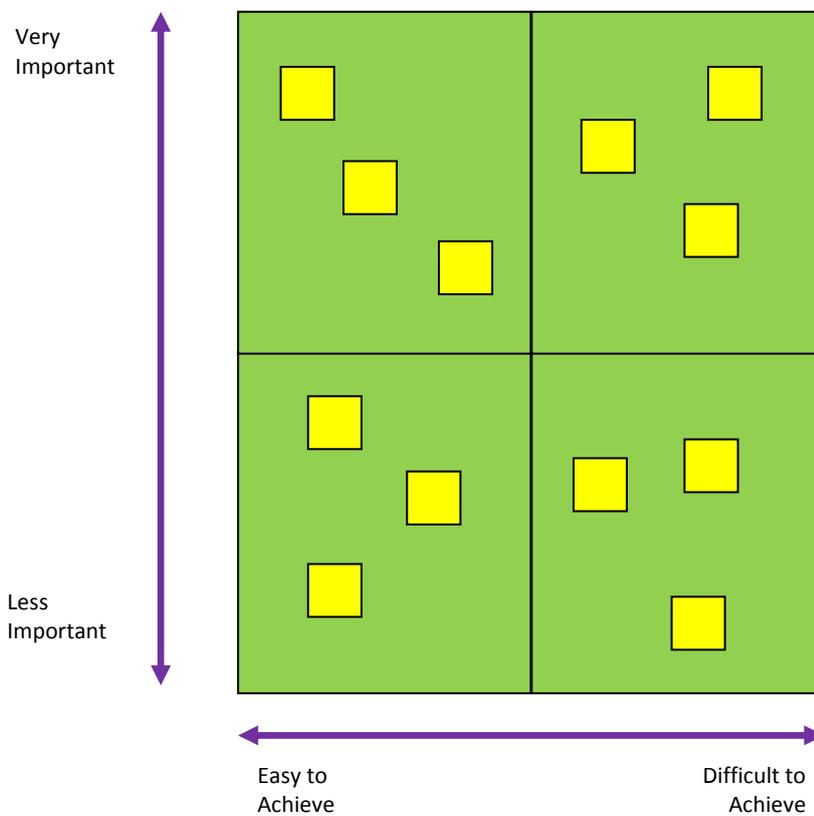


# GUIDELINE NOTES ON MATRIX MAPPING TECHNIQUES FOR SCHOOL DEVELOPMENT PLANNING

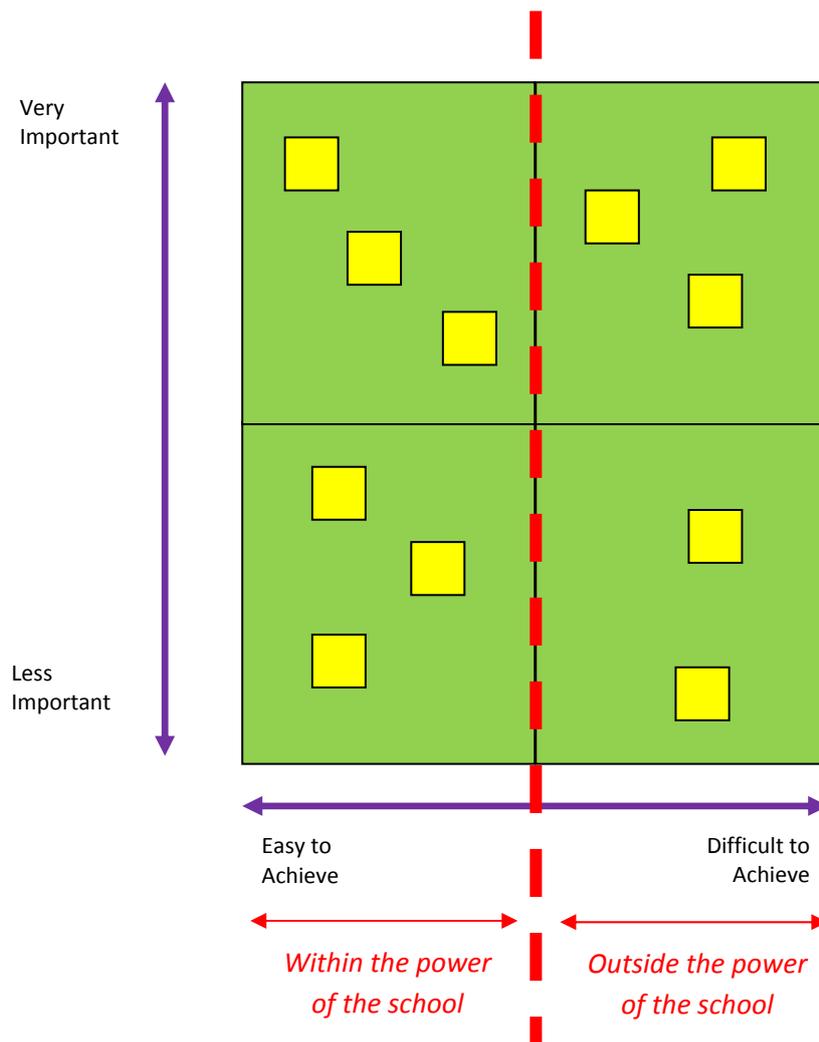
**Step 1:** involves participative (\*) brainstorming for ideas about how the school could be improved.

\* *participants could be the principal and teachers brainstorming together, but stakeholders could also be widened to include parents and other interested community members.*

**Step 2:** involves mapping the ideas generated onto the following matrix: *(Post-Its and flip chart paper work extremely well for such an exercise.)*



As an aid to analysis, a vertical dividing line can be added:

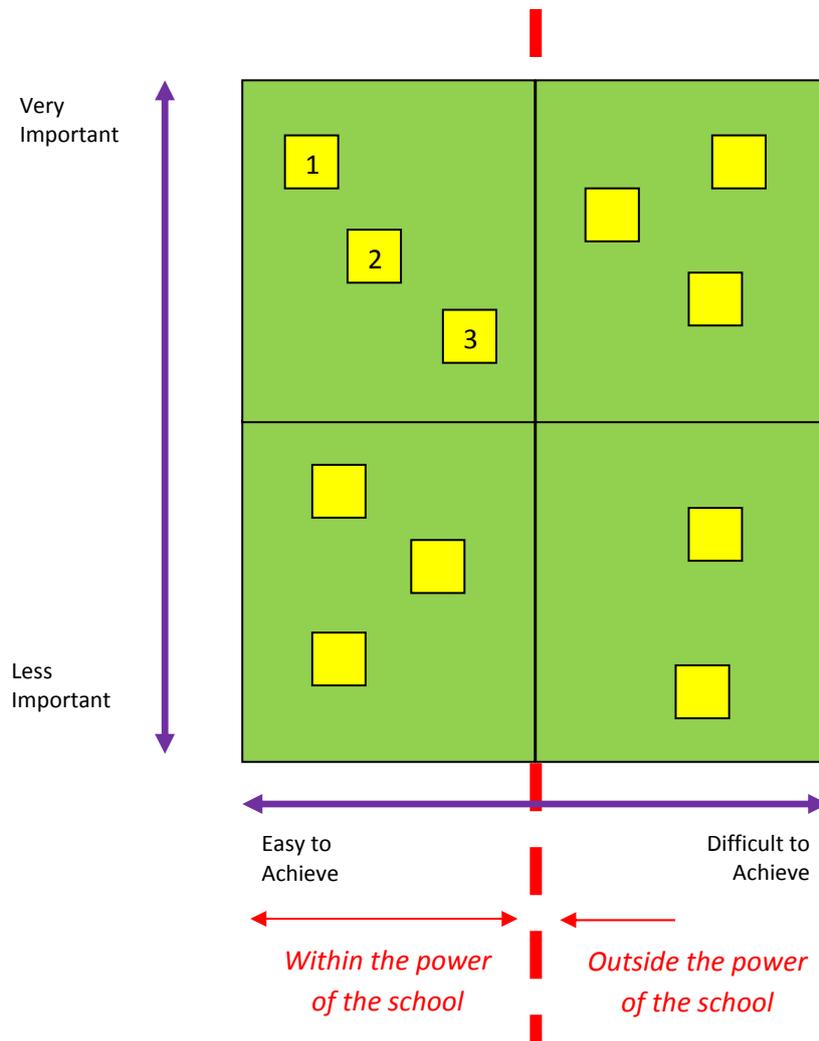


This can help to identify things that are “within the power of the school” to achieve, and things that are “outside of the power of the school to achieve” (without further help).

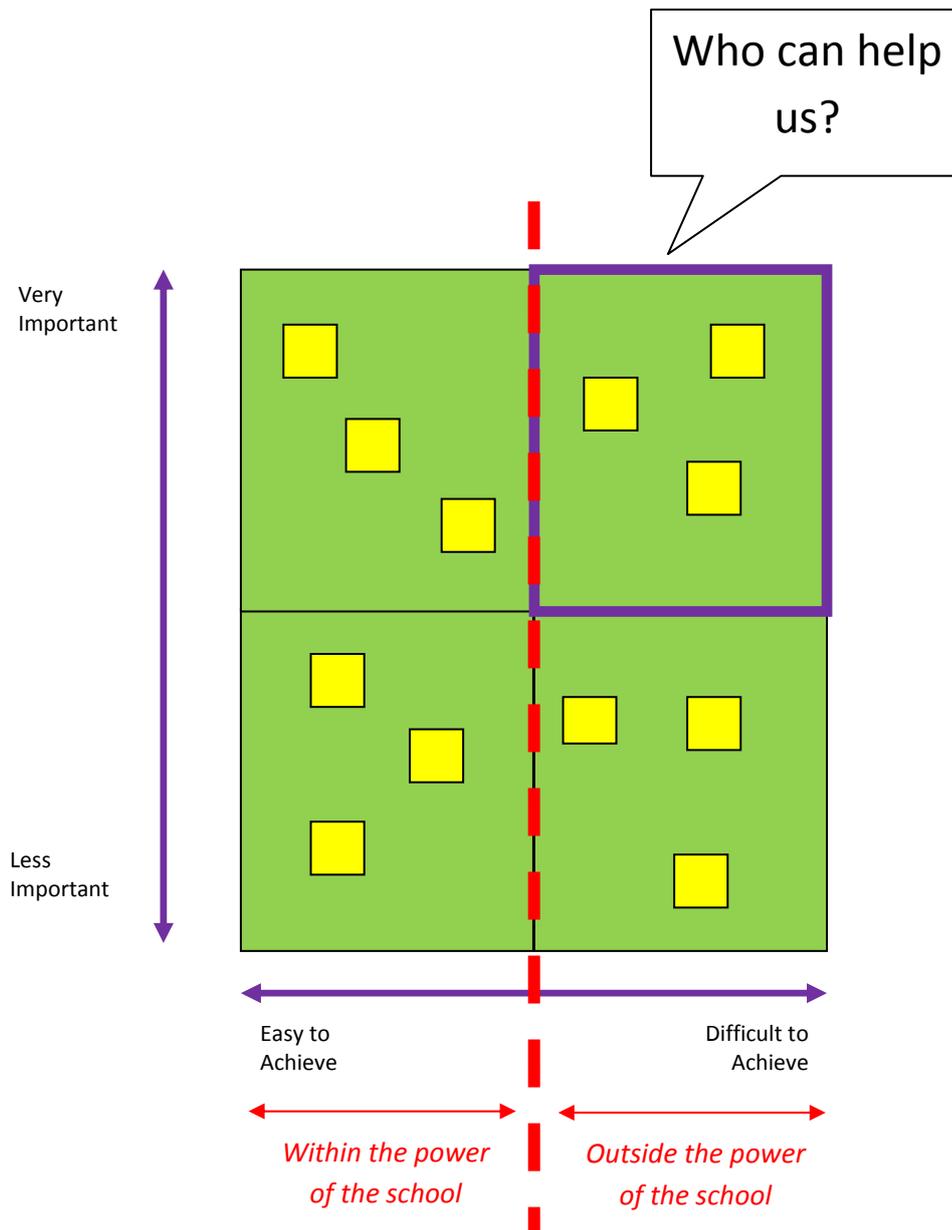
**Interpreting the results of the matrix mapping exercise:**

Ideas that are mapped into the **top-left-hand** quadrant of the matrix probably have the most potential for achieving change in schools. They are things that are of HIGH IMPORTANCE, which are also ACHIEVABLE.

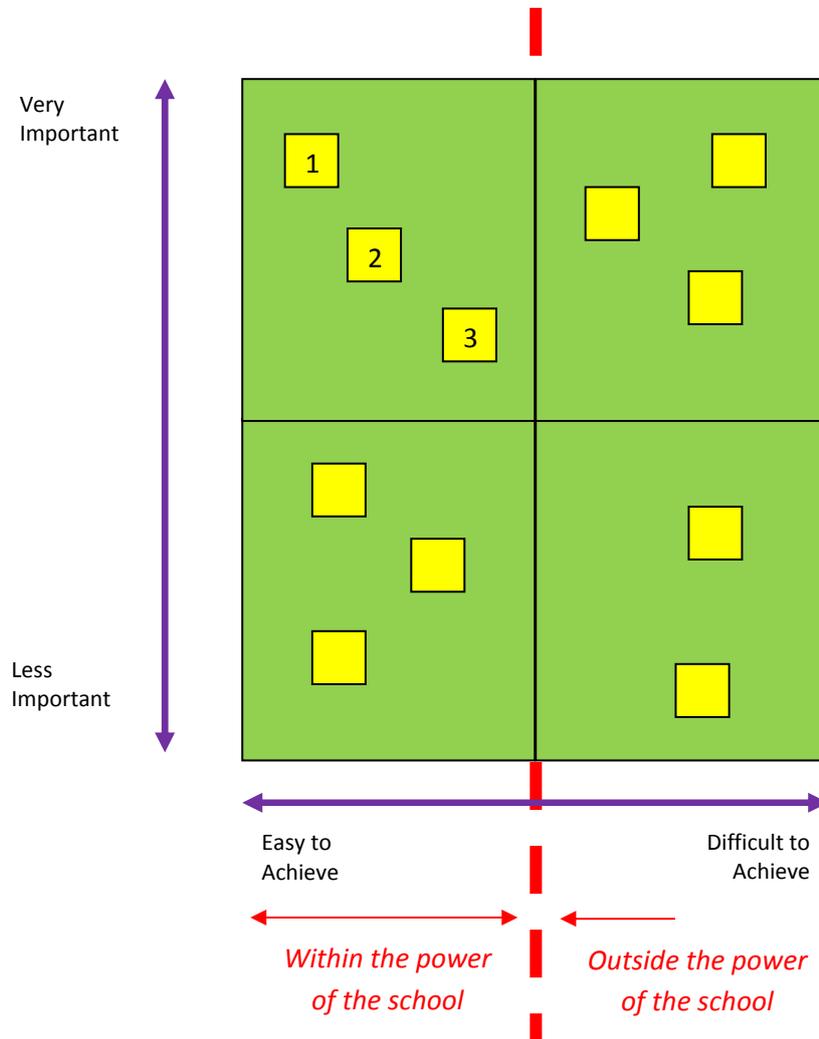
For example, on the Matrix below, if there is only enough time, money and energy to do one thing, this should probably be the activity represented by Post-It Number 1. If there is enough time, money and energy to do two things, target Post-Its Number 1 and Number 2; and so on.



However, ideas that are mapped into the top right hand quadrant of the matrix should not be entirely dismissed immediately. These are things that are of HIGH IMPORTANCE that the school judges are **too difficult to achieve unaided**. A good further question, therefore, is: **“Is there anybody that can help us?”** If this is the case, with external support, some of the ideas in the top right hand quadrant might become more achievable and be good additional starting points for bringing about change.



There is a useful further practical stage that can now be followed. Let's say that we have identified the following three strategies for further action.



In this example.

Post-It Number 1 stands for “Improve Contact with Parents”

Post-It Number 2 stands for “Improve the Use of Information Technology in the School”

Post-It Number 3 stands for “Develop the School Grounds”

We can now take each of these strategy ideas, one at a time, and brainstorm exactly how we might go about this. There are lots of possibilities. For example:

**Improve Contact with Parents:**

- Hold more parents evenings
- Send regular newsletters parents

- Follow up on all student absences
- Use questionnaires to identify parental concerns
- Involve parents in school planning meetings
- Etc
- Etc

***Improve the Use of Information Technology in Schools:***

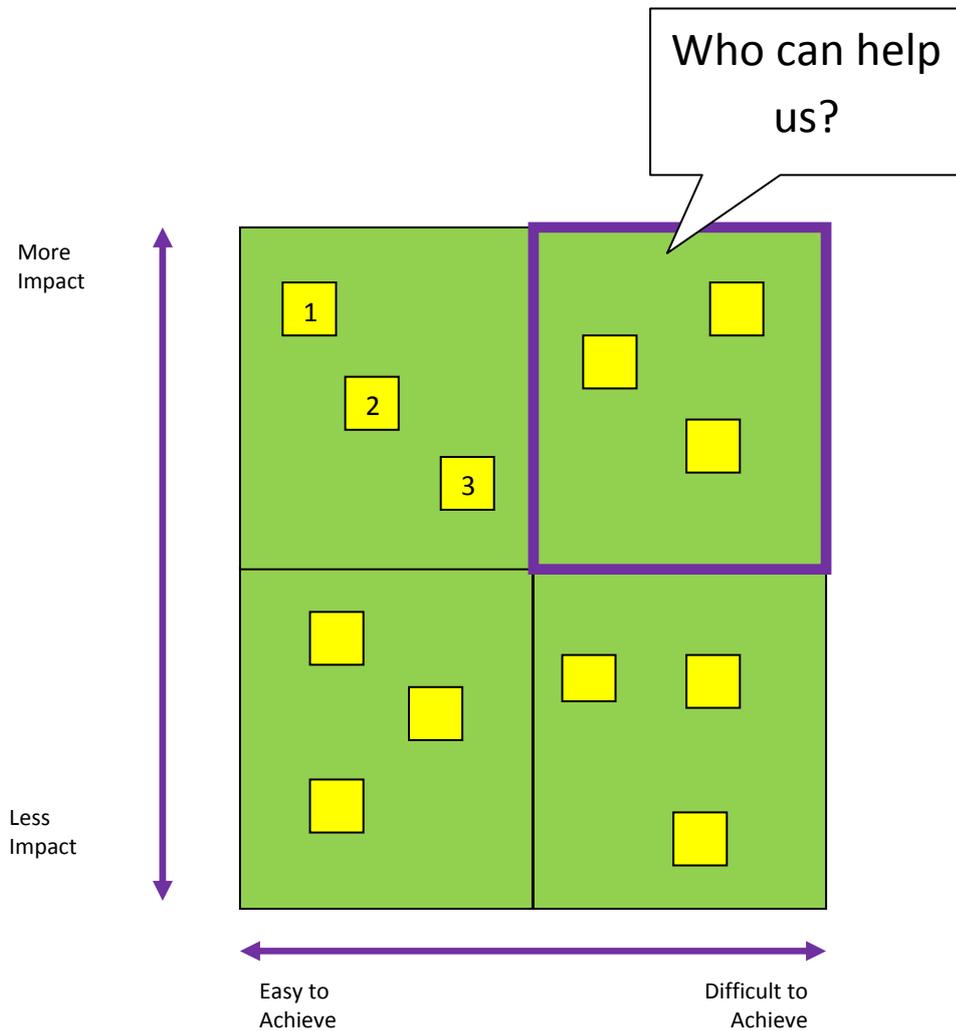
- Modernise ICT lab
- Install computers in classrooms
- Establish a computer club
- Provide training for all staff in ICT
- Set up a timetable to maximise the use of the ICT lab
- Etc
- Etc

***Develop the School Grounds:***

- Establish a school garden
- Establish a weather station, using low cost materials
- Paint some playground markings for games
- Provide seating in shady areas
- Install a basket ball court
- Etc
- Etc

Once a “long list” of ideas has been generated, matrices can again be used to prioritise ideas, taking into account what is most achievable.

To make the matrix more precise for this task, the wording on the vertical access has been modified slightly. This time we are considering, which of the activities identified will have the most **impact**:



The same logic used previously still applies. If there is only enough time, money and energy to do one thing, it probably makes sense to go for Activity “Number 1”. If there is enough time, money and energy to do two things, go for Activities Number 1 and 2; and so on.

However, before dismissing activities in the top right hand of the quadrant, do not forget to ask the question “Is there anyone that can help us?”

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