: Shabaha

(Ambatanisha Karatasi la Viashirio)

2.4: Shughuli na Mahitaji

(Ambatanisha Karatasi la Ubainishaji wa Mapato, orodha ya bei na orodha ya mahitaji).

3. **Mpango wa Utekelezaji**
(Ambatanisha Mpango wa Utekelezaji. Hakuna haja ya maelezo).
4. **Mpango wa Utekelezaji wa Mwaka**
(Ambatanisha Mpango wa Utekelezaji wa Mwaka bila maelezo zaidi).
5. **Mpango wa Ufuatiliaji**
(Ambatanisha Mpango wa Ufuatiliaji bila maelezo zaidi).
6. **Viambatanisho:**
Taarifa zozote muhimu kwa kusaidia yaliyomo kwenye ripoti.

Kiambatisho

NAMNA YA KUKOKOTOA VIASHIRIA VYA ELIMU

Kiwango halisi cha uandikishaji au Net Enrolment Rate (NER) kwa kiingereza.

Hiki huonyesha asilimia ya watoto wa umri wa kwenda shule walioko shuleni kati ya idadi ya watoto wote wa umri huo huo. Kwa mfano kama kijijini kwako kuna watoto 200 wa umri wa shule (miaka 7 - 13) na kati yao 120 wamo shuleni tunaweza kusema kuwa NER ni 60%. Hii inaweza kukokotolewa kwa urahisi kama ifuatavyo:-

$$\begin{aligned} \text{NER} &= \frac{\text{Watoto wa umri wa shule walioko shuleni}}{\text{Watoto wote wa umri wa shule}} \times 100 \\ &= \frac{120 \times 100}{200} = 60\% \end{aligned}$$

NER ikiwa kubwa ni vizuri zaidi. Kama watoto wote wa rika la shule wako shuleni NER ni 100%. Hapa tunajumlisha wavulana na wasichana kwa pamoja. Ni vizuri pia kupata NER ya wavulana na wasichana peke yao kwa ulinganisho.

Kiwango ghafla cha uandikishaji au Gross Enrolment Rate (GER).

Hiki kinafanana na NER. GER huonyesha asilimia ya watoto wa umri wowote walioko shuleni kati ya rika lengwa la umri wa shule (7-13). Kwa mfano ikiwa katika kijiji chako watoto wa umri wa shule ni 200 na walioko shuleni (umri wowote) ni 160 tunaweza kusema GER ni 80%. Hii inaweza kukokotolewa kama ifuatavyo.

$$\begin{aligned} \text{GER} &= \frac{\text{Wanafunzi wote (umri wowote)}}{\text{Wanafunzi wa umri wa shule}} \times 100 \\ &= \frac{160 \times 100}{200} = 80\% \end{aligned}$$

May 6, 2004 - Draft

Kwa ujumla tunaweza kusema kuwa GER ikiwa kubwa ni vizuri zaidi lakini kwa upande mwingine ni vigumu kidogo kuielewa kwa sababu hapa tunalinganisha wanafunzi wote wa umri mbalimbali na watoto wote wa rika la shule. NER ni kipimo kizuri zaidi kwa kuangalia mwenendo wa uandikishaji wa watoto wa rika la shule. Lakini ni rahisi zaidi kupata GER kwa sababu hatuna haja ya kujua umri wa kila mwanafunzi. Tunaweza pia kujua mwenendo wa uandikishaji wa watoto kwa umri mkubwa/mdogo kwa kuangalia GER na NER kwa pamoja. Kwa mfano iwapo NER ni 60% na GER ni 80% inamaanisha nini? Katika kadhia hii tunaweza kusema kuwa kati ya wanafunzi wote, asilimia 20 ni ama chini ya umri wa miaka 7 au zaidi ya miaka 13.

Watoto nje ya shule (out of school children)

Hapa tuanafikiria juu ya aina mbili za watoto ambao hawako shuleni. Moja ni wale ambao wamefikia umri wa kuwa shuleni lakini hawako shuleni, na aina ya pili ni wale ambao wamevuka umri wa shule na hawakwenda shule au waliacha shule. Tunapofikiria juu ya aina ya kwanza ni rahisi kupata asilimia yao kwa sababu ni tofauti kati ya wanafunzi wote wa rika la shule na walioko shuleni wa rika hilo. Kwa mfano ikiwa NER ya kijiji chako ni 60% tunaelewa kuwa takribani 40% ya watoto wa rika la shule hawako shuleni. Ingawa hatuanguali wanafunzi wanaokwenda kusoma shule mjini au vijiji vingine tunaweza kuona ni asilimia ngapi ya watoto wa rika lengwa hawasomi shule kwa kuangalia NER. Bila shaka ikiwa ni wachache ni vizuri zaidi.

Ni vigumu zaidi kupata kiwango cha watoto wa umri mkubwa kuliko rika la shule kwa sababu ya tofauti iliyopo kati yao kiumri. Idadi yao inaweza kuhesabiwa kijijini. Hii ni muhimu kwa ajili ya mipango ya elimu isiyo rasmi na elimu ya watu wazima.

Kiwango cha mahudhurio au Attendance rate (AR)

Hiki ni tofauti na viwango vya uandikishaji. Hiki hutonyesha asilimia ya wanafunzi ambao huja shuleni na kuhudhuria masomo. Kwa mfano ikiwa wanafunzi 40 waliandikishwa darasa la 4 mwanzo wa mwaka na 10 hawahudhuri, hapa maana

May 6, 2004 - Draft

yake ni kwamba kiwango cha mahudhurio ni 75% ambacho hupatikana kama ifuatavyo:-

$$\text{Kiwango cha Mahudhurio} = \frac{\text{Wanafunzi wanaohudhuria}}{\text{Wanafunzi walioandikishwa}} \times 100 = \frac{40-10}{40} \times 100 = 75\%$$

Viwango vya mahudhurio vinaweza kukokotolewa kwa darasa au shule. Kwa kuwa mahudhurio hubadilika siku kwa siku ni kawaida kuchukua wastani wake. Kama unaovyojua kiwango kikiwa kikubwa ni vizuri zaidi.

Uwiano wa wanafunzi kwa mwalimu au Pupils Teacher Ratio (PTR)

Hii kwa kifupi huonyesha idadi ya wanafunzi kwa mwalimu mmoja. Huu ni ulinganisho wa idadi ya walimu na ile ya wanafunzi.

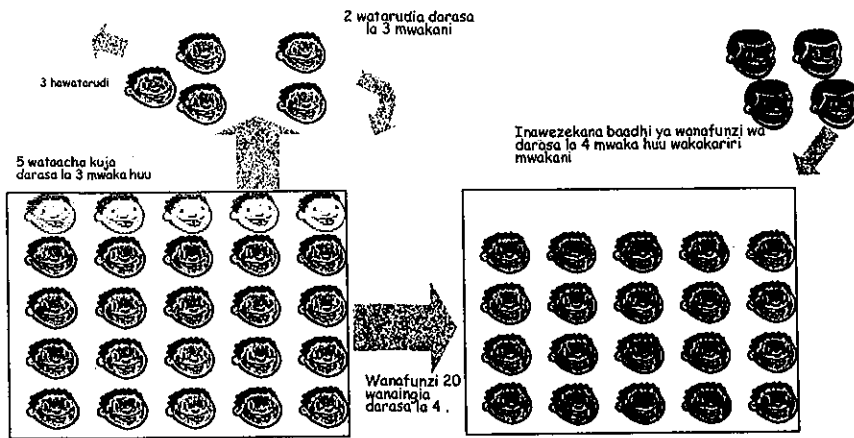
Kwa mfano, ikiwa shule yako ina walimu 7 na wanafunzi 350, PTR ni 50, ambayo ni idadi ya wanafunzi gawanya kwa idadi ya walimu. Kufuatana na mwongozo wa WEU idadi ya wanafunzi 40 inapendekezwa kwa kila mwalimu.

$$\text{PTR} = \frac{\text{Wanafunzi wote}}{\text{Walimu}} = \frac{350}{7} = 50$$

Kiwango cha kuacha shule (Mdongoko) au Drop Out (DOR)

Hebu tuangalie darasa. Tufikirie tuna wanafunzi 25 katika darasa la 3. Kwa kawaida tunataka wote waingie darasa la 4 mwakani, lakini ukweli ni kwamba hilo haliwezekani kwa sababu baadhi ya wanafunzi wataacha kuhudhuria shule (drop out) na wengine watakariri darasa la 3 mwakani (repetition).

Drop Out Rate



Mwaka huu darasa la 3

Mwakani darasa la 4

Hebu tufikirie kadhia hapo juu. Watano (5) wanaacha kuja shule lakini 2 wanarejea na 3 wanaacha kabisa. Hapa kiwango cha kuacha shule (DOR) ni 12% ambacho kinapatikana ifuatavyo:-

$$DOR = \frac{\text{Wanafunzi (wanaoacha shule kabisa)}}{\text{Wanafunzi wote mwaka huu}} \times 100 = \frac{3}{25} \times 100 = 12\%$$

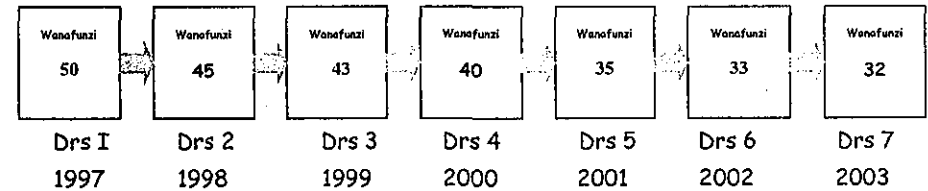
Bila shaka DOR ikiwa ndogo ni vizuri zaidi.

Ili kupata kiwango cha Mdongoko na ukariri tunahitaji kuangalia idadi ya wanafunzi kwa miaka miwili. Aidha kuna uwezekano kuwa wale 3 ambao hawakurejea shuleni huenda wamejiunga na shule nyingine. Kuwafuatilia si rahisi na kiwango cha

kuacha shule kinaweza kuathiriwa katika eneo dogo kama kijiji. Lakini matokeo ya kujiunga na shule nyingine hayana madhara katika kiwango cha taifa.

Kiwango cha kumaliza shule au Completion Rate (CR)

Kiwango hiki huonyesha asilimia ya wanafunzi wanaofika darasa la mwisho na kumaliza. Hebu tuangalie kielelezo hapa chini ili kuona maana ya kiwango cha kumaliza.



Kundi hili lilianza 1997 kama darasa la 1 likiwa na wanafunzi 50. Likawa darasa la 7 mwaka 2003 lakini idadi ya wanafunzi ilipungua kufikia 32 baada ya miaka 6.

$$CR = \frac{\text{Wanafunzi wanaomaliza katika kundi}}{\text{Wanafunzi waliokuwamo katika kundi}} \times \frac{32}{50} \times 100 = 64\%$$

Bila shaka asilimia ikiwa kubwa ni vizuri zaidi.

Kwa kawaida huenda baadhi ya wanafunzi walioanza 1997 wakakariri darasa na kumaliza miaka kadhaa baadaye. Hao si lazima wajumlishwe katika viwango vya kumaliza shule. Hata hivyo kufuatilia wale ambao wanakariri kunafanya ukokotoaji wa viwango kuwa mgumu.

Vile vile ni vigumu kidogo kufuatilia idadi ya wanafunzi katika kipindi cha miaka 6 iliyopita. Kiwango cha kumaliza kinaweza kupatikana kwa kuchukua idadi au viwango vya wanafunzi wanaopanda daraja katika madarasa 7. Ingawa hawa siyo sehemu ya kundi lengwa tunaweza kupata kiwango cha kumaliza ambacho kinaonyesha mwenendo wa upandaji daraja na umalizaji shule.

May 6, 2004 - Draft

MKEM (PSLE)

Huu ni mtihani ambao hufanywa na wanafunzi wa darasa la 7 kabla ya kumaliza shule. Wanafunzi hufanya masomo 4 na kupewa alama katika gredi 5 zinazoanzia na A na kumalizikia na E.

Wanafunzi wanaopata A,B,C huhesabiwa kuwa wamefaulu na wanastahili kuendelea na masomo ya sekondari. Mtihani huu huendeshwa na Baraza la Mitihani la Tanzania ambayo ni taasisi chini ya WEU.

Hebu tunagalie shule ya kijijini pako. Ikiwa wanafunzi 5 walifaulu MKEM mwaka jana kati ya wanafunzi 25 wa darasa la 7 nini kiwango cha kufaulu MKEM?

Kiwango cha kufaulu MKEM = $\frac{\text{Wanafunzi waliofaulu}}{\text{Wanafunzi waliofanya mtihani}} \times 100 = \frac{5}{25} \times 100 = 20\%$
(PLSE Pass Rate) darasa la 7 mwaka jana.