

Appendix 10 District Education Planning Handbook [English]

MOEC/PO-RALG/JICA
SM/MP2

Ministry of Education and Culture

President's Office
Regional Administration and
Local Government

DISTRICT EDUCATION PLANNING HANDBOOK

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DRAFT

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Final Report




The new decentralised system naturally hinges heavily on the planning capacity both at the school and district¹ levels in Tanzania. To meet this condition, the Tanzanian government has been implementing a series of projects since 1997 to train people on the skills of school mapping and school/district education planning. So far, 98 districts out of 114 have been covered by this initiative, part of which has been assisted by UNICEF, NORAD, CIDA and JICA.

The implementation of PEDP in the decentralized system strongly calls for improved capacity of the people at the school and district levels. School mapping and education planning exercise is particularly urgent for the 16 districts not covered so far by any exercise. This is so because the government requires that schools should prepare both a "School Development Plan" and an "Action and Budget Plan" and have them officially approved before receiving any capitation and development grants under the PEDP. The Ministry of Education and Culture has thus requested JICA to assist it with the on-going effort of school mapping and school/district education planning in these remaining districts.

This handbook has been developed with technical assistance from JICA, and is intended to help district officials to conduct district education planning.

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.

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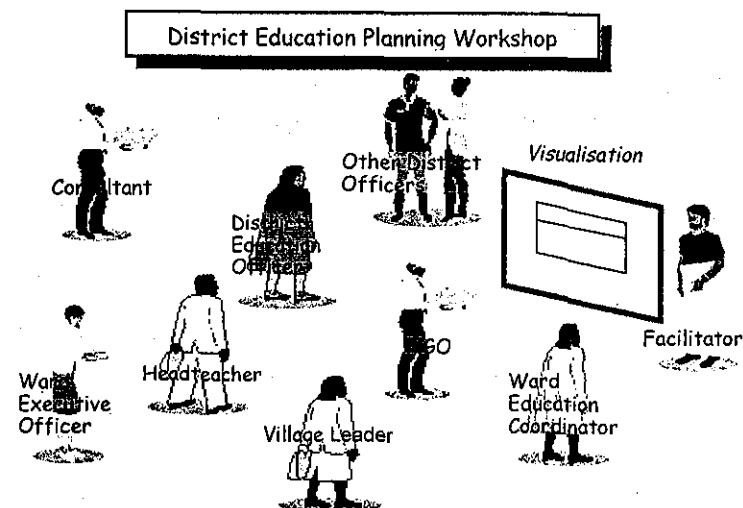
	
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SECTION 1 INTRODUCTION

THE DISTRICT EDUCATION PLANNING WORKSHOP

One of the characteristics of the district² education planning process is positive involvement of stakeholders concerning primary education in the district. The planning is not done by the person in charge of a specific part of primary education alone, but all stakeholders including representatives of the central government, the district officials, ward officials, head teachers, village leaders, and others. A workshop needs to be held for those stakeholders to discuss and work on the planning together.

Ideally, the DPLO and DEO will coordinate and facilitate discussions while participants may elect any suitable person to chair 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 the limited time.



² 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 nature of the district education planning clearly requires the positive cooperation of the participants. Participants should take a leading role in making the District Education Plan, while the facilitator must remain neutral, should not voice his/her opinions and only facilitate the discussion and procedure in order for the participants to prepare the education plan smoothly.

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



Education plans are formulated through active participation of stakeholders.

THE NATIONAL TARGET

From now on, the participants of the workshop will prepare the District Education Plan. In the first place, it is important to confirm the targets of primary education at the national level. Such national targets are defined in *Primary Education Development Plan (PEDP) (2002-2006)*, "Budget Speech" by the Minister of Education and Culture (MOEC) and other documents of MOEC.

The Six National Targets for Primary Education

1. To re-introduce Universal Primary Education (UPE).
2. To Raise the Net Enrolment Rate from 57% in 2001 to 70% by 2003.
3. To raise the Gross Enrolment Rate from 78% in 2000 to 85% by 2003.
4. To reduce the Drop-Out Rate from 6.6% to 3.0% by 2005.
5. To raise the Primary School Examination Pass Rate from 22% in 2000 to more than 50% by 2005.
6. To raise the Transition Rate from 19.5% in 2001 to 21% by 2003 and to reach 50% as soon as possible thereafter.

N.B.

- (1) The Net Enrolment Rate rose to 88.5% in 2003.
- (2) The Gross Enrolment Rate rose to 105.3% in 2003.

Source: Budget Speech by Hon. J.J. Mungai (MP) for the Year 2003/2004 (P.3-4)

SECTION 2 PROCEDURE OF DISTRICT EDUCATION PLANNING

MAIN STEPS OF DISTRICT EDUCATION PLANNING

The district education planning comprises two stages: analysis stage and planning stage. The analysis stage consists of *Preparation* and *Situation Analysis*, and the planning stage consists of *Programme Formulation*, preparation of *Plan of Operation*, *Annual Action Plan* and *Monitoring Plan*.

The first step is *Preparation*. In this step, the participants fully confirm the PEDP goals which is a five year plan articulating the vision of "Universal Primary Education" within the wider policy framework of Vision 2025, the Poverty Reduction Strategy Paper (PRS), the Local Government Reform Programme (LGRP), the Education & Training Policy (ETP), and the Education Sector Development Programme (ESDP).

The second step is *Situation Analysis*. The participants will first analyse stakeholders in primary education in order to identify their roles and potentials for improving primary education. Second, the participants will look at the draft School Mapping report prepared by the district and analyse the results including the gaps of various education indicators between the district and the national target. Third, the participants will analyse existing conditions from the aspects of strengths, opportunities, weaknesses and threats of primary education development in the district.

The third step is *Programme Formulation*. The focus of the discussion shifts to the issue of how to improve the existing situation to attain "desirable future conditions of primary education." This step includes setting vision, setting objectives, prioritizing objectives, setting targets, defining activities and resources required, and costing each activity.

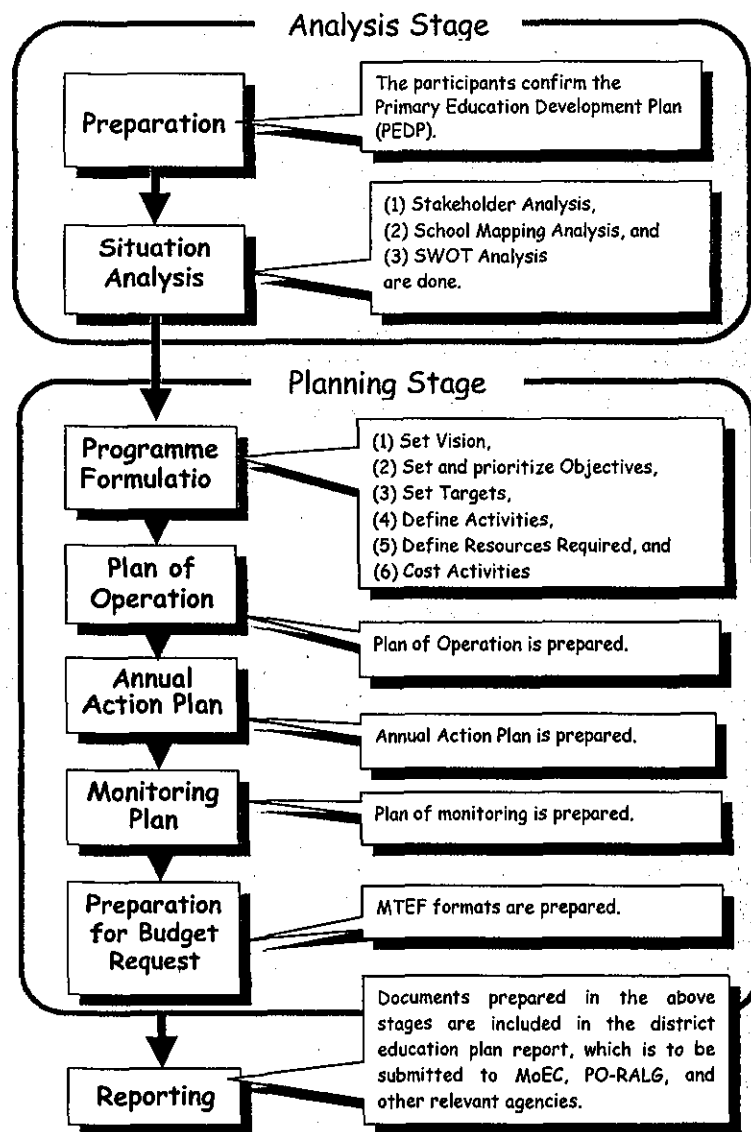
The fourth and fifth steps are preparation of *Plan of Operation* and *Annual Action Plan*. *Plan of Operation* is a matrix of three year plan in which "Objective", "Target", "Activity", "Implementing Agency", "Resources Required", "Cost", and "Time Schedule" are clearly spelled out. *Annual Action Plan*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

The sixth step is preparation of *Monitoring Plan* which shows how to monitor the implementation of the District Education Plan.

The seventh step is preparation for budget request. This step includes how to match the items of *Plan of Operation* and *Annual Action Plan* with the MTEF formats.

Finally, the seventh step is *Reporting*. After completing the workshop, the responsible district officers will prepare a draft District Education Plan. After a thorough review by the district officers, the plan should be submitted to MoEC, PO-RALG and other relevant agencies. The format of the report is given at the last pages of this handbook.

MAIN STEPS OF DISTRICT EDUCATION PLANNING



STEP 1 PREPARATION ~Confirming PEDP Goals~

At the beginning of the workshop, necessary and sufficient information for designing the District Education Plan must be shared among the participants. Among such information is the Primary Education Development Plan (PEDP), the national framework aiming at improvement of primary education. The participants must confirm the strategic priorities set forth in PEDP in the first place. The following box shows the PEDP main strategic priorities.

PEDP Four Main Priorities	
•	Expanding enrolment
•	Improving the quality of teaching and learning processes
•	Building capacity within the education system and other public and private sectors with a stake in education provision, and
•	Strengthening the institutional arrangements that support the planning and delivery of education services

PEDP sets objectives in each of the strategic priorities. The table below represents major objectives by strategic priority articulated in PEDP.

Major Goal	Details (numbers/statements)
1. ENROLMENT EXPANSIONS	
1.1 Full enrolment	<ul style="list-style-type: none"> To enrol all children who are 7-12 years old into Std.1 by 2005 To ensure that formal school system is able to cater for the bulk of school-age children To ensure that all girls and boys from disadvantaged groups, including AIDS orphans are enrolled
1.2 Teachers recruitment	<ul style="list-style-type: none"> To recruit adequate numbers of new teachers To establish teacher-to-pupil ratios that effectively accommodate enrolment increases To ensure an equitable and gender-balanced distribution of trained teachers To increase teacher-to-pupil contact time through effective teacher management
1.3 Construction of classrooms and teacher housing	<ul style="list-style-type: none"> To reconstruct 2-3% of existing classrooms per year To construct additional new classrooms, particularly in the first three years of the plan (2002-2004), to cope with the anticipated large increases in enrolment of 7-10 year olds To provide teacher housing as a deployment incentive, with priority given to female teachers in remote and rural areas To provide teacher housing for 30% of new recruits per year
1.4 Out of school children and youth	To expand complementary basic education programmes for children left out the formal schools, including AIDS orphans
2. QUALITY IMPROVEMENT	
2.1 Human resources	To enable teachers to acquire and develop appropriate pedagogical skills that are academically sound, child-friendly, and gender-

	<ul style="list-style-type: none"> sensitive To enable teachers to acquire higher qualifications To enable the education support staff, i.e. inspectors, WECs, tutors, and head teachers, to provide necessary support to the teacher
2.2 Teaching and learning resources	<ul style="list-style-type: none"> To use decentralised demand and supply mechanisms in order to provide sufficient and relevant instructional materials for the entire number of children in school To provide sufficient instructional materials to support curriculum requirements To create physical classroom and school environments which are conducive to learning
3. CAPACITY BUILDING	
3.1 Pre-service teacher training	<ul style="list-style-type: none"> To up-grade the qualifications, knowledge and skills of teacher training college tutors To ensure the new teachers have appropriate pedagogical skills and knowledge To recognise the content and delivery of pre-service teacher training so as to optimise the use of human, financial and material resources in the teacher training system To train adequate numbers of grade A teacher
3.2 Governance and management	<ul style="list-style-type: none"> To introduce or strengthen education management skills To extend all schools the concept of, and skills for, Whole School Development Plan To ensure that school committees are gender-balanced, democratically constituted, and inclusive of all key stakeholders
3.3 Financial management	<ul style="list-style-type: none"> To establish financial mechanisms and modalities for the plan components To ensure proper management and accountability of funds at all relevant levels
3.4 Educational management information system	<ul style="list-style-type: none"> To ensure that education managers at all levels can generate and have access to reliable data and information about the education system, including statistics of AIDS-related deaths To ensure that educational planning and policy is based on up-to-date, reliable information across all key indicators
4. PEDP INSTITUTIONAL ARRANGEMENT	
4.1 Administrative arrangement	<ul style="list-style-type: none"> To complete the realignment of roles and responsibilities among local, district and central education authorities To ensure that LGAs, and Regional government bodies effectively support the delivery of primary education to all children To ensure that national staff effectively collaborate on the development of policies for primary education
4.2 Institutional responsibilities*	

* This component is omitted since this is not directly related to preparation of education planning. This component in PEDP in fact listed responsibilities of stakeholders not objectives.



STEP 2 SITUATION ANALYSIS

Here, the participants' tasks are: i) to analyse stakeholders in primary education in order to identify their roles and potentials for improving primary education; ii) to look at the draft school mapping report prepared by the district and analyse the results including the gap between the district status and the national target or norm in various education indicators; and iii) to analyse the existing conditions from the aspects of strengths, weaknesses, opportunities and threats of primary education development in the district.

2-1 STAKEHOLDER ANALYSIS

The participants will try to identify all stakeholders (individuals, groups, organisations and institutions) likely to be affected by the implementation of the District Education Plan. The participants also analyse their roles and potentials for improving primary education. The stakeholders would include schools, communities, ward officials, district government, regional government, PO-RALG, MoEC, and funding agencies.

HOW TO CONDUCT STAKEHOLDER ANALYSIS

- List, on the Stakeholder Analysis Sheet, all individuals, groups, organisations, and institutions related to the primary education in the district. The facilitator will let the participants speak out and discuss on what they listed.
- Sort the listed stakeholders by category by using a visual means such as a flip chart and a blackboard. The following are examples of the categories.
 - Beneficiaries: Stakeholders likely to benefit from the implementation of the District Education Plan.
 - Decision-makers: Stakeholders who are authorities and can make a decision.
 - Implementing agencies: Stakeholders who may take part in implementing the District Education Plan.
 - Funding agencies: Stakeholders who may bear expenses.
 - Negatively affected people: Stakeholders likely to be negatively affected by a District Education Plan.
 - Supporting groups: Stakeholders likely to cooperate in the implementation of the District Education Plan.

EXAMPLE - STAKEHOLDER ANALYSIS

BENEFICIARIES	DECISION-MAKERS	IMPLEMENTING AGENCIES	NEGATIVELY AFFECTED PEOPLE	SUPPORTING GROUPS
School-age children	District government	District government	Employers of school-age children	NGOs
Pupils		Schools		International organisations
Teachers		School committees		Villagers
Parents of school-age children		Wards		
Out of school children		Villages		
Village				

STAKEHOLDER ANALYSIS FORM

BENEFICIARIES	DECISION-MAKERS	IMPLEMENTING AGENCIES	NEGATIVELY AFFECTED PEOPLE	SUPPORTING GROUPS

2-2 SCHOOL MAPPING ANALYSIS

From their involvement in education development, the participants may know the current status of primary education in the district. However, the results and finding from School Mapping exercise will give them more detailed information based on the actual data. They may also find some specific aspects rooted in the district if they look at the result of the school mapping questionnaire Part 1~ 3 carefully. The followings are the school mapping questionnaire titles whose results they may refer to.



School Mapping Questionnaires

- Questionnaire Part 1: About School
- Questionnaire Part 2: About Teachers
- Questionnaire Part 3: About Pupils

Results from Questionnaire Part 1 give vital information on current status of primary education in the district including a number of key education indicators. Using them, the participants may fill in the form "GAP IDENTIFICATION SHEET" (p.14), and check how far or close the figures are to those of national targets or norms. If they find a significant gap between the district figure and the national one, then they put the "√" sign at the last column. Information from Questionnaire Part 1 which are not included in the Gap Identification Sheet, such as common diseases, drug use, pupils' travel time, etc., should be summarized separately in CURRENT STATUS IN THE DISTRICT, a form shown on page 15 of this handbook.

Next, let us look at the results of Questionnaire Part 2 ~ 3. The table below shows the summary of the questionnaires. Review each area of the questionnaires and identify the current status. Once the participants identify the status, they should summarise them on CURRENT STATUS IN THE DISTRICT.

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

HOW TO CONDUCT SCHOOL MAPPING ANALYSIS

1. The participants are divided into 3 groups by categories of questionnaires (School, Teacher, and Pupils). A district officer will distribute copies of relevant parts of the draft school mapping report with some pieces of flip chart for each group.
2. Each group chooses a leader and discusses on a concerned area. Each group will analyse the information and prepare a summary of findings on a flip chart using the formats below.
 - School: GAP IDENTIFICATION SHEET and CURRENT STATUS IN THE DISTRICT (about School)
 - Teacher: CURRENT STATUS IN THE DISTRICT (Teachers' View)
 - Pupil: CURRENT STATUS IN THE DISTRICT (Pupils' View)
3. The participants are back to plenary discussion and a representative of each group will present the findings using flip chart.
4. The facilitator will let the participants speak out and discuss the findings.

Gap Identification Sheet

Item or Indicators	Your District	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% for both pupils and teachers	
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. (government + community)		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. Having a library		Yes	
21. Having a playground		Yes	
22. Access to clean water		Yes	
23. School Size		Village: < 560 pupils** Town: < 840 pupils***	

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

** 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)

CURRENT STATUS IN THE DISTRICT

Summary of School (Questionnaire Part 1*)

About streams and double shift (Q6)

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About common disease and drug use (Q17-19)

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About pupils' travel to school (Q20-22)

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About COBET registration (Q26)

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* Data which are not included in Gap Indication Sheet

Summary of Teachers' View (Questionnaire Part 2)

About their preference in teaching (Q1 - 4)

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About better teaching (Q5 - 9)

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About HIV/AIDS issues (Q10 - 12)

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Summary of Pupils' View (Questionnaire Part3)

About their preference in learning at school (Q1 - 6)

• (Phrase)

-
-
-

About better learning (Q7 – 8)

-
-
-

About drop out and punishment (Q9 – 11)

-
-
-

About HIV/AIDS (Q12)

-
-
-

About having meals (Q13 – 15)


-
-
-

2-3 SWOT ANALYSIS

After recognizing stakeholders and current status of primary education in the district, the participants will try to identify the district's internal Strengths and Weaknesses, and to examine external factors which create Opportunities and pose Threats to primary education development. This analysis is called "SWOT analysis", and will help the participants to focus on the key issues in preparing the District Education Plan. The following chart is an example that gives the participants an idea on how to develop a SWOT framework.

Example SWOT Framework for District Education Planning

Name of District: XXXX District in YYYY Region

Strengths	<ul style="list-style-type: none"> ✓ Schools in our district have got enough classrooms. ✓ In our district, agricultural activities have been doing well. ✓ In our district communities are much aware of the importance of education. ✓ Our district office has got computers. 
Weaknesses	<ul style="list-style-type: none"> ✓ Most of the schools in our district don't have enough teachers. ✓ Most of the schools in our district don't have enough books. ✓ Most of the schools in our district face shortage of desks & chairs. ✓ Most of the schools in our district don't have a play-ground for pupils.
Opportunities	<ul style="list-style-type: none"> ✓ Many villages in our district have free spaces around schools. ✓ Many villages in our district have many forests which provide timbers for making school furniture.
Threats	<ul style="list-style-type: none"> ✓ Some villages are not willing to send female children to school. ✓ Families and students in some villages have little understanding of HIV/AIDS. ✓ Many parents believe that corporal punishment is necessary for good education.

HOW TO CONDUCT SWOT ANALYSIS

1. The participants are divided into 4 groups by categories (Strengths, Weaknesses, Opportunities, and Threats). Some pieces of flip chart will be provided for each group.
2. Each group chooses a leader and discusses on a concerned area. Each group will prepare a list of the assigned area on a flip chart.
3. The participants are back to plenary discussion and a representative of each group will summarise the result of discussion using flip chart.
4. The facilitator will let the participants speak out and discuss.

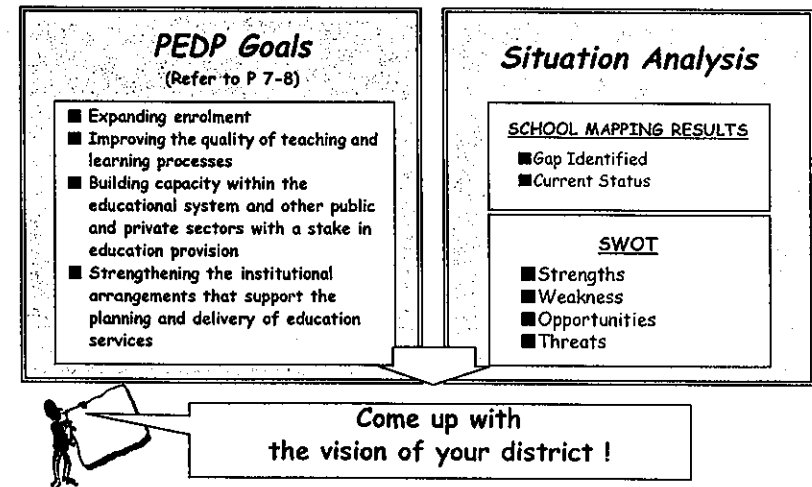
SWOT of Primary Education Development in Your District	
Strengths	
Weaknesses	
Opportunities	
Threats	

STEP 3 PROGRAMME FORMULATION

3-1 SETTING DISTRICT'S OWN EDUCATIONAL DEVELOPMENT VISION

So far, the participants have confirmed PEDP goals and conducted situation analysis. Now, the participants will enter the next step, *Programme Formulation*. Before stepping into the main part of programme formulation, the participants need to set the district's own educational development vision. What is a "Vision"? Vision is "an Image of the Future". The vision statement should be clear and realistic and it should show the direction of the Plan. Why is "Vision" needed? Because it is difficult to select and prioritise objectives without a vision. The vision will show where the district primary education is heading for.

To set the vision, the participants should refer to the PEDP goals and the findings from situation analysis. Then, the participants will discuss what the best vision the district can set.



**Come up with
the vision of your district !**

3-2 SETTING OBJECTIVES

Objectives are set through a process known as Objective Analysis.

Objective analysis is the process of identifying the desirable situation that would be attained once problems have been solved, and clarifying the means-end relationship required to attain the situation.

3-2-1 Tentative Objective List

When setting objectives, the participants should ask how to achieve the vision starting from the current status. The participants should also take PEDP strategic priorities into consideration. Out of the four strategic priorities (p.8), enrolment expansion, quality improvement, and capacity building are particularly important and relevant when preparing an education plan at district level. In the previous steps the participants have set the district's Vision for primary education development and through the situation analysis they have grasped the district's current status regarding primary education. Based on the district's current situation, the participants will now make a list of tentative objectives which are to achieve the vision. The following table is an example of Tentative Objective List.

Example Tentative Objective List

Vision: All the school age children in the district will be provided with equal opportunities for quality primary education.

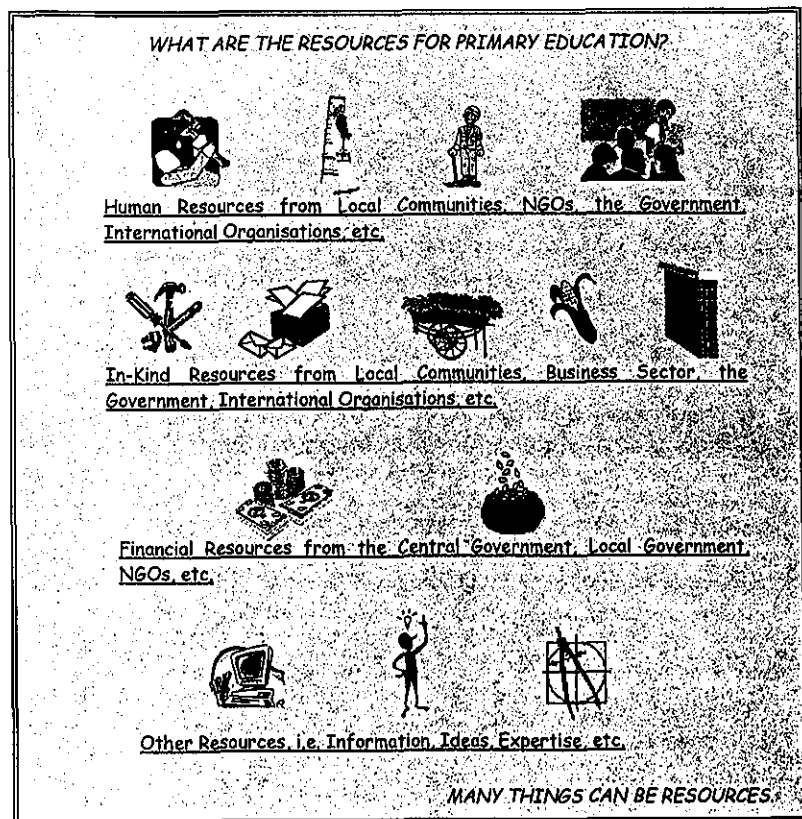
Tentative Objectives	Means
1. All the school age children in the district will attend school	- Rehabilitation of existing classrooms - Construction of new classrooms - Sensitization of villagers
2. Quality of teaching and learning will be improved	- Procurement and distribution of adequate number of textbooks and other teaching and learning materials - In-service training for newly recruited teachers - Ensuring regular school inspections
3. Management capacity of head teachers and school committees will be improved.	- Management training for head teachers and school committee members
4. All the out-of-school children aged 11-13 will enrol COBET classes	- Organize sensitization meetings in each school/village for importance of sending children to school including COBET classes
5.	
6.	

TENTATIVE OBJECTIVE LIST

Tentative Objectives	Means
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

3-2-2 Resource Identification

To design a realistic District Education Plan, it is important to identify resources available for the implementation of the plan. The available resources include existing and potential resources from different sources (the Central Government, District Council, NGOs, etc.).



Now the participants will prepare a *Resource Identification Sheet* in this step. Following is a format and the example of the resource identification sheet.

Example: Resource Identification Sheet

Source	Type/Usage	Amount (million Tsh.)			
		2005	2006	2007	Total
Central Government	Capitation Grant	272.8	341.0	416.0	1,029.8
	Construction of Classrooms	900	1180	1215	3295
	Construction of Teacher Houses	996	1256	1480	3732
	<to be continued>				
Local Government					
NGOs					
	Total				

The participants will write down all the resources that can be mobilised for the duration of the District Education Plan (2005-2007). The main sources include the Central Government, Local Government/Council, and NGOs. In case any in-kind or personnel resources are available, they must also be described. When an accurate estimation of certain resources is difficult, the amount mobilized in the past few years should be reviewed as they may give some indication. It is important to have the estimated total resources available in mind when preparing the plan.

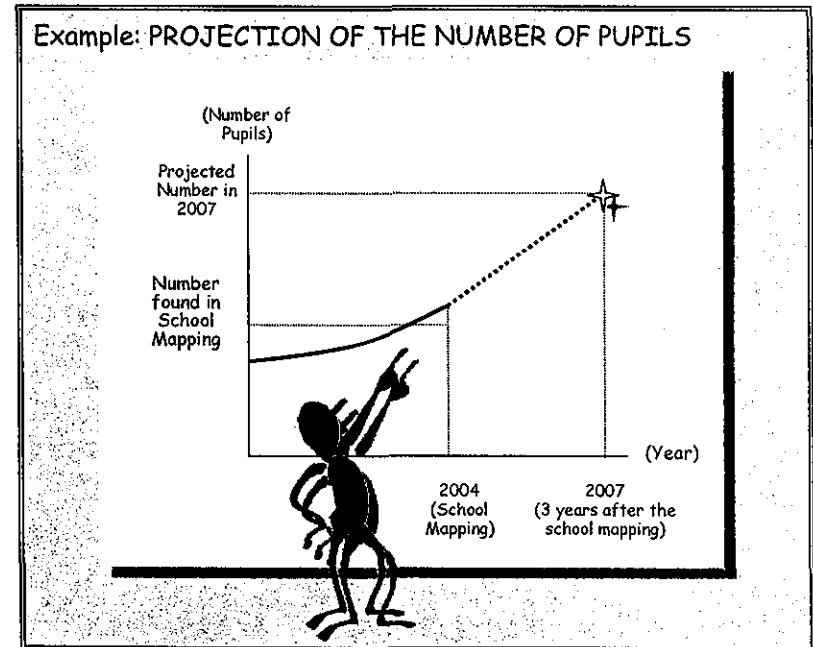
Prioritised Objective List

Priority No.	Objectives
No.1	
No.2	
No.3	
No.4	
No.5	
No.6	
No.7	
No.8	

3-3 SETTING TARGETS

The participants will 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 the success or progress of *Objectives*. The verifiable indicators will also serve as monitoring and evaluation criteria in the future.

In order to set realistic targets and identify activities and resources required, the participants need to know the number of pupils in the district for the coming years.



There are different ways of projecting the number of pupils. The following are two simple formulas to project the number of pupils after Y years (P_y):

	Available	Formula
1	Number of pupils at present (P_0)	$P_y = P_0 \times (1 + r)^y$
	Population growth rate (r)	
2	Number of pupils at present (P_0)	$P_y = P_0 / GER_0 \times (1 + r)^y \times GER_y$
	GER at present (GER_0)	
	GER after Y years (GER_y)	

Example 1:

If the district has 32,000 pupils at present (2004) and the population growth rate is 2.4%, what is the projected number of pupils in 2005, 2006 and 2007?

Year	Number of Pupils
2004	32,000
2005	$32,000 \times 1.024 = 32,768$
2006	$32,000 \times (1.024)^2 = 33,554$ or $32,768 \times 1.024 = 33,554$
2007	$32,000 \times (1.024)^3 = 34,360$ or $33,554 \times 1.024 = 34,360$

Example 2:

If the district has 32,000 pupils at present, GER at present is 106%, population growth rate is 2.4%, and expected GER in 2005, 2006 and 2007 are 104%, 102% and 100%, respectively, what is the projected number of pupils in 2005, 2006 and 2007?

Year	Number of Pupils
2004	32,000
2005	$32,000 / 1.06 \times 1.024 \times 1.04 = 32,150$
2006	$32,000 / 1.06 \times (1.024)^2 \times 1.02 = 32,288$
2007	$32,000 / 1.06 \times (1.024)^3 \times 1 = 32,415$

The second formula will give more accurate projection if a reliable GER is available. If the accuracy of GER is in doubt, it is safer to use the first formula.

The participants will calculate a projected number of pupils in the district:

Year	Number of Pupils
2004	
2005	
2006	
2007	
Formula used	

The table on the next page shows the format and an example of Indicator Sheet together with projected number of pupils. Indicators should be chosen carefully so that they can measure the degree of achievement of the objective and they are easy to obtain. More than one indicator may be set for each objective.

The participants will select indicators, which will measure the achievement of each objective, and write down the current status found in the school-mapping report (or in the Gap Identification Sheet, p.14), and decide the targets for the next three years. In the example above, the national targets are not always used as the plan target. The district should decide the target which is realistic and feasible based on the current status of the district and the resources available for the implementation of the plan.

Example: Indicator Sheet

Objectives	Verifiable Indicators				
	Type of Data	Current Status	Yearly Target		
			End of 2005	End of 2006	End of 2007
Enrolment Projection	Enrolment	32,000	32,768	33,554	34,360
<Objective 1> All the school age children in the district will attend school.	NER	85%	90%	95%	100%
	Attendance Rate	70%	75%	80%	85%
<Objective 2> Usable school facilities will increase.	Pupils/Classroom Ratio	76/1	60/1	50/1	45/1
	Number of usable Classrooms	420	545	670	770
	Pupils/Desk Ratio	5/1	4/1	3/1	3/1
	Number of usable Desks	6400	7900	9900	11400
	Pupils/Toilet Ratio	Boys 50/1 Girls 56/1	39/1 40/1	32/1 32/1	28/1 28/1
	Number of usable Toilets	Boys 320 Girls 290	420 410	520 520	620 620
<Objective 3> Quality of primary education will improve.	PSLE pass Rate	12%	15%	20%	25%
	Pupil/Teacher Ratio	64/1	60/1	58/1	54/1
	Number of Teachers	502	542	582	632
	Transition Rate	4%	8%	10%	20%
<the rest is omitted>					

3-4 SETTING ACTIVITIES

Activities are specific actions needed to achieve the objectives by effective use of the resources. For example, in order to achieve an objective of expanding enrolment and access, different actions needs to be taken such as increasing school facilities by rehabilitating and constructing classrooms, recruiting and deploying teachers to where they are most needed by securing teacher accommodations, organizing sensitization meetings to convince parents with importance of sending children to school, 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, "construct new classrooms", "procure textbooks" or "organize meetings" does not give enough information to identify the resources requirement. On the other hand, "construct 350 classrooms", "procure 5400 maths textbooks for Standard 5-7", or "organize 3 meetings a year at ward level" 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.

The participants will discuss and summarise the activities for each objective in the following format.

Table for Objectives and Activities

Vision: xxx

Objectives		Activities	
1	Usable school facilities will increase.	1.1	Rehabilitate 120 existing classrooms
		1.2	Construct 350 new classrooms
		1.3	Construct 630 pit latrines
		1.4	Purchase 3,500 desks
2			
<to be continued>			

3-5 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, labour, 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 district should fill in the unit cost of required items for the activity by referring to the estimation below.

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 house	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

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

Example: Resource Requirement List

Activity	Resources Required	Cost Calculation
2.1 Rehabilitate 120 existing classrooms	Materials, labour, carpenter	Tsh 1,009,000 X 120 = Tsh 121,080,000
2.2 Construct 350 new class rooms	Engineer, materials, labour	Tsh 4,000,000 X 350 = Tsh 1,400,000,000
2.3 Construct 630 pit latrines	Engineer, materials, labour	Tsh 173,100 X 630 = Tsh 109,943,000
2.4 Purchase 5,000 desks	Head teacher, funds to purchase desks	Tsh 6,000 X 5,000 = Tsh 30,000,000

The participants will prepare the List of Unit Cost using the following format. The list should include all the items required for activities.

List of Unit Cost

Items	Unit Price (Tsh.)

The participants will now prepare the Resource Requirement List. The activities from the Table for Objectives and Activities (p. 31) should be written down under "Activity", then all the (human and physical) resources required should be listed under "Resources Required". Finally, the cost of implementing each activity should be calculated using the List of Unit Cost.

Resource Requirement List

	Activity	Resources Required	Cost Calculation
1.1			
1.2			
1.3			
2.1			
2.2			
2.3			
<to be continued>			

STEP 4
PLAN OF OPERATION

Through the steps taken in the Program Formulation, objectives are selected and prioritized, targets are set, activities and resources are defined. Now, the participants will prepare the *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*.

An example of the Plan of Operation is shown in the next page.

The first and the third columns are *Objectives* and *Activities*, which you have already summarized in the Table for Objectives and Activities (p.31). The second column is *Target*, which the participants have listed in the Indicator Sheet. The fourth column is for the *Implementing Agency*. The participants 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 activity. You have already calculated the cost for each activity in the Resource Requirement List. In this column only the cost without calculation is written down. The *Time Schedule* should indicate the time of implementation of each activity.

STEP 5 ANNUAL ACTION PLAN

From the Plan of Operation for the coming three years prepared in the previous step, the "Annual Action Plan" will be derived. Annual Action Plan is a more detailed plan for the following one year (in our case for 2005). Only the activities planned in the target year should be described in concrete terms in the annual action plan. For example, your plan is to "construct 350 new classrooms" in the 3 year of the plan period (p.35, Activity 2.2 of Plan of Operation). If you are to build 125, 125 and 100 classrooms in the 1st, 2nd and 3rd year, respectively, the Annual Action Plan (for the 1st year) should state "construct 125 new classrooms" (p. 37, Activity 2.2 of Annual Action Plan).

The resources required in that year should be described in detail with its source, and these resources should be proportionate to the three year plan. On this annual action plan, the schedule of the activity for each quarter in the target year is described.

An example of the Annual Action Plan is shown in the next page so that the participants will see how it looks like and be able to prepare their own Annual Action Plan.

ANNUAL PLAN PLAN OF OPERATION

Name of District: xxxxxxxxxx

Plan Period: Jan. 1, 2005 - Dec. 31, 2007

Drafted on: August 15, 2004

Vision: All the school age children in our district will have an equal opportunity for quality primary education

Objectives	Target	Activities	Implementing Agency	Resources Required	Cost (Tsh. 000)	Time Schedule		
						2005	2006	2007
<Objective 1> All the school age children in our district will attend the school	Attendance Rate of 85%	1.1 Organize 3 sensitization meetings a year in each school	Wards, School Committee	WEC		■	■	■
		1.2 Promote sports activity by providing schools with sports equipment	District, School Committees	Funds for sports equipment	4,000	■	■	■
		2.1 Rehabilitate 120 existing classrooms	School Committee	Materials Labor Carpenter	121,080	■		
		2.2 Construct 350 new class room	School Committee	Engineer Materials Labor	1,400,000	■	■	■
<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)	2.3 Construct 630 pit latrines	School Committee	Engineer Material Labor	109,943	■	■	■
		2.4 Purchase 5,000 desks	School Committee	Headteacher Funds to buy desks	30,000	■	■	■
<the rest is omitted>								

Total Cost:

STEP 6 MONITORING PLAN

Monitoring is to examine the degree of programme implementation and to fine tune the plan if necessary. The achievement level of the objectives is reviewed in the monitoring process. To conduct monitoring effectively, there has to be a "Monitoring Plan". An example of the Monitoring Plan is shown in the next page.

The Monitoring Plan should indicate the "Objectives" whose achievement must be monitored using the target expressed by Verifiable Indicators including the *Type of Data* to be used in measuring such achievement. Those are already identified in the previous step. The participants 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.

EXAMPLE ANNUAL ACTION PLAN

Name of District: xxx District Plan Period: Jan.1, 2005 - Dec. 31, 2005 Drafted on: Aug. 15, 2004

ACTIVITIES	IMPLEMENTING AGENCY	RESOURCES REQUIRED	COST (Tsh. 000)	SOURCE	QUARTERS (2005)			
					Q1	Q2	Q3	Q4
1.1 Organize 3 sensitization meetings in each school/village for importance of sending children to school.	Wards, School Committees	W/E, Village leaders			-	-		-
1.2 Promote sports activities by providing schools with sports equipment	District, School Committees	Funds for sports equipment	2,000	District	■	■	■	■
2.1 Rehabilitate 40 existing classrooms in the target 3 wards (ward A, B and C)	School Committees	Materials, labour, carpenter	40,360	Central Govt.	■	■	■	■
2. Construct 125 new classrooms	School Committees	Engineer, materials, labour	500,000	Central Govt.	■	■	■	■
2. Construct 220 pit latrines	School Committees	Engineer, materials, labour	38,082	Central Govt	■	■	■	■
2. Purchase 1500 desks	School Committees	Head teachers, Funds for desks	9,000	Central Govt.	■			

<The rest is omitted>

STEP 7 PREPARATION FOR BUDGET REQUEST

This step is to prepare for the budget request to the central government. After completing the Plan of Operation and Annual Action Plan, district officers have a clear picture of what activities are to be actualised for the coming year and costs for those activities.

As figured out in Plan of Operation and Annual Action Plan, costs for the activities are to be covered with funds from the central government and district own resources, and possibly with contributions from donors and NGOs. Funds from the central government however is the major source of the district councils among the sources of funds, and thus this step specifically focuses on preparation for the budget request to the central government.

As all districts are required by the central government to submit a form called "the MTEF format" for budget request, this step is to match the activities prioritised and resources estimated in Plan of Operation and Annual Action Plan into the MTEF formats. It is not a difficult step for the district officers since all activities and costs are already identified. What district officers need to do is: 1) to identify activities to be financed by the central government in Plan of Operation and Annual Action Plan; and 2) to match them with the items included in the MTEF formats, which consists of four formats for activities and financial operations on three-year basis and the same on annual basis.

MTEF Format For Budget Request

COMPONENT ID# CODE	ACTIVITY ID# CODE	DESCRIPTION OF PROJECT COMPONENT ACTIVITY	UNIT	THREE YEAR PLAN TARGET	THREE YEAR PHYSICAL TARGET			PROJECTED COMPLETION DATE	
					YEAR 1	YEAR 2	YEAR 3		
COMPONENT ID# CODE	ACTIVITY ID# CODE	DESCRIPTION OF PROJECT COMPONENT ACTIVITY	UNIT	ANNUAL PLAN TARGET	ANNUAL PHYSICAL TARGET				FINANCED QUARTERLY DATE
					QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	

Objectives	Type of Data	Current Status	Yearly Target			Person in charge of collecting data	Method and frequency of reporting	Person confirming the report
			End of 2005	End of 2006	End of 2007			
<Objective 1> All the school age children in our district will attend the school.	NER	85%	90%	95%	100%	WECs DEO	Monitoring Report Quarterly	DPLQ, DEB
<Objective 2> Usable facilities increase.	Attendance Rate	70%	75%	80%	85%	WECs DEO	Monitoring Report Quarterly	DPLQ, DEB
	Pupils/Class-room Ratio	76/1	60/1	50/1	45/1	WECs DEO	Monitoring Report Quarterly	DPLQ, DED
	Number of usable Classrooms	420	545	670	770	WECs DEO	Monitoring Report Quarterly	DPLQ, DED
	Pupils/Desk Ratio	5/1	4/1	3/1	3/1	WECs DEO	Monitoring Report Quarterly	DPLQ, DED
	Number of usable Desks	6400	7900	9900	11400	WECs DEO	Monitoring Report Quarterly	DPLQ, DED
	Pupils/Toilet Ratio	Boys 50/1 Girls 56/1	39/1 40/1	32/1 32/1	28/1 28/1	WECs DEO	Monitoring Report Quarterly	DPLQ, DED
	Number of usable Toilets	Boys 320 Girls 290	420 410	520 520	620 620	WECs DEO	Monitoring Report Quarterly	DPLQ, DED

the rest is omitted

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

How to Match the Three-Year Plan of Operation with the MTEF Format (Three-Year Basis) for Budget Request

Objectives	Target	Activities		Implementing Agency	Resources Required	Cost (Tsh. 000)	Time Schedule		
							2005	2006	2007
Objective 1: All the school age children in our district will attend the school	NER of 100% Attendance Rate of 85%	1.1	Organize 3 sensitization meetings a year in each school	Wards, School Committee	WEC		■	■	■
		1.2	Promote sports activity by providing schools with sports equipment	District, School Committees	Funds for sports equipment	4,000	■	■	■
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 120 existing classrooms	School Committee	Materials Labor Carpenter	121,080	■	■	■
		2.2	Construct 350 new classrooms	School Committee	Engineer Materials Labor	500,000,000	■	■	■
		2.3	Construct 630 pit latrines	School Committee	Engineer Material Labor	109,943	■	■	■
		2.4	Construct 630 pit latrines	School Committee	Engineer Material Labor	109,943	■	■	■

Three-Year Plan of Operation

MTEF Format (Activities) for Budget Request

COMPONENT SEG.2 CODE	ACTIVITY No GFS.CODE	DESCRIPTION OF PROJECT COMPONENT ACTIVITY	UNIT	THREE YEAR PLAN TARGET	THREE YEAR PHYSICAL TARGET			PROJECTED COMPLETION DATE
					YEAR 1	YEAR 2	YEAR 3	
1	2	3	4	5	6	7	8	9
*Follow the code number instructed by the central government	*Follow the code number instructed by the central government	Maintenance Physical Infrastructure * Follow the budget items of the central government	No. of classroom	To rehabilitate 120 classrooms	40	40	40	October 2007
			No. of new classroom	To construct new 350 classrooms	120	120	110	December 2007
			No. of pit latrine	To construct pit 630 latrines	220	220	190	October 2007

<The rest is omitted>

Refer to the Annual Action Plan for Year 1

MTEF Format (Financial) for Budget Request

COMPONENT SEG.2 CODE	ACTIVITY No GFS.CODE	DESCRIPTION OF PROJECT COMPONENT ACTIVITY	UNIT	THREE YEAR PLAN TARGET	THREE YEAR FINANCIAL TARGET			TOTAL
					YEAR 1	YEAR 2	YEAR 3	
1	2	3	4	5	6	7	8	9
*Follow the code number instructed by the central government	*Follow the code number instructed by the central government	Maintenance Physical Infrastructure * Follow the budget items of the central government	No. of classroom	To rehabilitate 120 classrooms	40,360,000	40,360,000	40,360,000	121,080,000
			No. of new classroom	To construct new 350 classrooms	500,000,000	500,000,000	400,000,000	1,400,000,000
			No. of pit latrine	To construct pit 630 latrines	38,082,000	38,082,000	33,779,000	109,943,000

<The rest is omitted>

How to Match the Annual Action Plan with the MTEF Format (Annual Basis) for Budget Request

Annual Action Plan

ACTIVITIES	IMPLEMENTING AGENCY	RESOURCES REQUIRED	COST (Tsh. 000)	SOURCE	QUARTERS (2005)			
					Q1	Q2	Q3	Q4
1.1 Organize 3 sensitization meetings in each school/village for importance of sending children to school.	Wards, School Committees	WEC, Village leaders			■	■	■	■
1.2 Promote sports activities by providing schools with sports equipment	District, School Committees	Funds for sports equipment	2,000	District	■	■	■	■
2.1 Rehabilitate 40 existing classrooms in the target 3 wards (ward A, B and C)	School Committees	Materials, labour, carpenter	40,360,000	Central Govt	■	■	■	■
2.2 Construct 125 new classrooms	School Committees	Engineer, materials, labour	500,000,000	Central Govt	■	■	■	■
2.3 Construct 220 pit latrine	School Committees	Engineer, materials, labour	38,082,000	Central Govt	■	■	■	■

<The rest is omitted>

MTEF Format (Activities) for Budget Request

COMPONENT SEG.2 CODE	ACTIVITY No GFS.CODE	DESCRIPTION OF PROJECT COMPONENT ACTIVITY	UNIT	ANNUAL PLAN TARGET	ANNUAL PHYSICAL TARGET				PROJECTED COMPLETION DATE	
					QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4		
1	2	3	4	5	6	7	8	9	10	
*Follow the code number instructed by the central government	*Follow the code number instructed by the central government	Maintenance Physical Infrastructure * Follow the budget items of the central government	No. of classroom	To rehabilitate 40 classrooms	20	20				October 2005
			No. of new classroom	To construct new 125 classrooms	30	30	30	35		December 2005
			No. of pit latrine	To construct pit 220 latrines	220					October 2005

<The rest is omitted>

MTEF Format (Financial) for Budget Request

COMPONENT SEG.2 CODE	ACTIVITY No GFS.CODE	DESCRIPTION OF PROJECT COMPONENT ACTIVITY	UNIT	ANNUAL PLAN TARGET	ANNUAL FINANCIAL TARGET				TOTAL
					QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	
1	2	3	4	5	6	7	8	9	
*Follow the code number instructed by the central government	*Follow the code number instructed by the central government	Maintenance Physical Infrastructure * Follow the budget items of the central government	No. of classroom	To rehabilitate 40 classrooms	20,180,000	20,180,000			40,360,000
			No. of new classroom	To construct new 125 classrooms	120,000,000	120,000,000	120,000,000	140,000,000	500,000,000
			No. of pit latrine	To construct pit 220 latrines	38,082,000				38,082,000

<The rest is omitted>

SECTION 3 Reporting

After completing all the steps and stages in the workshop, the responsible district officers will put all the outcomes and results in a form of a *Draft District Education Plan*. Once the plan is drafted it should be reviewed thoroughly by the district officers, and submitted to MoEC, PO-RALG and other relevant agencies.

The format of the district education planning report is shown in the following pages.

FORMAT OF THE DISTRICT EDUCATION PLANNING REPORT

Executive Summary

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

1. Current Status of Primary Education in the District

1.1 Findings from Stakeholder Analysis

(Briefly summarise the stakeholders with their expectations)

1.2 Finding from School Mapping Analysis

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

1.3 Strengths, Weaknesses, Opportunities, and Threats of Primary Education in the District

(Summarise the strengths, weaknesses, opportunities and threats of the primary education in the district)

2. District Education Plan

2.1 Vision

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

2.2 Objectives

(Attach the Prioritised Objective List and explain why these were selected and prioritized.)

2.3 Target

(Attach Indicator Sheet)

2.4 Activities and Resources Required

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

6. MTEF Formats for Budget Request

(Attach the MTEF Formats, no explanation is necessary.)

Appendix

Any documents effective to support the contents of the report