

THE UNITED REPUBLIC OF TANZANIA



PRIME MINISTER'S OFFICE  
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

THE OPPORTUNITIES AND OBSTACLES TO DEVELOPMENT-  
A COMMUNITY PARTICIPATORY PLANNING METHODOLOGY

URBAN PROCESS



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## **URBAN PLANNING PROCESS**

### **INTRODUCTION**

A town is a small area occupied by a large number of people and is characterized by competing use of resources. Social and economic activities in urban centres are interdependent. However while some activities may be acceptable to a certain group of people, to others the same activities could be seen as nuisance. For example, a tannery may be a blessing to those employed either internally or externally by the company. Yet they are offensive to the residents of the surrounding neighbourhoods due to the unfavourable odour and careless disposal of wastewater associated with the activities of the tanneries.

Urban areas enjoy many services and they are also better served with communication means. However, not all urban residents enjoy such services. Due to the complexities in interactions among the urban dwellers, and the multitude of activities carried out independently in these communities, the normal disposition for communal ownership of services is thwarted. Moreover in urban societies, due to the multitude of activities carried by the community members, it is difficult to mobilize people for collective action, thus leaving the burden of service provision to the urban authorities. And, in some cases, urban dwellers assume wrongly that the urban authorities are responsible for provision of all the services in exchange for the money collected as taxes and levies. This attitude limits further the possibility of collective action in urban setting.

In terms of economic, social, political and cultural considerations, there are significant disparities among urban dwellers unlike in rural societies, where there are no significant economic, social, political, and cultural differences among community members. Accordingly, these differences lead to disparities in community members' perspectives and views on various issues, and sometimes it is difficult for them to make collective decisions on important community issues. Also, because of these disparities, it may be difficult to introduce new ideas and new approaches to development in the urban communities. In this regard, the facilitators have to be very cautious in fostering mutual understanding with the urban communities in the quest for their development. The most important thing is to accept that the communities do understand and that their understanding must be channelled towards their own development.

### **Administrative organization**

Urban administrative organization differs from that in rural areas. Legally the town is divided into streets and wards. Each street, or mtaa in Kiswahili, has a chairperson but does not have an executive officer and as such he does not constitute a governing authority. The chairperson works with two mtaa committees and convenes the mtaa assembly. In urban ward level there is a development committee responsible for its development plans. Considering urban environment as explained above, it becomes evident why urban development planning is different from rural planning.

## **Preparatory Visit**

Advance information on the preparatory visit, or pre-visit, should be sent to the ward administrators and development partners in the ward before the pre-visit day. The purpose of the pre-visit is to meet the Ward Development Committee (WDC), important persons and heads of religious groups, institutes and development partners within the ward, and brief them about the exercise. The pre-visit should lay a foundation for effective participation from the very beginning, with community leaders taking the lead.

## **Launching of the urban planning process**

Legally wards do not have general meetings, mitaa do. In order to launch the urban planning process it is therefore advised that mitaa be grouped into zones. The zones will then nominate one of the mitaa chairpersons to chair the meeting. Moreover, the ward facilitators should divide themselves in zones for purposes of launching. During launching every zone will nominate representatives who will form focus groups. The formation of focus groups should be done to ensure equally in representation based on gender, age and vulnerable groups in the community.

## **Plan Approval**

This is the final stage in the planning process. The ward executive officer (WEO) in collaboration with focus group will prepare a draft plan and submit to WDC for prioritization and approval. Thereafter the WEO will submit the plan and the minutes of the meeting to the Urban Director.

## **Participatory Tools**

In principle, participatory tools used for Rural Planning Process are applied in Urban Planning Process. However, the following tools are not applicable in urban planning processes:

### ***Transect walk***

Urban areas have been surveyed and are built up. Opportunities and obstacles have been considered in town planning. Moreover in squatters, where the settlements are mostly un-surveyed, it is not easy to pass through.

### ***Historical time line***

Towns are built in accordance with a town plan. Urban residents cannot plan future land use on the basis of historical events. Also most urban residents are transients – that is, they could live in a locality for just a short time, and leave for another place. Also, the urban dwellers are usually engaged in different economic activities, most of which are not permanent.

## **PREPARATION OF WARD PLAN THROUGH O&OD METHODOLOGY**

### **PREPARATORY STEPS**

The first step is to write an official letter to the Ward leadership informing them about the intention of conducting the process of O&OD in the Ward. The letter also should inform the community leaders about the date of pre-visit and that they should start collecting primary data for preparation of the Ward Plan. The letter should inform the Ward leaders to call a special Ward Development Committee (WDC) meeting during the pre-visit day. The key persons to be invited for the meeting should also be clarified in the letter.

### **PREPARATORY VISIT (PRE-VISIT)**

A pre-visit is a first important activity that allows facilitators to meet the Ward leaders, influential persons, extension workers and other stakeholders to discuss the O&OD planning process. During the preparatory visit, the facilitators should elaborate clearly the Objectives of Tanzania Development Vision 2025 (TDV 2025), for the WDC members to understand that these objectives will form broad policy guide for the preparation of Ward Plan.

Another important activity during the pre-visit is a dialogue between the facilitators and the WDC members, to identify the most effective ways for community sensitization as part of social preparation prior to the launching of O&OD process in the community. Different methods could be used for sensitization in different communities, depending on the community specific conditions. In some communities, sensitization could be effectively done by the use of social groups existing in the community such as, youth groups and traditional dancing groups (ngoma). In some communities, there could be other traditional ways to get the message down to the people, which could include: house visits by community leaders; informal gatherings for information sharing in parts of the communities, for instance, at mtaa level; and announcements and sensitization using public address systems such as loudspeakers, newspapers, and radio and TV broadcasting.

The discussions during the special WDC meeting will focus on:

- Who is going to participate in the planning process
- Community sensitization for effective participation in the process
- Agreeing on the timetable for the exercise and other logistics
- TDV 2025 and selection of objectives or high priority to the community for the preparation of Ward Plan
- Collection of data
- Preparation of the list of the households for every mtaa by Ward Leaders. They should specify the households headed by men, women, the handicapped, the aged, vulnerable children and widows as shown in the table below:

**Table 1 Household Data Form**

No	Name of head of household	Common name if any	Gender		Vulnerable Children	Widow/widower	Old aged	Set standards representation				Total	Living Condition
			Male	Female				1	2	3	4		

- Explanation on the formation and use of focus groups (equal representation for each mtaa in terms of age and gender).
- The Ward leaders to inform and sensitize community members to attend in full to extraordinary zonal/mitaa meetings for launching the O&OD Planning Process.

## **DAY 1: ACTIVITIES OF THE FIRST DAY OF THE PROCESS**

### **Social Preparation and Secondary Data Collection**

The first day is for social preparation at the community level. Based on the discussions on the effective ways for community sensitization during pre-visit, the facilitators should do the necessary facilitation for social preparation, based on the dialogue they had with the Ward leaders during the pre-visit. In some communities, the social groups such as youth groups and traditional dancing groups (ngoma) may be effective means for sensitization. In this case, the facilitators should facilitate the social groups, who will take the message down to the people. Facilitation should focus on among other things:

- The importance of participatory planning
- Inviting community members to participate effectively in the Extraordinary Zone/Mtaa Meeting for Launching of the O&OD process

The facilitation should be carefully done to make it simple for the social groups to understand, and convey the information to the community members easily. Where possible, community sensitization could start on the same day.

## **DAY 2: ACTIVITIES OF THE SECOND DAY OF THE PROCESS**

### **Social Preparation and Secondary Data Collection**

The groups/community members that were facilitated during the first day of social preparation should continue with community sensitization exercise. In some communities, there could be events such as small concerts to sensitize the community members. The data collection also continues.

## **DAY 3: ACTIVITIES OF THE THIRD DAY OF THE PROCESS**

### **The Extraordinary Zonal/Mtaa Meetings**

On the third day, an Extra-ordinary Zonal/Mitaa Meetings will be held for launching the O&OD participatory planning process in the Ward.

Activities to be done on the third day are as follows:

- Facilitators to collect and check the forms of heads of household if filled in properly
- The meeting should confirm on the Objectives of high priority for the Ward
- The meeting should select 6 – 10 Community Resource Persons who are familiar with the community. This team together with the WDC will work in collaboration with facilitators in the process of preparing the Ward Plan.
- The meeting should form focus groups on the basis of Mitaa, gender and age group representation
- The meeting should set criteria for household wealth ranking
- To select map drawers
- Ward Executive Officer continues with the collection of secondary data.

The following explain important points of the Meetings:

- The Mtaa Chairperson, or one of the Mtaa Chairpersons selected to chair the meeting in case of Zonal meeting, will officially open the meeting
- All eligible community members should attend the Mtaa/Zonal Meeting
- The Chairperson will introduce the facilitators, leaders and other stakeholders
- The Chairperson will explain the purpose of the meeting. This can be done by reading a letter received from the LGA.
- The Chairperson should present the objectives selected from TDV 2025 for preparation of Ward Plan to the community members for approval. If the community members decide to add or remove some details, then these changes should be made, and the selected objectives be used in preparing the Ward Plan

- The Ward Executive Officer (WEO) should present the timetable of the exercise as agreed upon during the pre-visit. Thereafter the community members should be given a chance to ask questions. All groups (women, youths, elders, the vulnerable groups, etc.) should be given equal chances to air their views.

Note that, if a Ward has only a few Mitaa, and the location allows for a single meeting, then Ward Meeting should be held. In this case, the chairperson will be the Councilor, and the secretary will be the Ward Executive Officer.

#### **DAY 4: ACTIVITIES OF THE FOURTH DAY OF THE PROCESS**

On arrival at the ward, inform the leaders and participants that the main activity for the day is to collect data using participatory tools which are:

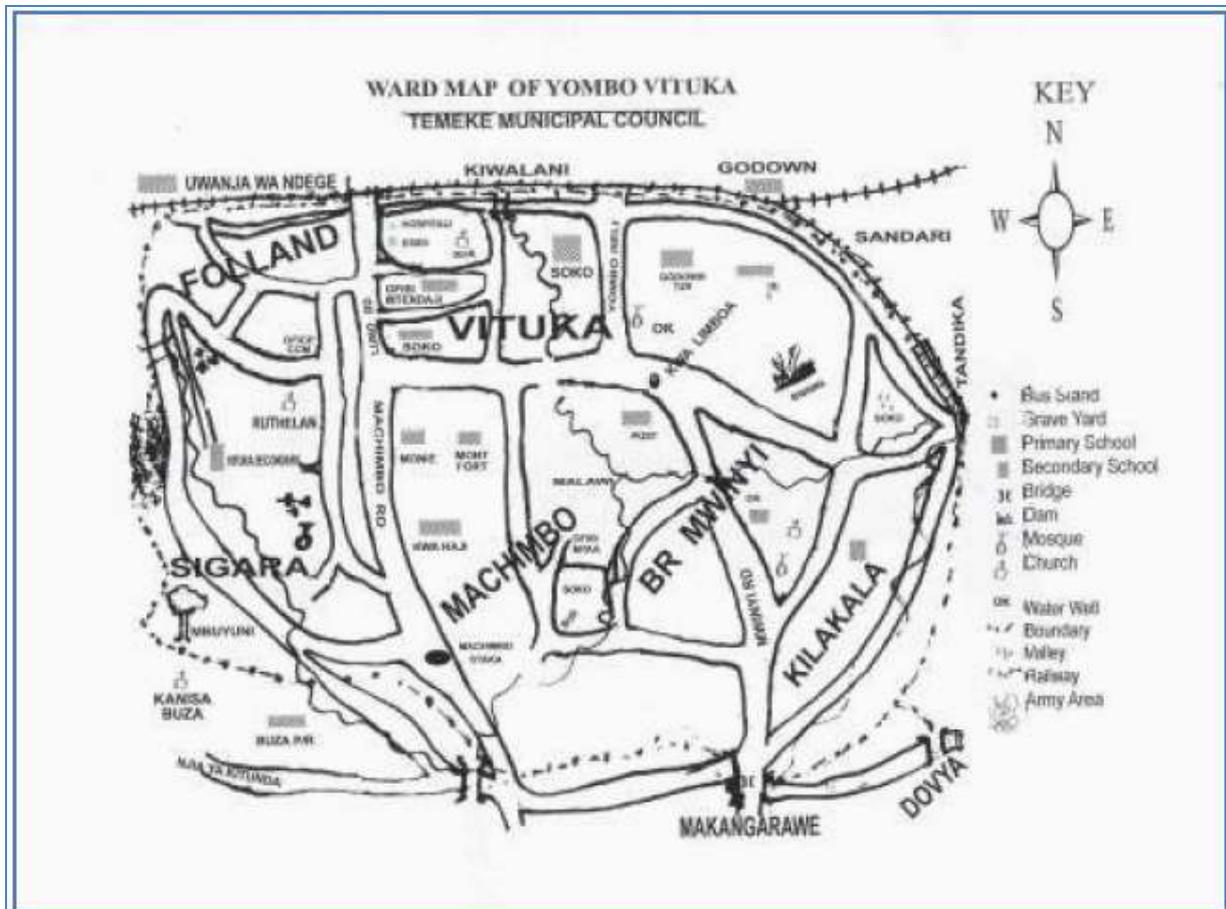
- Drawing a Wardsketch map
- Household wealth ranking
- Institutional analysis
- Gender Resource map
- Gender daily activities calendar
- Urban sources of revenue and expenditure

#### **Drawing the Ward Sketch Map**

Ward sketch map is a map of the Ward indicating the geographical location of important features in the ward, including: boundaries, settlements, resources, both natural and man-made (e.g., road, lake, river, forest, valleys, mountains, electricity, water wells/water points, etc.); institutions (e.g. schools, dispensary, church, mosque, etc.).

Ward Map will be drawn by a selected team of community members during the Extraordinary Zonal/Mtaa Meetings.

**An example of Ward Sketch Map: Yombo Vitaka**



The following are the steps to draw the map:

1. Ask the team to draw a sketch map on the ground.
2. The sketch map should be drawn using the available means such as twigs, stones, sticks, ashes etc.
3. The sketch map should have a compass and should show all features and resources such as “Mitaa” boundaries, institutions, mountains, rivers, infrastructure and boundaries of neighboring urban wards.
4. The team should agree on the accuracy of the sketch map and copy it on manila sheet.
5. The facilitators should thank the community members after the successful completion of the Ward sketch map.

## Household Wealth Ranking

Household Wealth Ranking is an evaluation of the economic status of every household in the community. Criteria for household wealth ranking set by Zonal/Mtaa Meetings should be used in this exercise. The following are the steps for conducting household wealth ranking:

1. Every mtaa chairperson should have a list of household heads.
2. Gather people by mtaa to a convenient place where the exercise will be conducted.
3. The participants should be facilitated to select four representatives who know very well the people in the mtaa. The selection should be done with equal representation of men and women.
4. Facilitators should explain on how the exercise is to be conducted.
5. The list of heads of household in the mtaa should be used in determining the wealth capability of each household.
6. The four representative will award points for each household as follows:

**Table 2 Criteria for Wealth Ranking**

Total	Living Condition
1-2	Bad
3	Satisfactory
4-5	Good

- Household with *poor* living conditions 1 – 2
  - Household with *satisfactory* living conditions 3
  - Household with *good* living conditions 4 – 5
7. The points scored by each household will be added up and summarised on the following basis:
    - Poor 4 – 8 points
    - Satisfactory 9 – 15 points
    - Good 16 – 20 points

**Table 3 Wealth Ranking**

No	Head of Household	Set Standards				Total	Living condition
		Representative					
		1	2	3	4		
1	Iddi	1	2	1	2	6	Bad
2	Ramadhani	5	4	5	4	18	Good
3	Doto	3	2	4	3	12	Satisfactory

The results of every “mtaa” will be collected and added up so as to get the Ward overall results; next would be to look at the percentages of homesteads in specific ratings compared to the overall results.

**Table 4 Overall evaluation of economic capability of households**

Mtaa	Bad	Satisfactory	Good	Total households
Rombo Reli	30	10	5	45
Mwinyi	52	27	13	92
Kitunda	67	22	10	99
Lumo	43	17	9	69
Total	192	76	37	305
Percent	63%	25%	12%	100%

The overall analysis shows that 63% of the households in the Ward are in the category of “bad living conditions”, 25% of households are in satisfactory condition, and 12% of households are living in good condition.

- Prepare a breakdown of poor households headed by male, female, widows, elders and vulnerable children as shown below:

**Table 5 Analysis of households with bad living conditions**

Hamlet	No. of head of households	Head of Household						
		M	F	Widows	Elders		Vulnerable children	
					M	F	M	F
Bwela	52	20	32	6	6		4	
Diola	30	15	15	2	4		3	
Ulundo	67	50	17	4	3		2	
Magema	43	15	28	4	5		2	
Total	192	100	92	16	18		11	
Percentage	100	52	48	8	9		6	

## Seasonal Calendar

Seasonal calendar is a participatory tool which enables the community members to identify the seasons, and indicate the time (month) of the year when certain key economic and social activities are carried out in the village.

The focus group should provide information on what are the types of seasons in their village, in a normal year. The following are the steps for drawing seasonal calendar:

1. When or which months is the rainfall season?
2. Which are the dry months?
3. They should explain when to cultivate, weed and harvest different crops.
4. They should discuss the time when various activities take place in the village, such as construction of houses, cultural dances, etc.
5. Request them to explain about the occurrence of diseases affecting human beings and livestock.

**Table 6 An Example of Seasonal Calendar (Urban Process)**

Description	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
<b>1. Climate</b>												
Rain												
<b>2. Human Diseases</b>												
Malaria												
Cholera												
Pneumonia												
Diarrhoea												
<b>3. Availability of food</b>												
At low price												
At high price												
<b>4. Availability of fruits</b>												
Oranges												
Mangos												
Pineapples												
<b>5. Administration</b>												

### **Institutional Analysis**

Three types of relations are analyzed in this exercise:

- Institutional relationship with the community
- Relationships between Institutions
- Relationship between Institutions located outside the village and the community.

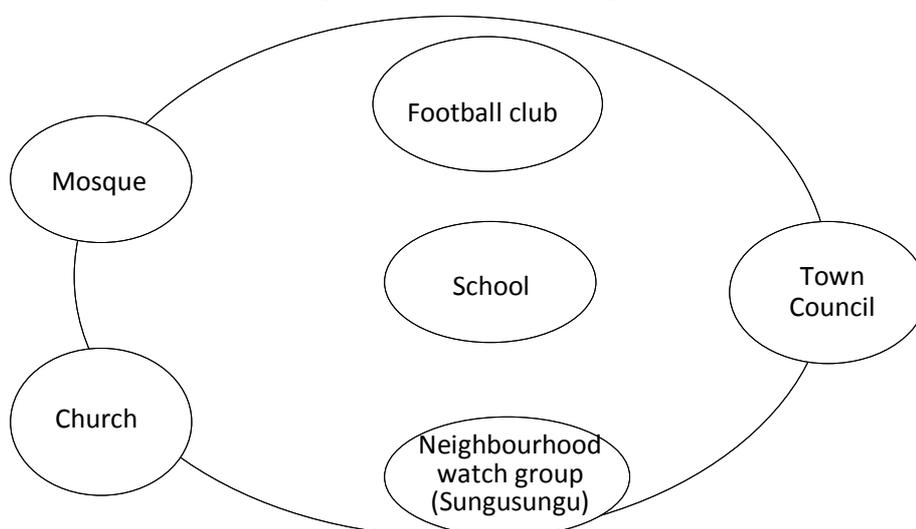
The following are the steps for conducting institutional analysis:

1. Facilitate focus groups to identify all institutions in and outside the urban Ward and their activities.
2. List and arrange them in the order of their importance.
3. Prepare cards of different sizes with names of institutions according to their importance. The bigger card denotes the most important institution while the smallest card is the least important.

### **Institutional Relationship with the Community**

4. Draw a large circle to represent the community for purposes of this exercise, if the focus group is large, the circle can be drawn on the ground so that participants surround it when placing cards or if the group is small draw the circle on a flipchart or any large sheet of paper.
5. Then let one member of the focus group place the cards on to the big circle. Explain to the group that the card that is placed near or in the centre of the circle, that Institution has good relations with the community. The further from the centre means it does not have good relations with the community.
6. After the group member has placed a card, allow other members of the group to shuffle around until a position for the card and all other cards is agreed upon. The focus group should give reasons for every position given to the Institution.

**Relationship between Community and Institutions**



From the diagram the results should be summarized as below:

**Table 7 Institutions and their importance to the community**

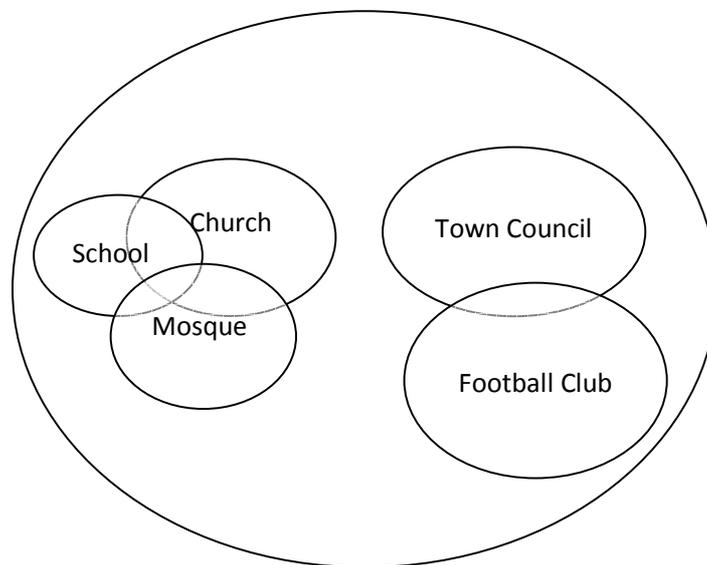
<b>Institution</b>	<b>Activities</b>	<b>Score of importance</b>	<b>Strengths/weaknesses</b>
Town Council	- Town administration	1	No transparency in allocation of funds
Mosque	- To give spiritual guidance	2	Helpful in times of difficulties Built the only pre-school
School	- To give education to children and adults	3	Good performance of students Not enough classrooms
Church	- To give spiritual guidance	4	Good behaviours of community church members

## **Relationship between Institutions**

It is to show how institutions are related to each other:

1. Discuss the relationship between institutions.
2. The focus group should discuss and arrange the cards in a circle by showing which institutions are related and the services they offer.
3. The focus group should explain how this relationship of the institutions enhance the services they offer.
4. The other members should name other institutions that offer similar services.

### **Relations between Institutions**

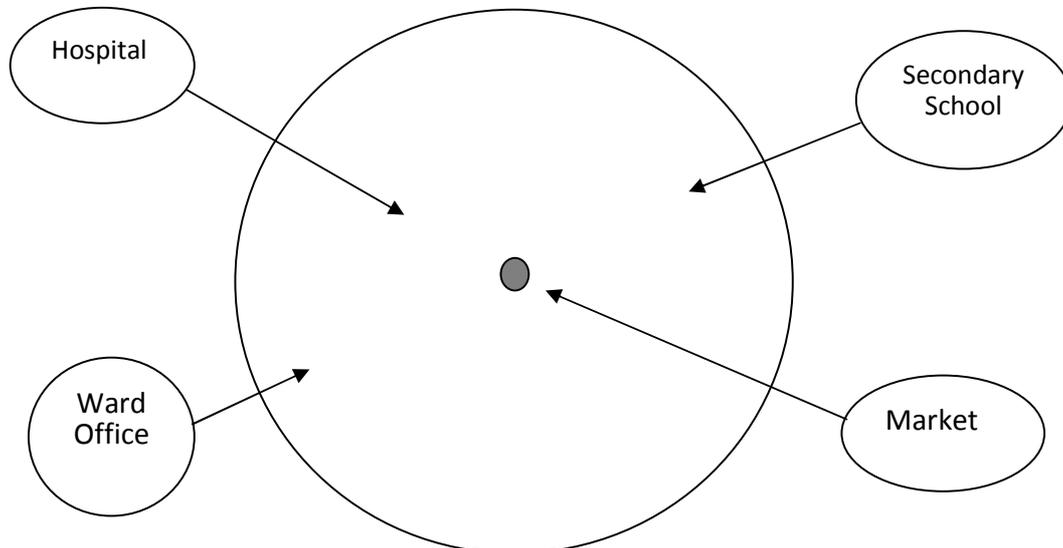


The cards, which intersect each other shows that the institutions have good relationship amongst themselves in providing services to the community.

## **Relationship between the community and external institutions**

There are institutions outside the community. These should also be analysed in relation to the community.

### Relationship between the community and external institutions



The external institutions with arrows closer to the centre have closer relationship to the community and vice-versa. The size of the cards shows the importance of the institution to the community.

### Impact of Socio-economic Activities on Environment

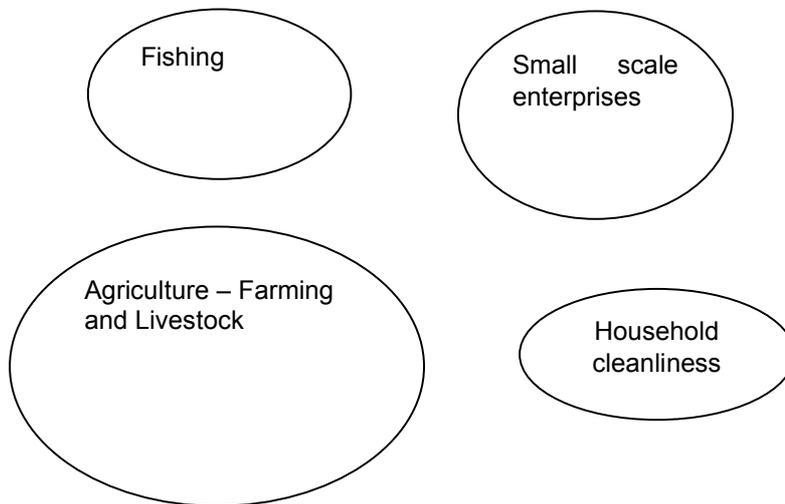
This tool enables the community to carry out a simple analysis of the impact of normal economic and social activities on the environment. Economic activities could include:

- Agriculture (farming) – including using of pesticides, insecticides, etc
- Animal husbandry
- Fishing
- Trade

Social activities could include:

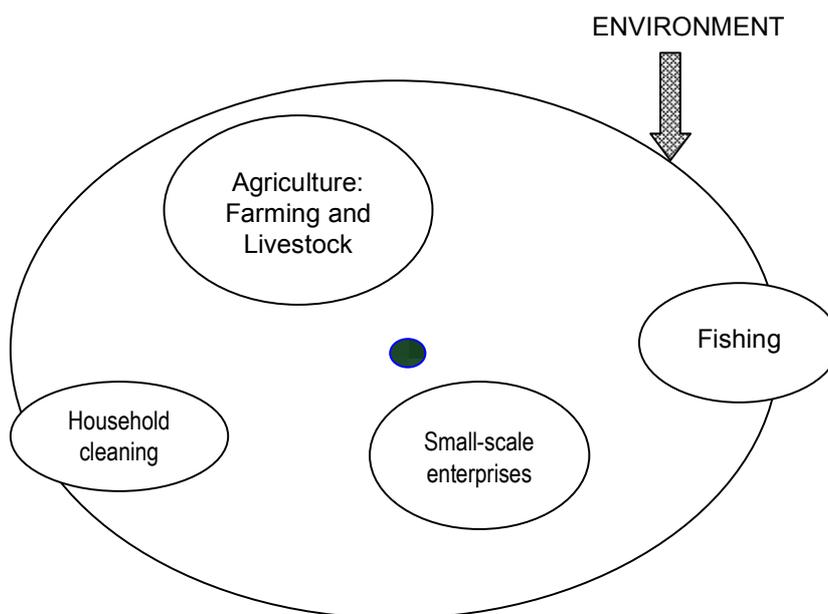
- Construction of residential houses
- Household Cleanliness
- Cultural activities, like traditional festivals, etc

Relative importance of economic and social activities in the community could be presented as indicated in the diagram below:



**Relative importance of economic and social activities in the community**

The activities that are relatively more important to the community are presented with bigger cards. In this case, agriculture (farming and livestock) is more important than all other activities. Below is an illustration of the relationship between the identified activities and the environment.



### **Relationship between Community Activities (social and economic) and the Environment**

The activity with the biggest impact on environment should be placed near the center of the big circle.

Analysis of the inter-relationship between economic and social activities and the environment can be done using a simple table, as shown below:

#### **Relationship between economic and social activities and the environment**

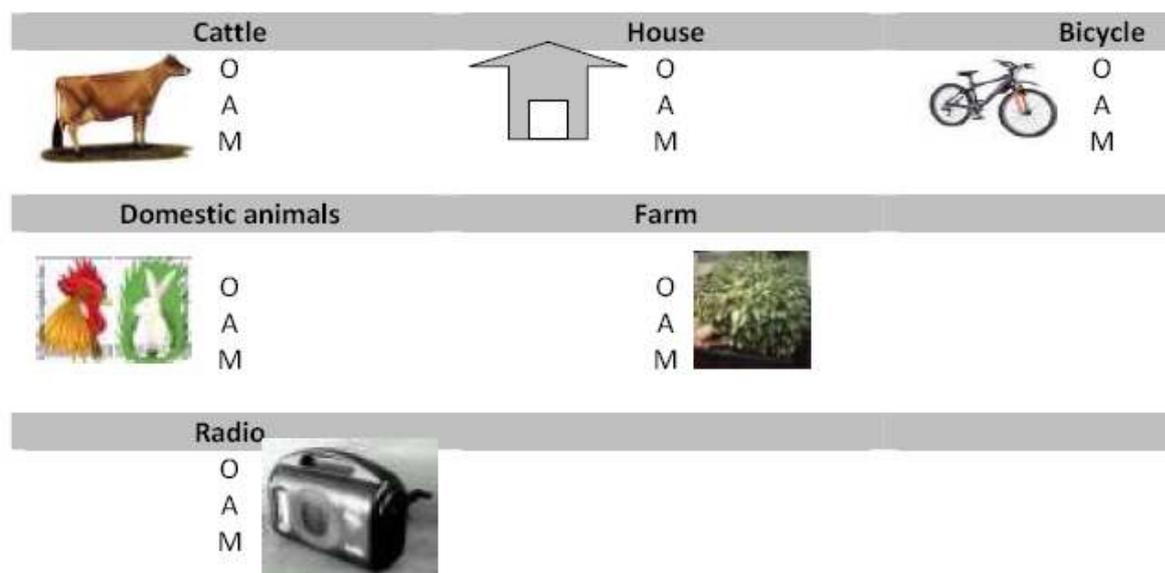
Economic and social activities that have impact on environment	How it is done	Impact/Effects	Intervention
Small Scale Enterprises			
Agriculture			
Animal Husbandry			
Fishing			

### **Gender Resources Map**

Gender Resource Map is a tool to learn and understand from the community's view point about ownership, control, division of labour and responsibility over household resources based on sex. The following are the steps to draw Gender Resource Map:

1. Focus group members should mention what they consider to be important in a household, for instance, assets like bicycle, radio, livestock, etc.
2. Next they should take one resource after another and explain in terms of sex under normal circumstances:
  - Ownership: Who owns it?
  - Authority: Who has the authority over the use of it?
  - Manpower: Who contributes to obtain it?

Illustration of the gender resource map



Key: O = Ownership, A = Authority, M = Manpower

- Focus groups should be facilitated to identify and draw the Gender Resource Map as shown below:

Table 8 Gender Resource Map

Resource	Ownership		Authority		Manpower	
	Men	Women	Men	Women	Men	Women
Cattle	✓		✓		✓	✓
House	✓		✓		✓	✓
Bicycle	✓	✓	✓		✓	✓
Rabbits/Chicken	✓	✓	✓			✓
Radio	✓		✓		✓	✓
Farm produce	✓		✓		✓	✓
Total	6	1	6	0	5	6

- The community should then discuss if there are gender gaps in terms of rules, regulations and procedures over household resources in the community and should come up with suggestions and steps to correct and improve the existing situation.

**Table 9 Gender Gap Analysis of Gender Resource Map**

Gender Gap	Cause	Intervention
Unequal ownership of resources, assets and decision making which favour men	Outdated cultural norms	Gender education

### Gender Daily Activities Calendar

The Daily Gender Activities Calendar is a tool that enables generation of information by gender and age based on the division of labour at the household level. This tool is useful in revealing gender responsibilities and imbalances.

Most activities in many communities are distributed along gender based social notions. This produces activities that are generally done by women, men or male and female children.

The purpose of using this tool is to create understanding on how flexible are the roles played by male and female members, and to what extent their gender relations can be associated with the existing task differentiation.

**Table 10 Example of a Gender Daily Activities Calendar**

Time	Father	Mother	Male child	Female child
05.00	Asleep	Awake	Asleep	Awake
05.00-06.00	Asleep	Fetching water (1)	Asleep	Fetching water (1)
06.00-07.00	Awake	Cleaning environment Preparing breakfast (1)	Awake	Helping mother (1)
07.00-07.30	Breakfast	Breakfast	Breakfast	Breakfast
07.30-08.00	Go to work	Resting	Go to school	Go to school
08.00-14.00	Work (8)	Cleaning the house	School (7)	School (7)
14.00-14.30		Washing clothes	Return home	Return home
14.30-16.00		Buying food, etc. (8)	Playing	Playing
16.00-16.30	Return home	Resting		
16.30-18.30	Recreation	Ironing clothes	Playing	Helping mother (2)
18.30-19.30		Preparing dinner (3)	Studying (1)	Studying (1)
19.30-20.00	Dinner	Dinner	Dinner	Dinner
20.00-21.00	Resting	Washing dishes	Playing	Helping mother (1)
21.00-22.00		Clearing the house (1)	Asleep	Asleep
22.00-	Asleep	Asleep		
Working hours	8	14	8	13

\*The number in bracket shows the number of working/studying hours.

**Table 11 Gender Gap Analysis of Gender Daily Activities Calendar**

Gender Gap	Cause	Intervention
The mother does most of the domestic chores such as cleaning, cooking, washing. The girl child also spends time helping the mother.	Customs that have over lived their usefulness Bad allocation of activities Male chauvinism	To continue gender education to all

### **Sources of Revenue and Expenditure**

This is a tool for the village community to know the sources of annual revenues and expenditures of their Village Council. This forms the basis for plan implementation, reporting, monitoring and evaluation by the community itself. It enhances transparency and good governance.

Discuss on the potential sources of income and list down those to be added to the existing list

Let them suggest strategies for collecting the revenue

Discuss on administrative expenditure e.g. Costs for meetings, travelling, Uhuru torch and stationery; commitments and development expenditure.

Following are the steps to identify Sources of Revenue and Expenditures:

1. Brainstorm various available sources of revenue in their locality.
2. List down existing sources of revenue both internal and external as well as non-cash income.
3. Discuss on the potential sources of revenue and list down those to be added to the existing list.
4. Discuss the strategies for collecting revenue for identified sources.
5. Discuss on administrative expenditure e.g. costs for meetings, travelling, Uhuru torch and stationery, and development expenditures.

**Table 12 Example of Sources of Revenue and Expenditure at Ward**

Sources of Revenue		Expenditures	
1 Own source		1 Administration	
Development levy	1,000,000	Costs for mtaa meetings	100,000
Crop cess	1,200,000	WDC	200,000
Local beer fees	800,000	Transport and Travelling	500,000
Contribution for school food	2,000,000	Stationery	200,000
Sand fee	2,500,000	Urban Hospitality	600,000
Sub Total	<u>7,500,000</u>	Uhuru touch	500,000
		Sub Total	<u>2,100,00</u>
2 External source (committed)		2 Development	
Council support to 2 classrooms	1,000,000	Primary school food for pupils	2,000,000
TASAF	2,000,000	Building classroom x 1 teacher house	2,500,000
Sub Total	<u>3,000,000</u>	Dispensary	3,600,000
3 None cash income		Maize production	1,400,000
Labour	<u>1,100,000</u>	Sub Total	<u>9,500,000</u>
<b>GRAND TOTAL</b>	<b>11,600,000/=</b>	<b>GRAND TOTAL</b>	<b>11,600,000/=</b>

The bigger the sources of revenue, the more likely it is for the Ward to meet its development requirements.

## DAY 5: ACTIVITIES OF THE FIFTH DAY OF THE PROCESS

### Tanzania Development Vision 2025: Target 1 High Quality Livelihood

From the fifth day to the seventh day the main activities will be to discuss the objectives of the Tanzania Development Vision 2025 (TDV 2025) and prepare the Draft Community Plan by focus groups. Discussion should focus on the objectives (from TDV 2025) that have been identified of high priority to the community during the Zonal/Mtaa Meetings.

The first target is High Quality Livelihood and the following 4 objectives are discussed by focus groups on the fifth day.

- 1.1 Food self sufficiency and food security
- 1.2 Universal Primary Education
- 1.3 Gender equality and the empowerment of women in all economic and political relations and cultures
- 1.4 Access to quality primary health care for all

It should be noted that all data should be analysed on gender basis.

### **1.1 Food self sufficiency and food security:**

Checklist to facilitate discussions includes:

- Access and use of inputs in agriculture and animal husbandry
- Development of products – milk, meat, hides, etc.
- Quality extension services
- Increase in production of crops, livestock, horticulture, poultry and bee products
- Increase fishing and fish products
- Irrigation
- Roads and transport
- Markets for rural agro-products
- Access to financial services such as banks as well as savings and credit organizations (SACCOS).
- Vermin control
- Pests control
- Access to storage facilities
- Environment management – protection of water catchment areas, wildlife. Prevention of soil erosion and deterioration of soil fertility
- Household consumption patterns (number of meals per day)
- Effect of HIV/AIDS on Agriculture

### **1.2 Universal Primary Education eradicate illiteracy and attain a reasonable level of tertiary education and training that is commensurate with a critical mass of high quality human resources required to effectively respond and master the development challenges at all levels:**

Checklist to facilitate discussions includes:

- Pre-school education
- Private investment in primary education
- Primary education
- Enrolment of children
- Truancy
- Maintenance and cleanliness of school surroundings
- Pupil's cleanliness/smartness
- Absenteeism by sex
- Lunch for pupils/students at school
- Rate of entering secondary schools by sex
- Quality and acceptability of pit latrines

- The number and grades of teachers
- Availability of houses for teachers
- Availability of teaching aids
- Availability of clean and safe drinking water in schools
- Distances to schools
- Effects of HIV/ AIDS in school

Level of education:

- Number of people enrolled in adult education
- Number of people attending adult education classes
- Number of adult education teachers
- Number of classrooms for adults education

Checklist to facilitate discussions includes:

- Working and allocation of work
- Terms of opportunities to access technical education and various professions in higher education
- Property ownership
- Decision making
- Ward leadership
- Involvement in household decision making

Also facilitate discussion on customs, cultural norms that discriminate women. Possible points of discussions could include:

- Female Genital Mutilation
- Taboos against eating nutritious foods
- Taboos against the use of latrines
- Inheritance of widows
- Pre-mature Marriages
- HIV/AIDS
- Decision making

### **1.3 Access to quality primary health care for all:**

Checklist to facilitate discussions includes:

- The major diseases like malaria, dysentery, pneumonia, anaemia, etc.
- Epidemics like cholera, measles, meningitis, etc
- Contagious diseases such as TB, HIV/ AIDS, STIs, etc

- Primary health services:
  - First Aid Kit
  - Dispensaries (government, private, religious organizations)
  - Health Centres (government, private, religious organizations)
  - Hospitals (government, private, religious organizations)
  - Referral Hospitals
- Counselling and HIV/AIDS Screening
- Average distance to health facility
- The number of patients and the quality of service
- The relationship between the people and doctors, nurses, mid wives, health workers, etc
- Community health education
  - The use of toilets/latrines
  - Cleanliness of houses and surroundings
  - Boiling of drinking water
  - Cleanliness of body and clothing

## **DAY 6: ACTIVITIES OF THE SIXTH DAY OF THE PROCESS**

### **Tanzania Development Vision 2025: Target 1 High Quality Livelihood**

Discussions by focus groups on TDV2025 and preparation of Draft Community Plan continue.

Objectives to be discussed are:

- 1.5 Access to quality reproductive health services for all persons of appropriate ages
- 1.6 Reduction in infant and maternal mortality rates by three quarters of current levels.
- 1.7 Universal access to clean and safe water
- 1.8 Increase life expectancy to the level attained by middle income countries
- 1.9 Eradication of abject poverty

#### **1.5 Access to quality reproductive health services for all individuals of appropriate ages:**

Checklist to facilitate discussions includes:

- Breast-feeding babies for 6 full months without using any other food
- Access to vaccinations by women of child bearing age TT<sub>2</sub>+
- Iodized salt
- Pregnant women (TT1 and TT2, Ferrous)
- After delivery (Ferrous and Vitamin A supplementation)

- Maternal services
- Maternal health service providers
- MCHA/PHN
- Traditional mid wives – trained and untrained
- Family planning services providers
- The use of clinic cards for pregnant women
- Distance to the health service centre
- Outreach services
- Acceptability, quality and use of family planning Services
- Reproductive health education
- Availability of clean water

#### **1.6 Reduction of infant and maternal mortality rates by three quarters of current levels:**

Checklist to facilitate discussions includes:

- Breast feeding for six months without any other food
- Number of infants below one year of age
- Number of children below 5 years of age
- Number of women delivery the age of 35
- Nutritional conditions of children 1-5 years (Highly malnourished, Medium, Good health)
- Vaccines for children 1-5 years (BDG, Polio, DPT-HB, Measles)
- Active intake of vitamin A
- Conducting a Village/Ward Child Day
- The use of child's clinic forms
- Education on proper prevention and care of children disease
- Babies born underweight
- Premature babies
- Still born
- Number of maternal deaths
- Services for pregnant women (During pregnancy, when delivering, after delivery)
- Referral cases of pregnant women
- Care and feeding of pregnant women and children
- Follow up of clinic forms by the couples both the man and the woman

### **1.7 Universal access to safe water:**

Checklist to facilitate discussions includes:

- Water catchments areas
- Springs
- Dams
- Natural wells
- Rivers
- Shallow wells
- Deep wells using diesel, electricity, wind mill pumps
- Rain water harvesting
- Hand pumps
- Diesel and wind mill pumps
- Hydroelectric power
- Protection and conservation of catchment areas
- Access to water in all seasons
- Rehabilitation of ruined water sources
- Maintenance of dams, wells, pumps and mills
- Cost sharing in provision of water services
- Private sector participation
- Boiling water
- Pollution of water services, dams, rivers wells etc.
- Distance from water source
- Homesteads with water services
- Untapped water availability potentials
- The attitude and understanding of the community towards drinking boiled water
- Active water committee
- Gender sensitive structure of the water committee
- Water fund
- Relations between the water committee and the village council
- Water project social workers
- Skilled and unskilled social workers
- Use of Latrines and attitudes of cleanliness in homesteads

**1.8 Increase life expectancy comparable to the level attained by typical middle income countries:**

Checklist to facilitate discussions includes:

- Increase income and self-sustenance in homesteads
- Balanced diet
- Producing and eating nutritious foods – grains, legumes, fish, meat, eggs, milk, fruits, vegetables etc.
- Diets for children below 5 years of age
- Use of iodized salt
- Cleanliness of residential surroundings, good houses and proper use of
- latrines
- Clean and safe water
- Education in prevention and proper (complete) cure of diseases
- Physical exercising, games and recreation
- The meaning of HIV/AIDS
- How the virus is transmitted
- AIDS symptoms
- Ways of prevention/protection against HIV/ AIDS
- Caring for HIV/AIDS victims

Topics on availability and quality of primary health care services include:

- Health
- Education
- Water
- Roads
- Energy

Topics on land use planning include:

- Surveying residential areas in towns
- Economic activities and Social Services in townships.
- Allocating land to the youth with gender in mind

Topics on security include:

- Control of accidents
- Disaster and emergency preparedness
- Control homicide and other criminal acts such as rape, robbery, killing of the old aged
- Instil good cultural norms to youths

### **1.9 Absence of abject poverty:**

Checklist to facilitate discussions includes:

- Food, Shelter and Clothing
- Relatively low life expectancy
- High rate of children with malnutrition
- High level of defence of the youths, old aged and homesteads

In order to eradicate abject poverty we need to:

- Increase self sustenance in homesteads
- Increase life expectancy
- Decrease rate of malnutrition for children below 5
- Decrease child mortality rate for children below 5

Topics over creating an environment that will empower the youths to use their vocational skills and employ themselves include:

- Forming production groups
- Availability of loans from financial institutions
- Savings and credit societies (SACCOS)
- Empower them to have and use land
- Youths should play part in decision making vocational training
- Community participation in planning and decision making.

Following topics should be included over the discussions to emancipate children living in difficult conditions:

- Child labour
- Children heads of families
- Abused /ill treated children
- Abandoned/disowned children

## **DAY 7: ACTIVITIES OF THE SEVENTH DAY OF THE PROCESS**

### **Tanzania Development Vision 2025: Target 2 Good Governance and the Rule of Law**

Discussions by focus groups on TDV2025 and preparation of Draft Community Plan continue. Good Governance and the Rule of Law, the second target of TDV 2025, will be discussed.

Objectives to be discussed are:

- 2.1 Desirable moral and cultural uprightness
- 2.2 Strong adherence to and respect for the rule of law
- 2.3 Absence of corruption and other vices
- 2.4 A learning society which is confident, learns from its own development experience and that of others and owns and determines its own development agenda

#### **2.1 Desirable moral and cultural uprightness:**

Checklist to facilitate discussions includes:

- Upholding good traditions of the community
- Working diligently and applying technical know-how
- Caring and fending for the family
- Respecting each other
- Helping the needy especially the old aged and children living in difficult conditions

#### **2.2 Strong adherence to and respect for the rule of law:**

Checklist to facilitate discussions includes:

- Respect for human rights
- The right to live and be protected
- The right and freedom of thoughts
- The right to work
- The right to be respected and valued as a person
- The right to decide
- The right to religious belief
- Equal rights as far as the law is concerned
- Other rights as per the constitutions of the United Republic of Tanzania
- Respect for the right and equality of citizens
- Obligation of the citizens to the Nation
  - Participate in development activities:
  - Participate in National Security
  - Pay various Government taxes

- Abide by the laws of country
- To have leadership that is elected by popular vote and according to the law, procedures and principles
- The structure of Mtaa and Ward Development Committee and if they abide by the regulations.
- Convening meetings of the Mtaa and the Ward Development Committee
- Giving various information with truth and transparency
- Presence of by-laws and their application

### **2.3 Absence of corruption and other vices:**

Checklist to facilitate discussions includes:

- Implementation and realization of planned objectives of the community
- Conservation and cleanliness of environment
- Respect for laws and by laws
- Not to build in open spaces and those earmarked for social services
- Not to destroy water sources by cutting trees, making charcoal, bush fires, degrading the environment
- Cost reduction in the villages administrative overheads as a result of strict control of income and expenditure by the village council
- Increase collection of sources of income for the urban ward
- Respect for Village Council
- Sticking to the timetable for legal meetings and to give feedback regarding various activities of the village in a manner that is true and transparency
- Transparency in services delivery
- Timely decision-making
- Allocation of development opportunities such as allocation of land for building houses and for farming

### **2.4 A learning society which is confident, learns from its own development experience and that of others and owns and determines its own development agenda:**

Checklist to facilitate discussions includes:

- The society knows its rights and responsibilities
- The society participates in planning and implementation of development activities
- The society can finance various economic and social services
- Fast in accepting and adapting to new technology
- Community education plans to be in place

## **DAY 8: ACTIVITIES OF THE EIGHTH DAY OF THE PROCESS**

### **Preparation of Draft Community Plan**

On the eighth day, the Ward Executive Officer in collaboration with the focus groups will prepare the Draft Ward Plan on mitaa/zonal basis.

Based on the data collected using participatory tools, and discussion over the TDV2025, the focus groups will prepare draft plan. The draft plan should show clearly:

- What the community wants to achieve (specific objectives)
- The resources/institutions which when used properly would lead to the achievement of the specific of objectives (opportunities)
- The hindrances to the proper use of opportunities (obstacles),
- The reasons for existence of obstacles (causes)
- Measures to be taken to address the obstacles (interventions)
- Necessary activities to address the causes (steps of implementation)
- Resources needed to achieve the steps of implementation (inputs)
- Estimation of costs – what can be done by the community, and what cannot be done to achieve the steps of implementation (costs)
- The measurable means to assess the achievements (indicators)

**Table 13 Example of a Ward Plan**

Ward _____ District _____ Region _____									
<b>Goal:</b> High quality livelihood									
<b>Objective:</b> Access to safe water									
Specific objective	Opportunity	Obstacle	Cause	Intervention	Steps of implementation (Activities)	Inputs	Cost		Indicator
							Internal	External	
To increase the number of households with access to clean water from 50% to 95% by year 2010	Availability of old water tanks	City water service does not extend to the ward	No proper management and maintenance system of water facilities	To repair water tanks, install public water taps, and maintain them properly	Rehabilitation of 3 water tanks	Building material labour	✓	✓	Number of households with access to clean water
					Installation of 8 public water taps	materials labour	✓	✓	
					Formation of water committees	-	✓		
					Introduction of water fund collection	-	✓		

## **DAY 9: ACTIVITIES OF THE NINTH DAY OF THE PROCESS**

### **Zonal/Mtaa Meetings**

On the ninth day, Ward facilitators are to present Draft Ward Plan at each Zon/Mtaa for comments and advice. Appropriate comments and advices should be integrated into the Draft Ward Plan ready for submission to the Ward Development Committee.

## **DAY 10: ACTIVITIES OF THE TENTH DAY OF THE PROCESS**

### **Compilation of Draft Ward Plan**

The activity of the tenth day will be for the focus groups under the Ward Executive Officer to compile the Ward Plan by incorporating comments from Zonal/Mtaa Meetings.

## **DAY 11: ACTIVITIES OF THE ELEVENTH DAY OF THE PROCESS**

### **Ward Development Committee Meeting**

An extraordinary WDC meeting should be convened in order to prepare the Ward Plan before it is presented to the Urban Council level.

The purpose of extraordinary WDC meeting will be to receive the Draft Ward Plan, discuss the key components of the draft plan, and prepare a Three-Year Ward Plan.

The following steps will be followed during Extraordinary WDC meeting:

1. The WDC Chairperson will open the meeting, and explain the purpose of the meeting.
2. The Ward Executive Officer (WEO) together with community resource persons will explain all the steps taken to the day of the meeting.
3. The Chairperson will invite the WEO, community resource persons or Wardfacilitator who participated in the whole exercise to present the Draft Ward Plan.
4. The presentation should include the following:
  - Preliminary Ward statistics
  - Urban map
  - Analysis of Institutions
  - Gender resource map
  - Daily activities calendar by gender
  - Wealth ranking
  - Sources of revenue
  - Draft Ward Plan (objectives, specific objectives, opportunities and obstacles, cause, intervention, steps of implementation, input, and cost).
5. The WDC will prioritize specific objectives by using pair-wise ranking. Prioritization should be done across all specific objectives, as shown in the example below:

**Table 14 Prioritization of Specific Objectives by Pair-wise Ranking**

Specific Objective	Increased access to credit	Increased school enrolment	Increased access to water	Increased household income	Points	Position (Priority)
Increased access to credit		Increased school enrolment	Increased access to credit	Increased household income	1	3
Increased school enrolment			Increased school enrolment	Increased school enrolment	3	1
Increased access to water				Increased household income	0	4
Increased household income					2	2

The above example shows pair-wise ranking involving four specific objectives. It can be seen that 'increased school enrolment' as a specific objective for achieving universal basic education has been rated as priority number 1, since it was chosen over all other specific objectives.

6. After prioritization, the Ward Development Committee should prepare a Three-Year Ward Plan, which will consist of highly ranked specific objectives from the draft plan. The number of specific objectives to feature in the Three-Year Ward Plan will depend on how much the

Ward has internal and external resources for implantation. Generally, the following rule should be followed:

- The number of Specific Objectives with activities whose implementation require significant support from outside should not exceed 10 in the 3 Year plan
- The community can include in the Three-Year Plan any number of specific objectives whose activities require little or no support from outside.

**Table 15 Example of Three-Year Plan**

Goal	Objective	Specific objective	Priority	Steps for implementation (activities)	Inputs	First year		Second year		Third year	
						What Ward can do	What Ward cannot do	What Ward can do	What Ward cannot do	What Ward can do	What Ward cannot do
High quality livelihood	Universal primary education	To increase enrolment of primary school pupils from the current 75% to 100% by the year 2010.	1	Conducting sensitization campaign for parents	-	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	
				Rehabilitation of 4 classrooms	building materials Labour	<input type="radio"/>					
				Construction of 2 classrooms	building materials Labour	<input type="radio"/>					
				Constructing 1 teacher's house	building materials Labour	<input type="radio"/>	<input type="radio"/>				
				Employing 2 more teachers	teachers			<input type="radio"/>			
High quality livelihood	Access to clean water	To increase the number of households with clean water from the current 50% to 95% by the year 2010	2	Construction of 3 water tanks	building material labour	<input type="radio"/>					
				Installation of 8 public water taps	building material labour	<input type="radio"/>					
				Formation of water committees	-	<input type="radio"/>					
				Introduction of water fund collection	-	<input type="radio"/>					

7. The Ward Development Committee should identify sources of income and expenditure.
8. The Ward Development Committee shall approve the Three-Year Ward Plan.

## DAY 12: ACTIVITIES OF THE ELEVENTH DAY OF THE PROCESS

### Preparation of Summary of Activities by Sector

After the approval of the Ward Development Plan, the last activity on the twelfth day will be the preparation of summary of activities from the Three-Year Ward Plan by sector. This task will be carried out by the Ward Officers guided by Ward Executive Officer. The summary of activities by sector should be prepared in a Simple Format as shown in the example below. The columns for input should remain blank as accurate inputs will be identified by the LGA using standard Unit Cost or Bill of Quantity.

**Table 16 Example of Simple Format at Ward-level (Urban Process)**

WARD.....									
DISTRICT.....									
REGION.....									
SECTOR: Education (507)									
STEPS FOR IMPLEMENTATION (ACTIVITIES)					INPUTS				
Construction of new classrooms	Rehabilitation for existing classrooms	Construction of new Teacher's Houses	Construction of latrines for pupils	Employment of teachers					
4	13	7	15	4					

The following are the steps to prepare summaries of activities by sector using Simple Format:

1. Identify the activities (steps of implementation) by sector from the Three-Year Plans.
2. Prepare a table of Simple Format for each sector.
3. For each Simple Format write down all the activities of relevant sector in the first row and indicate the village(s) which included the particular activities in their Three-Year Plan by circling or ticking or noting the numbers or quantities when possible.

## **APPENDIX I : Data Form**

**The following data to be collected prior to the community planning process**

### **1 ADMINISTRATION**

1. Name of the Ward .....
2. Area (Km<sup>2</sup>).....
3. Number of Mitaa/ (Villages if any): .....
4. Number of WDC Members: M ..... F .....
5. Population:
  - Male: .....
  - Female: .....
  - Able to work: M ..... F .....
  - Children (below 18 years old): M ..... F .....
  - Orphans: M ..... F .....
  - Street children: M ..... F .....
  - Disabled: M ..... F .....
  - Widow/Widower: M ..... F .....
  - Old (above 70 years old): M ..... F .....

### **2.1 PRIMARY EDUCATION:**

- Population of school aged children (7-13) who are supposed to be in school:  
boys.....girls.....
- Number of pupils registered in school(s): boys.....girls.....
- Number of children who drop out of school (average of last three years, if possible)  
boys.....girls.....
- Number of 7 year old children registered (average of last three years, if possible)  
boys.....girls.....
- Attendance rate (average of last three years, if possible):  
boys.....girls.....
- Primary school completion rate (average of last three years, if possible)  
boys.....girls.....
- Pass rate (average of last three years, if possible):  
boys.....girls.....
- Number of pupils per classroom: .....; and classroom deficiency: .....
- Number of streams: .....

- Ratio of pupil pit-holes: M ..... F .....; and pit-hole deficiency: M..... F.....
- Number of primary schools: .....; secondary schools: .....; colleges: .....
- Number of teacher's house available: .....; and needed: .....
- Pupil desk ratio: ..... ; and desk deficiency: .....
- Pupil textbook ratio: .....; and textbook deficiency .....
- Number of pre-school available: .....; and needed .....

## **2.2 ADULT EDUCATION:**

- Type of adult education provided (functional literacy, post literacy, COBET and ICBAE)
- Number of people registered in adult education classes: M..... F.....
- Number of people attending adult education classes: M..... F.....
- Number of adult education teachers .....
- Number of adult education classes.....
- Number of established COBET classes .....
- Number of registered pupils in COBET classes: M..... F.....

## **3 HEALTH:**

- Common/principle diseases:  
Disease.....No. of patients.....  
Disease.....No. of patients.....  
Disease.....No. of patients.....  
Disease.....No. of patients.....  
Disease.....No. of patients.....
- Sporadic diseases which occurred over the past 1 year:  
Disease.....No. of patients.....  
Disease.....No. of patients.....  
Disease.....No. of patients.....  
Disease.....No. of patients.....  
Disease.....No. of patients.....
- Communicable diseases:

### **Under 5 years**

- Disease.....No. of patients.....

**Above 5 years**

Disease.....No. of patients.....

- Health services available:
  - No. of dispensaries .....; and distance from the Community .....
  - No. of health centres .....; distance from the Community .....
  - No. of hospitals .....; distance from the Community.....
  - No. of private dispensaries .....; distance from the Community.....
- Number of permanent latrines.....
- Active health committees.....
- Availability of VHW.....
- How Village Health Days are organized in the Ward.....
- Availability of home visits: .....

**3.1 QUALITY SERVICES OF REPRODUCTIVE HEALTH:**

- Number of children below one year of age: .....
- Number of children under five years of age: .....
- Nutrition status of under five years of age: .....
- Number of severely malnourished children: .....
- Number of moderately malnourished children: .....
- Immunization status of under one year:
  - BCG: .....
  - Polio 3: .....
  - DPT-HB3: .....
  - Measles: .....
  - Vitamin 'A': .....
- Number of children born with low birth weight (below 2-5 kgs) (past 1 year): .....
- Number of premature births (past 1 year): .....
- Number of still births (past 1 year): .....
- Number of maternal deaths (past 1 year): .....
- Number of childbearing age women (19 – 45 years): .....
- Number of women who gave birth below 20 years and above 35 years (past 1 year): .....
- Number of women immunized against TT<sub>1</sub> and above (past 1 year): .....
- Available reproductive health services: .....
- Number of family planning users: .....

- Reproductive health service providers:
  - During pregnancy: .....
  - During delivery: .....
  - After delivery: .....

### **3.2 HIV/AIDS:**

- Number of deaths caused by HIV/AIDS (past 1 year, or 3 years): M..... F.....
- Number of people affected by HIV/AIDS: M..... F.....
- Rate of HIV/AIDS transmission: .....

### **4. AVAILABILITY OF CLEAN WATER:**

- Number of wells .....; and distance from the Community .....
- Number of piped water ..... ; distance from the Community .....
- Number of traditional water sources .....; distance from the Community .....
- Number of households with access to clean water.....
- Existence of water committee: .....; and its effectiveness .....
- Collection of water fund: .....

### **5 ECONOMIC STATUS:**

- Yearly average income per:
  - Person: .....
  - Household: .....
  - Mtaa: .....
  - Ward: .....
- Major economic activities: .....
- Available institutions in the Ward.....

### **5.1 ECONOMIC SERVICES:**

- Road: length of road.....km
- Power sources
- Communication services and access to information
  - Mobile phone service providers: .....
  - Postal services: .....
  - Fixed line telephone, fax, internet, etc.: .....
  - Radio: .....
  - Television: .....
- Crop market: .....
- Market place: .....
- Public transport services: .....

**6 PRIVATE SECTOR:**

- Vocational Training centres/workshops: .....
- Small industries: .....
- Hotels/Restaurants: .....
- Shops: .....
- Pharmacies: .....
- Fuel petrol stations: .....
- Economic groups: .....
- Non-Governmental Organizations: .....

**7 AGRICULTURE AND LIVESTOCK**

- Potential Agricultural land (ha or acre): .....
- Land under cultivation (by crop type): .....
- Major food crops: .....
- Average yield per hector (sacks): .....
- Major cash crops (name): .....
- Availability of farming/livestock implements: .....
- Number of farmers' cooperative unions: .....
- Number of small industries for processing agriculture and livestock products: .....
- Crop storage facilities: .....
- Number of headers: .....
- Number of livestock: .....
- Type of livestock: .....
- Land area used for livestock (ha): .....
- Livestock diseases: .....
- Number of existing animal dips: .....; and used .....
- Number of agriculture and livestock extension officers: .....

**8 ENVIRONMENT**

- Forest area in ha: .....
- Number of planted trees: .....
- Number of tree nurseries: .....

## **APPENDIX II: Schedule of Urban Process**

### **First Day**

- Social Preparation
  - Meeting with WDC members
  - Introducing Community Planning Process
  - Introducing O&OD Planning Methodology and Process
  - Preparation for Zonal/Mtaa Meetings
  - Pre-sensitization of community members
- Secondary Data Collection

### **Second Day**

- Social Preparation (continue from the previous day)
- Secondary Data Collection

### **Third Day**

- Zonal/Mtaa Meetings to launch the O&OD Planning
- Selection of community resource persons
  - Two people from each Mtaa
- Forming focus groups
  - Old men and women
  - Young men and women
- Selection of map drawers

### **Fourth Day**

- Primary Data Collection
  - Drawing the Ward map
  - Seasonal calendar
  - Household wealth ranking
  - Institutional analysis
  - Impact of social and economic activities on environment
  - Gender resources map
  - Gender daily activities calendar
  - Sources of Revenue and Expenditure

### **Fifth Day**

- Focus group to discuss Vision 2025 (High Quality Livelihood)
  - Food self sufficiency and food security
  - Universal primary education
  - Gender equality
  - Access to quality primary health care for all

### **Sixth Day**

- Focus group to discuss Vision 2025 (High Quality Livelihood)
  - Access to quality reproductive health services for all individuals of appropriate ages.
  - Reduction in infant and maternal mortality rates by three quarters of current levels.
  - Universal access to safe water
  - Increase life expectancy to the levels attained by typical middle income countries.
  - Absence of abject poverty.

### **Seventh Day**

- Focus groups continue to discuss Vision 2025 (Good Governance and Rule of Law)
  - Desirable moral and cultural uprightness
  - Strong adherence to and respect for rule of law.
  - Absence of corruption and other vices
  - A learning society which confidently learns from its own development experiences and that of others and owns and determines its own development agenda.

### **Eighth Day**

- Focus groups prepare the Draft Ward Plans

### **Ninth Day**

- Zonal/Mtaa Meetings to discuss and give comments on the Draft Ward Plan

### **Tenth Day**

- Focus groups under the Ward Executive Officer to incorporate comments from Zonal/Mtaa Meetings into Draft Ward Plan.

### **Eleventh day**

- Ward Development Committee to be held to prioritize all specific objectives, prepare and endorse Three-Year Ward Plan.

### **Twelfth Day**

- Preparation of summary of activities from the Ward Plan by sector using Simple Format.