UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

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In reply please quote:
Ref. No. CGA.128/270/02A/22

14th July, 2026

FCDO,
Umoja House, 5th Floor,
P.O. Box 9200,
DAR ES SALAAM.

RE: SUBMISSION OF TANZANIA'S COUNTRY COMMITMENT TO EDUCATION DOMESTIC FINANCING FOR THE GPE 2026 REPLENISHMENT

Kindly refer to the above-mentioned subject.

2. The Government of the United Republic of Tanzania, through the Ministry of Education, Science and Technology, presents its compliments to the Foreign, Commonwealth and Development Office (FCDO) Tanzania, in its capacity as the Coordinating Agency for the Global Partnership for Education (GPE), and has the honour to submit Tanzania's Country Commitment to Education Domestic Financing in respect of the GPE 2026 Replenishment.

3. The commitment, prepared in accordance with the template provided by the GPE Secretariat, is attached to this letter, duly completed and endorsed. It sets out the Government's commitments across the three dimensions of domestic financing - volume, efficiency and equity drawing on the Education Sector Development Plan 2025/26 - 2029/30 and other officially approved policy frameworks.

3. Through this commitment, the Government of the United Republic of Tanzania reaffirms its resolve to strengthen domestic financing for education by protecting and progressively increasing the share of the national budget allocated to the education sector, from **17.49** percent in 2025 towards **the global benchmark of 20 percent** by 2030, in line with national priorities and the annual budget process.

4. The Ministry therefore, requests your office to transmit the attached commitment to the GPE Secretariat as Tanzania's official Country Commitment for the 2026 Replenishment, ahead of the Education Financing Campaign scheduled for September 2026.

5. Thank you for your continued cooperation.



Digitally Signed By Prof.Carolyne I. Nombo
Tue Jul 14 19:07:20 EAT 2026

Prof.Carolyne I. Nombo
PERMANENT SECRETARY

cc: Permanent Secretary,
Ministry of Foreign Affairs
and East African Cooperation (Foreign Affairs),
Government City - Mtumba,
P.O. Box 2933,
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Permanent Secretary,
Ministry of Finance,
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COUNTRY COMMITMENTS TO EDUCATION DOMESTIC FINANCING

Education Financing Campaign

"Education Multiplies Possibilities: Investing in our future"

Education is essential to achieve national development goals. Domestic finance is the backbone of education investments. It is the most sustainable source of education funding. However, without decisive actions at the country level, education systems will face wider learning gaps and will not be able to contribute to inclusive growth.
Therefore, as part of a global education financing campaign, the Global Partnership for Education (GPE), is encouraging countries to enhance domestic financing for education. GPE will bring together all country commitments to highlight the scale of current collective efforts and potential of prioritizing education.

How can you contribute to the education financing campaign in your own country?

1. *Countries are expected to make commitments in any of the three dimensions of domestic financing (Volume/Adequacy, Efficiency and Equity), based on their respective context and best available evidence.*
2. *Examples of policy actions are provided below in the template. Countries may propose new areas of commitment that will increase Volume and/or improve Efficiency and/or Equity of domestic financing for education.*
3. *For each commitment, countries are encouraged to indicate the expected results/change in resources allocated to education.*

***Note**: To fill out this template, please consult available National Development Plan, Education Sector Plan (ESP), Mid-Term Expenditure Framework, Partnership Compact or other officially approved policies.*

Thank you for participating in this Global Education Financing Campaign. Your inputs will help amplify the efforts of your country and will help elevate education as a global priority.

Country Partner Identification

Country name:	TANZANIA
Ministry/Institution:	MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
Date:	13 July, 2026

1.Volume commitment		
1.1. Please select your areas of commitment by checking relevant boxes below (select all that apply):		
☐ Increase or maintain education expenditure level as a share of national budget (excluding. debt services) ✓	☐ Increase or maintain education expenditure as a share of GDP	☐ Other (please specify)
1.2. Description of education budget perimeter		

Please list all line ministries responsible *for elements included in the calculation of education expenditures. Ideally this description should identify where in the national budget relevant elements are recorded:*

List of Education Sector Budget Perimeter

(i) Teachers Service Commission
(ii) UNESCO Commission
(iii) Institute of Rural Development Planning (IRDP)
(iv) Special Expenditures – Examination – NECTA
(v) Ministry of Education, Science and Technology
(vi) Ministry of Finances (NBAA, IAA, IFM, TIA, CBE)
(vii) Ministry of Health, Ministry of Agriculture, and Ministry of Transport
(viii) Ministry of Community Development, Gender, Women and Special Groups (Community Training and Development)
(ix) PMO-RALG – grants to Academic Institutions and PMO-RALG – Basic Education Coordination
(x) Regional level budget – Education Services Grants to Local Governments Authorities
(xi) Regional level budget – Basic Education Services Divisions Grants (Pre-primary, Primary and Secondary Education)

1.3. Historical and projected expenditure

2025	2026	2027	2028	2029	2030
Percentage (as a share of national budget) : **17.49%**	Percentage (as a share of national budget) : **18.0%**	Percentage (as a share of national budget) :**18.5%**	Percentage (as a share of national budget) : **19.0%**	Percentage (as a share of national budget) :**19.5%**	Percentage (as a share of national budget) : **20%**
Percentage (as a share of GDP) :	Percentage (as a share of GDP) :	Percentage (as a share of GDP) :	Percentage (as a share of GDP) :	Percentage (as a share of GDP) :	Percentage (as a share of GDP) :
Percentage (Other):	Percentage (Other):	Percentage (Other):	Percentage (Other):	Percentage (Other):	Percentage (Other):
Monetary value - *Currency:* *-Amount:*	Monetary value *-Currency:* *-Amount:*	Monetary value - *Currency:* *-Amount:*	Monetary value *-Currency:* *-Amount:*	Monetary value *-Currency:* *-Amount:*	Monetary value - *Currency:* *-Amount:*

Do you have plans to increase ***education expenditure per child:*** ☐*Yes* ☐*No* ***(YES)***

If Yes, please provide

Currency: TZS PER YEAR

-Baseline: ***Primary 6,000/-; Secondary 12,500/-*** *- Target:* ***N/A***

- Year: ***2025/26*** *-Year:* ***N/A***

- Amount per child: ***Primary 6,000/-; Secondary 12,500/-*** *- Amount per child:* ***N/A***

Currently, there is no established target for education expenditure per child; however, this will be determined following the review of the Capitation Grant formula. In addition, the Government, in collaboration with development partners such as UNICEF, is undertaking efforts to establish standardized student unit costs. These will serve as a basis for guiding a more equitable allocation of capitation grants and provide a more accurate sectoral reflection of education expenditure per child. The Government's intention to revise the Capitation Grant formula to incorporate additional fixed and context-specific costs has been identified as a key sector strategy to address existing inequities in the distribution of resources across regions and schools.

-Indicate the policy framework or any other official documents where information on the baseline and targets can be found: **Education Sector Development Plan 2025/26 – 2029/30, Independent Education Programme for Results II verification Report 2024/25 and Education Sector Performance Report 2024/25**

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1.4. Basis for commitment to increase funding for education

Please list, and briefly describe, any planned or ongoing actions aimed at increasing resources for education

The Government is implementing a range of strategies to ensure sustainable and increased financing for the education sector

- ***Progressive Increase of Education Budget Share:***

The Government has committed to progressively increasing the share of the national budget allocated to education to at least 20 percent by 2030. This will be supported through strengthened sector dialogue and advocacy, revision of the capitation grant formula to incorporate fixed costs and equity considerations, capacity building for education officials in public financial management and resource mobilisation, and institutionalisation of regular financial audits across all levels.

- ***Public-Private Partnerships (PPPs):***

A dedicated Public Private Partnership (PPP) Strategy for Education and Training has been developed to formalize and expand private sector participation in financing education especially in infrastructure development, service delivery, and innovation. This will be achieved through the establishment and effective operationalization of well-defined and coordinated PPP frameworks that provide a structured, transparent, and results-oriented approach for Government engagement with private sector actors, aligned with national education priorities.

- ***Mobilisation of Non-State Financing:***

The Government is operationalising frameworks for engaging philanthropic organisations, foundations, and corporate entities through Corporate Social Responsibility (CSR). These frameworks aim to mobilise additional resources through structured partnerships, standardised agreements, and incentive mechanisms such as tax rebates and recognition schemes.

- ***Mobilisation of Innovative Financing***

The Government will utilise innovative financing modalities such as Result-Based Financing (RBF), which links funding to performance and results; Education Bonds, aimed at mobilizing long-term resources for strategic investments; and the optimization of the Skills Development Levy (SDL) to better align funding with labour market needs, particularly in supporting Technical Education and Vocational Training (TVET) and workforce development.

- ***Strengthening Efficiency and Accountability in Resource Use:***

The ESDP emphasises improving efficiency, transparency, and value for money in education spending. Key actions include strengthening public financial management systems, enhancing financial oversight through regular audits, building institutional capacity in resource management, and improving tracking of alignment between approved budgets and sector priorities.

- ***Strengthening Domestic Resource Mobilisation:***

The Government will enhance domestic resource mobilisation by improving revenue collection mechanisms to increase sustainable financing for the education sector.

2.Efficiency commitment

Please list, and briefly describe any planned or ongoing actions to improve efficiency of education finance and expected results —
The Government is implementing a comprehensive set of reforms aimed at improving governance, coordination, data systems, and results-based financing. These efforts are designed to ensure that limited education resources are utilised more efficiently to achieve improved learning outcomes and equitable service delivery. This is being realized through the following key actions;

i) Reducing Fragmented Financing and Implementation Mechanisms

- *Sustained and Expanded Use of EPforR*

The Government continues to sustain and expand the use of the Education Programme for Results (EPforR) as a strategic financing mechanism that aligns Government resources, Development Partner support, and non-state actor contributions under a single Government-led framework. This approach enhances efficiency by reducing fragmentation, duplication of interventions, and parallel implementation arrangements that often increase administrative and transaction costs. Through the use of harmonised disbursement-linked indicators and results-based financing, resources are increasingly directed toward high-impact interventions linked to measurable education outcomes. The continued implementation of EPforR is already contributing to improved coordination and accountability in education financing, which has supported improvements in service delivery, school infrastructure, teacher deployment, learning materials provision, and quality assurance activities.

- *Development of a Sector Coordination and Reporting Dashboard*

The Government is also developing an integrated online dashboard for coordinating, monitoring, and reporting education sector programmes and projects. This initiative is expected to improve transparency and efficiency by providing a unified platform for tracking financial flows, partner contributions, implementation progress, and sector performance indicators in real time. The system will reduce duplication of interventions, strengthen expenditure tracking, improve evidence-based decision making, and support timely corrective actions where inefficiencies are identified. Improved coordination and monitoring of investments are expected to enhance equitable allocation of resources, particularly in underserved areas, thereby contributing to improved access, teacher distribution, learning environments, and ultimately better student progression, completion, and learning achievement.

ii) Streamlining Teacher Management and Remuneration Mechanisms

- *Institutionalisation of Teacher Allocation Protocols (TAP)*

The operationalisation of the Primary Teacher Allocation Protocol (P-TAP) and Secondary Teacher Allocation Protocol (S-TAP) is improving efficiency in teacher deployment by ensuring that teachers are allocated based on enrolment needs, workload, and school staffing gaps rather than non-standard administrative considerations. This reform is helping address inequities in teacher

distribution, especially in underserved and hard-to-reach areas. By improving the efficiency of teacher utilisation, the protocols are contributing to improved pupil-teacher ratios, increased teacher availability in disadvantaged schools, and enhanced classroom interaction and instructional quality. These improvements are expected to contribute to better learner participation, improved literacy and numeracy acquisition, stronger examination performance, reduced dropout rates, and improved completion and transition rates across education levels.

- *Operationalisation of the Volunteer Teacher Framework*

The Government has developed and disseminated guidelines for engaging volunteer teachers, completed district eligibility assessments, and initiated recruitment processes. This intervention is helping address persistent teacher shortages that negatively affect teaching and learning efficiency, particularly in remote and underserved areas. The framework is already supporting continuity of learning where teacher shortages are most acute, thereby reducing instructional gaps and overcrowded classrooms. The initiative is expected to improve teaching effectiveness, learner engagement, foundational learning outcomes, and retention of learners in schools while reducing disparities in education service delivery.

- *Completion of the Teacher Forecasting Framework (TFF)*

Following completion of the demand-side component of the Teacher Forecasting Framework, the Government is advancing the supply-side component focusing on teacher training institutions, enrolment planning, and intake capacity. This reform is improving long-term efficiency in teacher workforce planning by aligning teacher production with actual system needs. The framework is expected to reduce costly mismatches between teacher supply and demand, improve deployment planning, and optimise investments in teacher education and recruitment. In turn, this will contribute to adequate teacher availability, improved instructional quality, stronger learner performance, and improved progression and completion rates across education levels.

iii) Enhancing Education and Financial Data Tracking Systems and Availability

- *Integrated Teacher Workforce Data Management System (Mwalimu Data Lake)*

The Government is in the final stages of operationalising the Mwalimu Data Lake, an integrated teacher workforce data management system that consolidates multiple teacher management platforms, including TSC-MIS, SIS, and TCMS. The system is expected to significantly improve efficiency in teacher workforce planning, deployment, and monitoring. The availability of reliable and integrated teacher data will enhance evidence-based decision making, reduce duplication and inconsistencies in teacher records, and improve management of teacher recruitment, transfers, promotions, and professional development. This will

support more equitable teacher allocation and improved utilisation of human resources, ultimately contributing to improved teaching quality, learner performance, and better education outcomes

- *Education Data Harmonisation through ESMIS*
  To address long-standing challenges associated with fragmented and inconsistent education data, the Government is finalising the Education Sector Management Information System (ESMIS), which integrates multiple education information systems into a single authoritative platform. The harmonisation of education data systems is expected to improve efficiency in planning, budgeting, monitoring, and resource allocation across the sector. By strengthening the reliability and timeliness of education statistics such as Gross Enrolment Ratio (GER), Net Enrolment Ratio (NER), completion rates, teacher availability, and learning indicators, the system will enable more targeted and cost-effective interventions. Improved data quality and accessibility will also strengthen monitoring of sector performance and financial efficiency, support equitable resource distribution, and enhance the Government's ability to identify learning gaps and allocate resources toward interventions that improve foundational learning, including literacy and numeracy (3Rs), retention, transition, and overall education quality.

3.Equity commitment

Please list, and briefly describe any planned or ongoing actions to promote equitable resource allocation

The Government is implementing the following planned and ongoing actions to promote equitable resource allocation in Tanzania's education sector;

i) Strengthening Redistributive Policies and Mechanisms

The Government is strengthening needs-based allocation mechanisms to improve equity in the distribution of education resources. This includes prioritising teacher deployment based on enrolment needs and shortages (the Institutionalization of Teacher Allocation Protocols (TAP) for Primary and Secondary), expanding infrastructure in underserved areas, and promoting inclusive education to ensure that vulnerable groups benefit from targeted resource allocation. The government also plans to undertake a student unit cost study to inform a new distribution formula that will include weightings for poverty, remoteness, and disability, ensuring resources reach the most disadvantaged schools;

ii) Tracking of Equitable Resource Distribution

The Government is enhancing monitoring and tracking systems through the ***Monitoring, Evaluation and Learning (MEL) framework*** *and strengthening* ***Education Management Information Systems (EMIS/ESMIS)*** *to improve the availability, accuracy, and use of data for tracking resource allocation and disparities across regions and education levels;*

iii) Adopting Pro-Poor, Gender-Responsive and Inclusive Budgeting Approaches

The ESDP prioritises gender equality and inclusive education by implementing targeted interventions to support girls, children with disabilities, and other marginalised groups. This includes improving access, participation, and learning conditions through policies that address socio-economic and cultural barriers;

iv) Directing Resources to Reduce Gaps in School Access

- *The Government is investing in the expansion and rehabilitation of education infrastructure (classrooms, sanitation facilities, and learning spaces) to address regional disparities and accommodate growing demand;*
- *The Government has strengthened Alternative Education Pathways (AEP), Complementary Basic Education in Tanzania (COBET), Integrated Programme for Out-of-School Adolescents (IPOSA), and Alternative Secondary Education Learning Centres (ASEP-LC) to provide second-chance education opportunities for learners who missed formal schooling. These interventions have contributed to reducing exclusion and improving equitable access to education for disadvantaged populations, particularly girls, school dropouts, and learners from underserved communities;*
- *The Government has also prioritized strengthening TVET opportunities to improve employability and respond to labour market needs. This includes increasing the number of registered Technical Education and Training institutions and Vocational Education and Training centres, expanding enrolment in technical and vocational programmes, and strengthening competency-based education and training;*
- *The Government continued implementing programmes such Integrated Community-Based Adult Education (ICBAE), and Non-Formal Secondary Education (NFSE) to provide literacy, numeracy, and life skills opportunities for youth and adults who did not complete formal education. These programmes are contributing to improving literacy levels, promoting lifelong learning, and expanding economic participation among marginalized groups; and*
- *Lastly, The Government is promoting integrated education financing and strengthening coordination among stakeholders, including development partners and the private sector, to ensure that resources are aligned with equity priorities. Public-Private Partnerships (PPPs) are also being encouraged to support infrastructure development and service delivery in underserved areas*

4.Endorsement of the commitments

Please indicate all the institutions that endorsed the commitment as relevant

☒Head of State Office ☒ Prime Minister Office ☒ Ministry of Finance ☒ Ministry of Education ☐Other Ministries or agencies (please specify)

The Ministry of Finance endorses the above Country Commitments to Education Domestic Financing.

Mwamba

Dr. Natu E. Mwamba

Permanent Secretary

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