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School Mapping and Micro-Planning in Educational Development: The Tanzania Educational Management Perspectives

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ABSTRACT

The study was done in Kigoma district council. The general objective was to probe the role of school mapping and micro planning in educational development. Specific objectives were: Assessment of implementation process, examination of the educational development achievements and determining challenges of implementing school mapping and micro-planning. Survey research design, qualitative and quantitative research approaches were employed. Purposive and random sampling techniques were used to get required number of respondents (N=94. Data collection methods used were interviews and documentary review, instruments used were interview questions, questionnaires and documentary review guide. SPSS and Microsoft excel were used during data analysis. The study revealed the implementation process of school mapping and micro-planning did not involve the rationalization of existing facilities, the creation, shifting, closure or amalgamation of institutions. The council failed to optimally utilize teaching and non-teaching staff, buildings, equipment and furniture and did not provide on job training to employees. The council increased enrollment and attendance of students and decreased incidents of students dropping out. The council lacked effective stakeholders' participation, economic and funding uncertainties and increased teacher work-loads. The recommendations are: KDC to improve qualities of existing facilities through regular repair and maintenance, optimally utilize teaching and non-teaching staff as well as buildings, equipment and furniture and improve teaching and learning environment: The government to equitably distribute educational resources and stakeholders effectively participate and further research to be done on the effect of implementation of country wide educational development campaign on the school mapping and micro-planning.

Keywords: school mapping, micro planning, educational development etc.

INTRODUCTION:

School mapping is usually introduced when a large-scale reform take place or when the decision is taken to expand the educational system rapidly. This was the case in France, for example, when in 1963 the Government decided to extend the period of compulsory schooling to the age of 16, which required the establishment of a large number of new schools. It quickly became apparent that the Ministry of Education could not itself plan the location of all the new schools, nor did the regional offices have the methodological means to decide what types of schools were needed anywhere. A collection of circulars, regulations, standards and procedures were prepared at that time and given the name "the school map" (Caillods, 1983).

Since 1997, the Tanzania Ministry of Education and Culture, in collaboration with various international organizations, initiated school mapping as a prerequisite to sound educational micro-planning at the district level in Tanzania. Micro-planning in turn was regarded as necessary strategy by which Master-plans (prepared by the MoEC in the wake of the 1995 Education and Training Policy) could implement at various educational levels. The implementation of Primary Education Development plan PEDP (2002-2006) in 2001, strongly calls

for improved capital of the people at the School and district levels concerning School mapping and micro planning. However, School mapping has gradually evolved from being a simple exercise in school location planning to a comprehensive process of planning for education development process of planning for education development at micro level. This process involves assessing all needs in terms of inputs and processes, as well as identifying contextual sectors that contributes to the gap between the actual situation and the designed outcome of improving access and quality (Mosha, 2006).

In Tanzania, the School mapping and micro planning for location purposes is rarely done, there has been little effort put on the use of Geographical information, system technology during school mapping and micro planning process. Last time the process was done in 2005. Since then most School in Tanzania are located and constructed on the basis of Administrative boundaries, population increase and political influences, in addition to this the international influences based on the international declaration on Education for all (EFA) and the Global millennium development Goal on children right to Education 2025 forces many Developing Countries including Tanzania to establish as School as they can meet the need for access and Equity of Education in expenses of quality (ibid).

The traditional parochial to School mapping therefore focuses on rationalizing the physical location of Schools based on demand perception within and between specified catchment areas and with a view to optimizing the use of human, materials and financial resources. A catchment area is the location from which the majority of a Schools' students originate. Accordingly, School mapping in developing countries is supposed to ensure the provision of universal basic Education, ratify inequities in this area, and make sure that Schools are not constructed only in certain areas.

Since its inception in 1997, school mapping as a prerequisite to sound educational micro-planning at the district level in Tanzania (MOEC, 2000), the government has been revising Education Sector Development Programme ESDP which adopted MKUKUTA through its key sub programmes such as Primary Education Development programme PEDP (2002-2006), Secondary Education Development Programme SEDP (2004-2009), and Folk Education Development Programme FEDP (2007-2011). However, the role of school mapping and micro-planning in educational development was not known. All these policies were to operate with reference to the Education act No 25 of 1978 which emphasized that primary education was to be compulsory in terms of enrolment and attendance. Despite regular changes and reinforcement of policies, school mapping and micro-planning has never realized a total transformation of the education sector into an efficient, effective, outcome/output based system URT, (2008). This situation, therefore, called for a research that established the role of school mapping and micro-planning in educational development.

Therefore the general objective was to probe the role of school mapping and micro planning in educational development at Kigoma District Council**.** Specific objectives were: To assess the implementation process of school mapping and micro-planning, to examine the educational development achievements of school mapping and micro-planning and to determine the challenges of implementing school mapping and micro-planning in Kigoma District council.

THEORETICAL AND EMPIRICAL LITERATURE:

Theoretical Literature:

System Theory in School Mapping and Micro Planning:

This study was based on the System Theory in School Mapping and Micro Planning. The proponent of the theory was Chester Bernard, the first management writers and user of the theory in 1938. Chester (1938) viewed the organization as complex system of decision making process. Other associates of the theory were Herbert (1963) and (Cripps, 1969) who viewed system as interconnected complex of functionally related components. Education as social organization is made up of units that work together to form the whole system. Thus education organization is social organization or man-made machine system. The relevancy of this theory to the study was on the aspect of appreciating the fact that education was a social organization which was made up of several units. As a social organization, there were a number of challenges faced it in its effort to amalgamate its activities in various units. In fact, this was actually captured in the study in its attempt to determine the challenges that arose in the implementation of school mapping.

Selznick (1948) emphasized that, an institute and a leader is concerned with the adaptation of the organization in its external systems. He continue saying that organization is dynamic system, constantly changing and adapting to internal and external pressures and is in a continual process of evolution. Indeed the challenges that face the implementations of school mapping that are anticipated in the study are not only internal but external as well. According to (Fields, 1983) school mapping and micro planning need to consider internal and external

factors that may influence the establishment or expansion of schools or education system. Furthermore, the author (ibid) noted three elements in social system which should be considered. These are activities, interactions and sentiment. These elements are source of activities or tasks that people perform. In the performing of those activities social interactions occurs and sentiments developed between people. These elements are mutually interdependent.

Fields (1983) categorically stated that the survival of the system in effect would not be possible without continuous inflow, transformation and outflow. The system must receive sufficient input of resources to maintain operations and also to export the transformed resources to the environment in sufficient quality to continue the cycle. This sentiment shade more light in the study as it was launched with clear mind that the education system received inputs from education stakeholders such as parent governments CBO, NGO's and other development partners in the form of students, teachers, teaching and learning materials, grants and information. It then transformed these into outputs of knowledge, skills and attitudes, services and rewards to the education organizational members sufficiently large to maintain their participation. This was necessary since the study sought to determine the strategies that were in place to overcome the challenges that faced the schools in the implementation of school mapping.

The intra-educational extrapolation model:

Intra-educational extrapolation model basically consists of estimating quantitative implications. This model is applied to the system as a whole for setting the target of a particular characteristic in educational system (Anitha, 1997). The relevancy of this model to the study was on the aspect of quantifying and extrapolating whereby the study adequately captured it on the objective of educational development achievement of school mapping. For the researcher to adequately conclude the objective the achievements were quantified and extrapolated the supply of teachers, the construction of school buildings and the production of text books.

Demographic Projection Model:

Demographic projections from a part of being virtually all approaches to educational planning they provide the most basic parameters for estimating the population that a future educational system is to serve. Even the most limited intra-educational projection is dependent on, some rough indication of the size and the age composition of a given population at future point in time. However the estimation of demographic developments has become a source of planning criteria in its own right Mishra and Pundr, (2011)

Unlike the intra-educational extrapolation model which dwells on the intrinsic issues that are required for the school mapping, Demographic projections models focus on the catchments area of school mapping which in this case was the population composition. The relevancy of this model to the study was on its aspect of estimating the population of school going age. This was captured in the way the school mapping was undertaken as one of the objectives of the study.

The Social Demand Model:

The social demand model reflects the fact that educational policy decisions would tend to be affected by the expressed interests and needs of a given society. These interests are necessarily guided by economic or manpower considerations. The methodology is eclectic and depends upon the social context in which planning is attempted (Anitha, 1997). Unlike other models of school planning, the social demand model attempts to explore the factors which affect the school planning. The relevancy of this model to the study was on the aspect of those factors that influenced the planning decision of school mapping, which in this study were regarded as challenges affecting the implementation of the school mapping. (Mishra & Pundr, 2011) pointed out that the crucial relationship between social demand and educational system capacity to satisfy it this key point in planning for education.

Micro Planning Models :

There are five classifications of planning models and each of the five categories of models approaches the planning and design of educational facilities differently and each result in an architectural product with distinct features. The five categories of planning and design models are appropriately termed as Bureaucratic, Long-Range or Master Planning, Community Based, Vision Based, and Sustainable (Witham, 2006).

In the Bureaucratic Planning Model, the primary objective of the planning process is to design and construct an educational facility which will serve the needs of the school district while the primary function of the educational facility being planned is to provide highly specialized spaces designed to support established pedagogical

practices. The relevancy of this model to the study was the process of planning. However, the study dwelt on the implementation process of school mapping. In the Long Range or Master Planning Model, the primary objective of the planning process is to design and construct an educational facility which will serve the needs of the school district while maximizing the efficient use of resources furnished by the community whereas the primary function of the educational facility being planned is to provide flexible, efficient, and cost-effective spaces designed to meet the needs of teachers, students, and the school district. Just like Bureaucratic Planning Model, the Master planning model also looks at the process of planning; an aspect from which the study was based.

In the community based planning, the primary objective of the planning process is to design and construct an educational facility which will serve the needs of the community and the needs of the school district through the efficient use of the mutual resources of both while the primary function of the educational facility being planned is to provide a combination of specialized and flexible spaces designed to serve as a center for education and the hub of community activities. The relevancy of community based planning to the study was also on the planning aspect of the model. However, the differences arose on who was likely to benefit from the outcome of planning; for the case of the model being the community but for the study, the stakeholders who were the government, the district council and the schools.

In Vision based model, the primary objective of the planning process is to design and construct an educational facility which will create a new paradigm in the way the school district and community interact to serve the needs of learners while the primary function of the educational facility being planned is to provide spaces as part of a larger network of locations that provide educational experiences for learners. The planning aspect of the model was quite relevant to the study save for the anticipated beneficiaries; an area which was provided as multiplicity of beneficiaries in the study.

Finally, in the Sustainable Planning model, the primary objective of the planning process is to design and construct an educational facility which will be flexible, efficient, environmentally friendly, and with a life span well beyond that of normal facility while the primary function of the educational facility being planned is to provide an anchor within the community designed and built to serve the needs of generations of learn. This model was very relevant to the study since it earmarked the role of school mapping and micro planning to the locality of the school in question.

EMPIRICAL LITERATURE REVIEW:

The study that was conducted by (Zhao & Parolin, 2012) determined the experience of school mapping restructure (SMR) in areas of rural China. It was revealed from the study that SMR had positive impact on the development of education in terms of generating scaling benefits, improved school conditions and educational quality, and more equitable distribution of educational resources. (Sabir, 2013)'s study focused on addressing the prevailing situation of school mapping at provincial level of Khyber-Pakhtunkhwa and its twenty four districts to diagnose the major factors of the reluctances by the educational planners and more specifically to ascertain why its importance is not realized in Educational Management Information System (EMIS)showed that planners at Provincial and District levels were aware of the importance of school-mapping although vital efforts had not been made to use it as an instrument in planning. Interviews were the main tools of data collection.

A study conducted by (Galabawa, Agu, & Miyazawa, 2002) on the impact of school mapping in the development of education in Tanzania. The study revealed that school mapping impacted in varying degrees positively on the development of education in the districts in terms of increased enrollment and attendance, decreased incidents of dropping out, improved information for decision making, and enhanced capacities of field actors to plan and take action. They recommended for the benefits of school mapping to be maximized and sustained, it should not be a one shot activity for data collection purposes only rather, it should be an on-going process of assessment, analysis, and action.

METHODOLOGY:

The study was conducted in Kigoma District council. 84 respondents, who were purposively and randomly were sampled, participated in this study. The study employed survey research design, qualitative and quantitative research approaches were also employed in this study. Data collection methods used during the study were interviews and documentary review. Data collection instruments used was interview questions, documentary review schedule and questionnaires. Content analysis was employed during data analysis and SPSS and Microsoft excel were used during data analysis.

FINDINGS AND DISCUSSION:

The Implementation Process of School Mapping and Micro-Planning :

On the issue of rationalization of existing facilities, the study reveled that 6% of the total respondents strongly agreed that rationalization of existing facilities as part of implementation process of school mapping and micro-planning was undertaken in Kigoma District Council, 8.3% agreed, 9.5% neither agreed nor disagreed, 50% disagreed and 26.2% strongly disagreed. It is contended that these results inclined towards the idea that rationalization of existing properties as part of the implementation of school mapping and micro-planning was not carried out. This is in line with the respondent's suggestion that intensive training in micro planning and school mapping should be imparted at various stages to the public since most of them were ignorant about the concept of school mapping and micro-planning.

Congruent to this Mishra and Pundr (2011) reveals that rationalization of existing facilities can be done by locating existing schools and determining its vulnerability to various geological and hydro meteorological hazards. In the Bureaucratic Planning Model, the primary objective of the planning process is to design and construct an educational facility which will serve the needs of the school district while the primary function of the educational facility being planned is to provide highly specialized spaces designed to support established pedagogical practices. In this case, new schools must be located outside areas already identified to be within hazard zones. In an attempt to highlight the meaning of rationalization of existing facilities,

Similarly, (Freund, 1968) stated that rationalization process is the practical application of knowledge to achieve a desired end. Its purpose is to bring about efficiency, coordination, and control of the natural and social environment. It is a product of 'scientific specialization and technical differentiation that seems to be a characteristic of Western culture. Rationalization is the guiding principle behind bureaucracy and the increasing division of labor, and has led to an increase in both the production and distribution of goods and services. It is also associated with secularization without its more positive component of humanism, with depersonalization and with oppressive routine.

Creating, Shifting, Closure or Amalgamation of Institutions:

With regard to creating, shifting, closure or amalgamation of institutions as part of implementation process of school mapping and micro-planning findings revealed that 14 (16.7%) of the total respondents strongly agreed that creating, shifting, closure or amalgamation of institutions carried outgas part of implementation process of school mapping and micro-planning was undertaken, 12 (8.3%) agreed, 6 (14.3%) neither agreed nor disagreed, 32 (38.1%) disagreed and 20 (23.8%) strongly disagreed. The majority of the respondents (61.9%) were not of the idea that creating, shifting, closure or amalgamation of institutions as part of the implementation of school mapping and micro-planning was carried out. Few respondents (31%) were of the idea that creating, shifting, closure or amalgamation of institutions as part of the implementation of school mapping and micro-planning was carried out.

It was further revealed from the study that in order to involve the community to spread education, an environment has to be created. The education system lacked enough leaders to spend time building the environment for participation. The researcher contends that it has become very difficult for them to identify the right people to work with. These findings are in line with Sabir (2013) who pointed out that the major objective of the micro planning exercise is not on issues pertaining to allocation of resources but on issues pertaining to better and efficient use of resources which are already allocated to a particular locality, area or school. Therefore the organizational arrangement needs to evolve locally, rather than super-imposed from outside the village.

Optimum Utilization of Teaching and Non-Teaching Staff:

The study reveals that respondents 10 (12%) strongly agreed that implementation process of school mapping and micro-planning optimally utilized teaching and non-teaching staff, respondents 13 (15%) agreed, respondents 3 (4%) neither agreed nor disagreed, respondents 32 (38%) disagreed and respondents 26 (40%) strongly disagreed. In this case, the majority of the respondents (78%) were not of the idea that the implementation process of school mapping and micro-planning optimally utilized teaching and non-teaching staff in Kigoma District Council. It was further revealed from the study that there were quite a number of people who were highly qualified in almost all fields including civil engineers, accountants, businessmen and women in our community who would otherwise contribute to the success of the implementation of school mapping and micro-planning but unfortunately nobody consults them. Even if they are seen as retired and tired, they would be in the better position to provide advice rather than ignoring them. The selected committees have some of them but we cannot assume the knowledge of those who are not incorporated.

The study further revealed that teachers hold high stake in managing school programme but to our surprise they are also sidelined. The two teachers who represent the rest is not actually a good sample. Increasing their number and even where possible coming up with a mechanism to involve all of them would result into a better achievement of school mapping and micro-planning.Based on the findings, it is contended that skilled and well-supported leadership team in schools can help foster a sense of ownership and purpose in the way that teachers approach their job; conferring professional autonomy to teachers will enhance the attractiveness of the profession as a career choice and will improve the quality of the classroom teaching practice (OECD, 2002).

This is also in line with (Mulford, 2003) that where decision making is perceived by teachers in secondary schools as collegial, cooperative and consultative and providing adequate opportunities for participation it will be more likely to lead to positive student perceptions about their school and teachers as well as perceptions about relationships and their own performance than where decision making is more top-down, executive, or does not foster widespread teacher involvement. Similarly, Day et al, (2000) points out that there is no doubt that teachers themselves prefer principals who are honest, communicative, participatory, collegial informal, supportive and demanding and reasonable in their expectations with a clear vision for the school - principals who work 'with' rather than through.

Optimum Utilization of Buildings, Equipment and Furniture:

Findings revealed that respondents 34 (40.5%) strongly agreed that implementation process of school mapping and micro-planning optimally utilized buildings, equipment and furniture, respondents 23 (27.4%) agreed, respondents 2 (2.4%) neither agreed nor disagreed, respondents 14 (16.7%) disagreed and respondents 11(13.1%) strongly disagreed. The majority of the respondents (67.9%) were of the idea that implementation process of school mapping and micro-planning optimally utilized buildings, equipment and furniture. It is contended that on the aspect of utilization of buildings, equipment and furniture, there is no doubt they are optimally utilized. In any case, they are over utilized. This is because most of these schools are face inadequate resources, for instance six students used to share a desk which would otherwise accommodate three students and four teachers are now sharing a bed sitter. Save for the country wide campaign of making desks to all schools.

Findings are in line with (Musibau & Oluwarotimi, 2011) contention that the old type of furniture commonly found in Nigerian schools is long desk, a combined seat and narrow writing table constructed as one unit in 1960s which is also common in most Nigerian university today. Apart from protecting pupils from the sun, rain, heat, cold, the school building represents a learning environment which has a tremendous impact on the comfort safety and performance of students. But most schools are often underutilized. The rate of utilization could be increased either by extending the utilization time or by allowing access to the school equipment and sport equipment by the community.

Provision of Additional Teaching and Non-Teaching Staff:

Findings revealed that respondents 16 (19.1%) strongly agreed that implementation process of school mapping and micro-planning involved the provision of additional teaching and non-teaching staff District and respondents 12 (14.3%) agreed, while respondents 2 (2.4%) neither agreed nor disagreed Furthermore, respondents 21 (25%) disagreed and 33 (39.3%) strongly disagreed. Therefore, the majority of the respondents (64.3%) were not of the idea that implementation process of school mapping and micro-planning involved the provision of additional teaching and non-teaching staff. It was also revealed from the study that even the staff available some of them lacked qualifications.

The educational development achievements of school mapping and micro-planning :

On the issue of improved school conditions and educational quality, findings revealed that respondents (4%) strongly agreed, 9% agreed, 5% neither agreed nor disagreed that improved school conditions and educational quality was one of the achievements of school mapping and micro-planning in Kigoma Council. It was contended that if school mapping and micro-planning is something that one would regard as the source of better education quality, and then it has failed. The available classrooms, sports fields, and teaching and learning materials actually do not suffice the needs of students save for inadequate teachers.

Most schools in the district council do not have enough textbooks, teaching aids and stationery. It is now a common phenomenon to find one textbook being shared by the teacher and the students. In such a case, we cannot say that there has been achievement of educational quality and improved condition in our schools through school mapping and micro-planning. This is in line with the study done by Zhao and Parolin (2012) which revealed that

SMR had impacted positively on the development of education in terms of generating scaling benefits, improved school conditions and educational quality, and more equitable distribution of educational resources. Furthermore, (Komba & Ndibalema, 2009) pointed out that the academic performance of the community schools had never been good, achieving low grades in their final Form Four Examination. Over 85% of Form Four leavers had to go back to the village or to towns becoming jobless and later ends up in criminal groups.

Challenges of Implementing School Mapping and Micro-Planning:

Findings revealed lack of effective stakeholders' participation to be among challenges.

Whereby respondents 38(45.2%) of the strongly agreed that lack of effective stakeholders' participation was one of the challenges of school mapping and micro-planning, respondents 31 (36.9%) agreed, 2 (2.4%) neither agreed nor disagreed, 7 (8.3%) disagreed and 6 (7.1%) strongly disagreed. Therefore, the majority of the respondents (82.1%) were of the idea that lack of effective stakeholders' participation was one of the achievements of school mapping and micro-planning. It was further revealed from the study that there were quite a number of stakeholders in school mapping and micro-planning, namely, the politicians, teachers, District council officials, students and non-teaching staff.

However, although some these stakeholders were involved in the planning process in different capacities they are actually not called upon to implement the exercise, the fact that demoralizes others. This associates with the System Theory in School Mapping and Micro Planning, (Herbert, 1964) and Churchman et al (1967) viewed system as interconnected complex of functionally related components. Education as social organization is made up of units that work together to form the whole system. Thus education organization is social organization or man-made machine system. This therefore means that the implementation of school mapping and micro planning should involve as many stakeholders as possible in order to increase the level of ownership. However, Chester (1938) viewed the organization as complex system of decision making process.

It can therefore be concluded that lack of effective stakeholders' participation was a challenge of implementing school mapping and micro-planning in Kigoma District Council. This therefore, denied most of the stakeholders an opportunity to own projects started through school mapping and micro-finance.

Economic and funding uncertainties was another challenge where by the majority of the respondents (73%) were of the idea that economic and funding uncertainties was one of the challenges of school mapping and micro-planning. In this regard it must be understood that implementation of school mapping and micro-planning entirely depends on the central government and donor funds. Any delay on the side of these two stakeholders, would mean rendering exercise futile. The installment remittances from government also hamper the smooth implementation of school mapping and micro-planning.

The study also revealed that economic uncertainties cannot be avoided in the school mapping and micro-planning exercise since the sales and purchasing decision are highly influenced by the value of our currencies and the fluctuating prices. This in line with Fremont et al (1981) categorically stated that the survival of the system in effect would not be possible without continuous inflow, transformation and outflow. The system must receive sufficient input of resources to maintain operations and also to export the transformed resources to the environment in sufficient quality to continue the cycle. Increased teacher work-loads was another challenge whereby the majority of the respondents (88.1%) were of the idea that increased teacher work-loads were one of the challenges of school mapping and micro-planning.

It was further revealed from the study that teachers may be required at several steps of implementing school mapping and micro-planning but this may not necessarily increase his/her workloads: and this may optimize his/her performance since care may be taken not to burden his/her efforts. In this regard, if proper planning is not taken care off, a teacher may end up being overworked. But in school mapping and micro-planning, teachers, who are regarded as resources, are always put into proper use hence the issue of burdening them may not arise. This is in line with Homans (2014) school mapping and micro planning need to consider internal and external factors that may influence the establishment or expansion of schools or education system.

Furthermore, the author (ibid) noted three elements in social system which should be considered. These are activities, interactions and sentiment. These elements are source of activities or tasks that people perform. In the performing of those activities social interactions occurs and sentiments developed between people. These elements are mutually interdependent. (Selznick, 1948) emphasized that, an institute and a leader is concerned with the adaptation of the organization in its external systems. He continue saying that organization is dynamic system, constantly changing and adapting to internal and external pressures and is in a continual process of evolution.

CONCLUSION:

The implementation process of school mapping and micro-planning involve rationalization of existing facilities, creating, shifting, closure or amalgamation of institutions, optimum utilization of teaching and non-teaching staff, optimum utilization of buildings, equipment and furniture, provision of new or additional facilities and provision of additional teaching and non-teaching staff. However, it is conclude that creating, shifting, closure or amalgamation of institutions as part of implementation process of school mapping and micro-planning had never been undertaken in Kigoma District Council since most of the decisions in determining the school mapping and micro-planning are top-down. It is also concluded that implementation process of school mapping and micro-planning did not optimally utilize teaching and non-teaching staff since most of the decisions in determining the school mapping and micro-planning transcend from district council administration. It is also concluded that implementation process of school mapping and micro-planning optimally utilized buildings, equipment and furniture in Kigoma District Council since most these facilities, for instance, buildings were being used to full capacity.

The conclusion is that the implementation process of school mapping and micro-planning did not involve the provision of additional teaching and non-teaching staff in Kigoma District Council since most schools were still facing deficit in terms of staffing. It is also concluded that school mapping and micro-planning in Kigoma District Council failed to achieve improved school conditions and educational quality since the council was still facing poor teaching and learning environment and mass academic failure.

It is recommended that for the successful implementation of school mapping and micro-planning KDC should engage in improving the qualities of existing facilities through regular repair and maintenance, the decisions in determining the items to be included in the school mapping and micro-planning should emanate from the community since they are the ones who know their need, the council should involve all the stakeholders ensuring that the available facilities are optimally put into full use. By liaising with the MoESTV, the council will be able to fill the existing gaps regarding inadequacy of teaching and non-teaching staff, the government should fully finance education so as to enable schools to acquire teaching and learning materials as well as accommodation facilities for teachers. The council should for a committee that will foresee fair distribution of education resources in the council, all the stakeholders who include but not limited teachers, parents students and politicians should be involved in every step of implementing school mapping and micro-planning, the council should not only depend on the central government and the donors for financing its projects but it should make some of its projects more sustainable by encouraging the community make reasonable donations and further research should be undertaken on the effect of implementation of countrywide educational development campaign on the school mapping and micro-planning.

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