

MINISTRY OF EDUCATION AND CULTURE
EDUCATION SECTOR DEVELOPMENT PROGRAMME

DISTRICT MICRO-PLAN – GUIDE

OCTOBER 2000 MOEC

1.0 Introduction

Since 1997, The Ministry of Education and Culture, in collaboration with various international organisations, has initiated **school mapping** as a prerequisite to sound educational **micro-planning** at the district level. Micro-planning in turn has been regarded as necessary strategy by which Master-plans (prepared by the MoEC in the wake of the 1995 Education and Training Policy) can be implemented at various educational levels. The organisations which have so far supported the school mapping initiative include United Nations Children Education Fund (UNICEF) and Japanese International Co-operation Agency (JICA). Other donors are also contemplating to join the move.

By June 2000,35 districts had been school-mapped. By the end of year 2000, 22 more districts are likely to have undergone the same process. It is anticipated that by the end of 2001, all Tanzania Mainland districts will have been school -mapped. What, however, emerges behind these efforts, is the extent to which **district** authorities are able to make efficient use of these school mapping reports to formulate their plans for education development. Plans drawn at the local levels (micro plans) have the advantage of responding to the needs and aspirations of the local community as they ensure participation, transparency, accountability and sustainability.

In this document, we provide a set of guidelines to be applied by districts in the process of formulating their micro-plans from the school mapping proposals. These guidelines are thus intended to facilitate education micro-planning at the grassroots level while ensuring that , the emerging plans have a common format.

The guidelines comprise eight main stages as follows:

- Socio-economic profile of the district
- Education Planning in a decentralising policy context
- Interaction between District and ward-level leadership
- Analysis of present situation (to derive core problems, their causes effects and measures/objectives)
- Programme Formulation
- Plan of Operation
- Annual Plan of Action
- Monitoring and Evaluation

2.0 The Micro-Plan

The eight stages identified above are now briefly commented upon in this section:

2.1 Socio-economic Profile of the District

The section provides sketchy background information of the district by stating its **geographical location, historical development, population, economic, social and cultural** status and in particular the **general attitudes of the populace toward schooling**. The purpose of this section should give a general picture, how socio-economic life in the district constrains or facilitates efficient provision of education .At this stage, it is also necessary to comment generally on the spectrum of the resource base by considering various sources.

2.2 Educational Planning in a Decentralising Context.

- Relate macro-planning policy to Education policy priorities to illustrate the need for involving the community in education micro-planning.

- Identify the key stakeholders who have to be involved, their roles and strengths for potential intervention during the implementation stage in order to have in place a micro-plan which ensures wide participation. These stakeholders would be the MoEC, funding agencies, School Mapping experts, district leadership teams and finally local community representatives.
- Emphasise that though the initiative originates from the “top”, the process has to trickle down to the local community through the district.

So finalisation of the micro-plan is only possible after the grassroot level (community, ward, and school) has had a chance to discuss it thereby articulating its aspirations and priorities.

2.3 Interaction between the District Headquarters and Wards, Villages , Schools.

- Upon receipt of school mapping reports, the District Executive Office should disseminate the findings to the wards and orientate them for micro-planning. Then allow them enough time (2-3 weeks) to study the findings and recommendations so as to articulate their prioritised proposals.
- The approach of first having in place ward-level problems/priorities helps the district to establish its targets and resource demand variations.
- Upon receipt priorities for each ward, the district should integrate and synthesise them as its basis for overall district (bearing in mind

that micro-planning school mapping data/information is to be used as a basis for decision making.

2.4 Analysis of Present Situation .

Under this section, data on educational coverage, internal efficiency of the system and quality and degree of utilisation of resources etc have to be available. At this stage, therefore, reference has to be made to school mapping reports and or their summaries.

Then core educational problems are identified and ranked to demonstrate their magnitude of seriousness.

- At first planners are to list several problems that they consider to be core. Then among the problems identified, they will identify one or two core ones which comprehensively cover all the problems concerning primary education in the district.

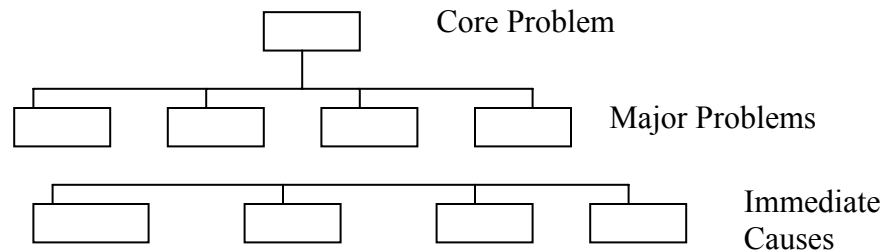
- After identifying the core problem(s), major ones should also be derived whose immediate causes are to be stated as well. These major problems must represent problems in different aspects of basic education in the district, i.e. problems concerning teachers' performance, school facilities, teaching and learning materials, curriculum, school management, educational statistics, social services provision etc.

- Then, immediate causes of the major problems are identified as **Causes**. Between the core problem(s), major problems and causes, cause-effect relationships are established.

Table 1: Problem Identification:

Core problem: Low quality of education

S/N	MAJOR PROBLEMS	CAUSES
1.	Poor school management	1.1 Inadequate training for Headteachers in Management skills 1.2 Lack of effective school committees 1.3 Lack of incentive schemes for teachers and headteachers 1.4 Lack of Parent Teacher Associations 1.5 Poor feedback of PLSE to schools and communities



2.5 Programme Formulation

Under this sub-title, districts have, in the light of the major problems identified, to synthesize and concretise the action to be taken, hence i programmes formulation taken in order to resolve the identified problems.

The result of the work is summarised in the District Micro-Plan Matrix (Table 2), which specifies major programme components, such as Outputs, Activities, Inputs, Verifiable Indicators and Instruments of Verification.

Table 2: Example of District Micro-Planning Matrix

Name of District: Kibaha Duration: 2001/1/1-2005/12/31 Drafted on: 2000/8/4

Programme Purpose(s): The quality of Education is improved

Outputs	Activities	Inputs	Verifiable Indicators of Outputs	Instruments of Verification
1. School Management is improved.	1.1. Train teachers in Managing skills before heading a school. 1.2. Provide responsibility allowance for the member of the school committees. 1.3. Hold workshops and seminars to raise managerial capacity of the school committees. 1.4. Hold workshops for exchange information and opinions among teachers and head teachers. 1.5. Hold workshops and seminars to sensitize parents on effects of dropout and pregnancy rates in school. 1.6. Establish Parent Teacher Associations. 1.7. Establish evaluation scheme performance of schools by results of PLSE.	1.1.1 Courses and workshops at TRCs and NGOs 1.1.2 Costs of the courses and workshops. 1.2 Costs of responsibility allowances for members of school committees. 1.3.1 Assignment of competent members of the committees. 1.3.2 Costs of the workshops and seminars. 1.4 Costs of the workshops. 1.5 Costs of the workshops and seminars. 1.6 Costs of meetings for organizing the associations. 1.7.1 Cooperation by NECTA. 1.7.2 Costs of printing and distributing PLSE results.	1.A Managing capacity of each head teacher is assured by the school committee by using the evaluation form, once a year. 1.B Managing capacity of each school committee is assured by the district government with using the evaluation form, once a year. 1.C All school committees will establish their own school funds with proper accounting at the end of the programme.	1.A The evaluation reports of headteachers . 1.B The evaluation reports of the school committees. 1.C Accounting reports of the school funds.
2. ----				

- Statement of outputs
- Outputs are to correspond to the major problems identified through problem identification.
- Activities correspond to the causes identified through problem identification, and they are specific actions intended to produce the Outputs by effective use of the Inputs.

Identification of Inputs

Plans for Inputs should also be drawn taking into account the personnel, equipment and costs required for each of the activities above.

To design a feasible programme, inputs must be within the limits of the available resources commented on in 2.1 .At this stage , the planner needs to confirm the availability of the resources in the light of the objectives of the programme. For the district and ward level, resources can be categorised into development budget, recurrent budget (excluding salaries), donations from development partners and NGOs, etc. At school/community level, resources can be categorised into UPE fees, contribution by the community, other donations, etc. In case of resources in-kind then specific names and their quantity are to be described. The latter can as well be expressed in monetary terms.

Setting Verifiable Indicators

As a last step of the programme formulation, Verifiable Indicators and Instruments of Verification are identified. The verifiable indicators, which allow measurement of the success of the outputs, should describe “what” will be achieved, “how much” (to what extent), “by when” e.t.c. The Verifiable Indicators should be objectively verified so that they can serve as monitoring and evaluation criteria in the future. The Means of Verification refers to the data source required to verify the Verifiable Indicators.

2.6 Plan of Operation (PO)

Once programmes and their relevant activities have been sorted out, then implementation modality for each of them has to be operationalised. Hence a Plan of Operation (PO) has to be prepared. This plan describes the activities to be undertaken each year of the plan period in question. Its main components include activities to be undertaken; implementing agencies; personnel required, relevant inputs/items; cost and the various phases of implementation. Table 3 below illustrates the point.

Table 3: Example of Plan of Operation

Name of District: Kibaha Duration: 2001/1/1-2005/12/31 Drafted on: 2000/8/4

ACTIVITIES	RESPONSIBLE AGENCY	PERSONNEL REQUIRED	INPUTS/ITEMS	COST	SOURCE	YEARS				
						2001	2002	2003	2004	2005
1.1 Train teachers in Managing skills before heading a school.	MoEC, District		Courses at TRCs and NGOs	6m/= 2m/=	MoEC District					
1.2 Provide responsibility allowance for the member of the school committees.	District, School Committees			6m/= 2m/=	District School funds					
1.3 Hold workshops and seminars to rain managerial capacity of the school committees.	District, School Committees	Competent members of the committees.		10m/= 8m/=	District School funds					
1.4 Hold workshops for exchange information and opinions among teachers and head teachers.	District, School Committees			3m/= 2m/=	District School funds					
1.5 Hold worksops and seminars to sensitize parents on effects of dropout and pregnancy rates in school.	District, School Committees, Wards			1m/= 0.5m/= 0.5m/=	District, School funds Wards					
1.6 Establish Parent Teacher Associations.	District, School Committees, Wards			1m/= 0.5m/= 0.5m/=	District, School funds Wards					
1.7 Establish evaluation scheme performance of schools by results of PLSE.	District		Cooperation by NECTA	2m/=	District					
2.1										

2.7 Annual Plan of Action

From an Education Plan of Operation (of say five years), derive an actual plan for year one. The selection of the activities to be implemented within say four quarters of a year, will depend on:

- Their role to support other activities
- Amount of initial capital required
- The extent to which they meet immediate, intermediate or ultimate needs
- Whether they are on-going or not

Table 4: Example of Annual Action Plan

Name of District: Kibaha Year: 2001 Drafted on: 2000/8/4

ACTIVITIES	RESPONSIBLE AGENCY	PERSONNEL REQUIRED	INPUTS/ITEMS	COST	SOURCE	TIMEFRAME (QUARTER)			
						Q1	Q2	Q3	Q4
1.1 Train teachers in Managing skills before heading a school.	MoEC, District		Courses at TRCs and NGOs	2m/=	MoEC				
1.2 Provide responsibility allowance for the member of the school committees.	District, School Committees			2m/=	District				
1.3 Hold workshops and seminars to rain managerial capacity of the school committees.	District, School Committees	Competent members of the committees.		6m/= 2m/=	District School funds				
1.7 Establish evaluation scheme performance of schools by results of PLSE.	District		Cooperation by NECTA	0.5m/=	District				
2.1 -----									

- These annual plans will continue to be prepared for subsequent years following the implementation of the previous years' annual plans.

2.8 Monitoring and Evaluation

Monitoring and evaluation is a management strategy, designed to assess the extent to which the stated targets are being accomplished. To play this role effectively, there has to be a summary of all the programmes to be implemented annually and other activities as indicated in Table 5.

Table 5: Example of Monitoring Plan

Name of District: Kibaha Duration: 2001/1/1-2005/12/31 Drafted on: 2000/8/4

Activities/ Outputs/ Programme purpose	Targets/ Verifiable Indicators	Person in charge of collecting data and reporting	Timing and Frequency of reporting	Person making the judgement with the report	Action/outcome
(Programme Purpose) The quality of Education is improved	Average internal efficiency of the schools in the district becomes **% by the end of the programme.	DEOs, DPOs and Implementators of School mapping	From 2002/1/1. Yearly.	Head, Department of Policy and Planning, MoEC	
(Output) 1. School Management is improved.	-Managing capacity of each headteacher is assured by the school committee with using the evaluation form, once a year. -Managing capacity of each school committee is assured by the district government with using the evaluation form, once a year. -All school committee will establish their own school funds with proper accounting by the end of the programme.	Chairmen of the School Committees	From 2002/1/1. Yearly.	DEOs and DPOs	
(Activities) 1.1. Train teachers in Managing skills before heading a school.	80% of headteachers complete the training by the end of the programme.	Headteachers	From 2001/7/1. Quarterly.	DEOs	
1.2. Provide responsibility allowance for the member of the school committees.	Allowances are paid to all members of school committees.	Chairmen of the School Committees	From 2001/7/1. Quarterly.	DEOs	
1.3. Hold workshops and seminars to rain managerial capacity of the school committees.	-All committees in the district have quorum with competent members by 2002/12/31. -All committees hold the workshop or seminar for training, once a year at least.	Chairmen of the School Committees	From 2001/7/1. Quarterly.	DEOs	

1.4.	Hold workshops for exchange information and opinions among teachers and head teachers.	The workshop for information exchange is held, once a year at least.	Headteachers	From 2002/7/1. Quarterly.	DEOs	
1.5.	Hold workshops and seminars to sensitize parents on effects of dropout and pregnancy rates in school.	The workshop or seminar for sensitization is held, once a year at least.	WECs and Chairmen of the School Committees	From 2003/7/1. Quarterly.	DEOs	
1.6.	Establish Parent Teacher Associations.	Parents Teacher Associations for all schools starts functioning by 2005/12/31.	WECs and Chairmen of the School Committees	From 2004/7/1. Quarterly.	DEOs	
1.7.	Establish evaluation scheme performance of schools by results of PLSE.	The results of PLSE are printed and distributed to the schools with evaluation by DEOs every year.	Head teachers	From 2001/12/31. Yearly.	DEOs	
(Output) 2. -----						
(Activities) 2.1. -----						

3.0 Conclusion

Before concluding these guidelines a caution would be in order:

- These guidelines, as their name suggests, are not to be regarded as unchangeable as to constrain district initiatives for more sound micro-plans. On the other hand, they should stimulate and indeed stir up further thinking on how educational micro-planning that involves community participation can successfully be accomplished in small geographical areas.
- School mapping reports, have very comprehensive and detailed situational analyses of education provision. Districts need to base their planning on such valuable treasures.

- When formulating activities and setting targets in respects of Plans of Operation and Annual Action Plans, inter-ward variation has to be indicated through prioritisation which indicates the magnitude of deficit/seriousness of a given issue and the feasibility of solving it. School mapping reports/summaries are to be structured to facilitate this kind of precision in targeting variations and ward-level imbalances.

- As a point of stress, it is important that districts de-emphasize global (district focussed) approach to educational micro-planning. The move should be to develop a sustainable system by which ward-level educational concerns are identified and systematically incorporated in the plan at fora of district technocrats and the local community representatives. This is a challenge that district planners will have to grapple with as it deviates from the traditional district-focussed approach.

IMPLEMENTATION PLAN

