Zanzibar ESPIG Program Document
Multiplier Fund
Additional MCA Finance
Fixed and Variable Tranche

2020 - 2022

December 2019

Acronyms

ALC	Alternative Learning Centres
AJESR	Annual Joint Education Sector Review
AKF	Aga Khan Foundation
CA	Coordinating Agent
CSO	Civil Society Organisation
DHS	Demographic and Housing Survey
DED	District Executive Director
DEO	District Education Officer
DPO	District Planning Officer
DPPR	Department/Director of Policy, Planning and Research
DPPE	Department of Primary and Pre-Primary Education
EAC	East Africa Community
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
ESA	Education Sector Analysis
ESPIG	Education Sector Program Implementation Grant
FT	Fixed Tranche
GA	Grant Agent
GER	Gross Enrolment Rate
GPE	Global Partnership for Education
HBS	Household Budget Survey
ICT	Information Communication Technology
IE	Inclusive Education
IMF	International Monetary Fund
KOICA	Korea International Cooperation Agency
KPI	Key Performance Indicators
LGA	Local Government Authority
MECPZ	Madrasa Early Childhood Program Zanzibar
MELQO	Measuring Early Learning Quality and Outcomes
MoEVT	Ministry of Vocational Education and Training
MTEF	Medium-Term Expenditure Framework
NER	Net Enrolment Rate
NSA	Non-State Actors
OCGS	Office of Chief of Government Statistics
OOSC	Out of School Children
OPF	office personnel files
OPM	Oxford Policy Management

PBA	Programme Based Approach
PFM	Public Finance management
PCD	Partnership for Child Development
PD	Programme Document
PMU	Procurement Management Unit
PORALGSD	President's Office Regional Administration and Local Government and Special Departments
PPE	Pre-primary education
PS	Private Sector
PSC	Project Steering Committee
QAR	Quality Assurance Review
RGoZ	Revolutionary Government of Zanzibar
SC	Steering Committee
SEN	Special Education Needs
SIDA	Swedish International Development Agency
SIS	School Information System
SUZA	State University of Zanzibar
TA	Technical Assistance
TC	Teaching Centre
TPS	Teacher Professional Standards
VT	Variable Tranche
USAID	United States Agency for International Development
WASH	Water, Sanitation and Hygiene
WB	World Bank
ZEDP II	Zanzibar Education Development Program II
ZEN	Zanzibar Education Network
ZESC	Zanzibar Education Sector Committee
ZIE	Zanzibar Institute of Education
ZISP	Zanzibar Improving Student Prospects Project
MCA	Minimum Country Allocation

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1. Background to the GPE Grant and the Program Document (PD)

A Maximum Country Allocation (MCA) of US$ 82.3 million for Tanzania was announced in December 2014. The division of the MCA between the Mainland and Zanzibar was made at the national level with the Ministry of Education, Science and Technology (MoEST) for Tanzania Mainland and the Ministry of Education and Vocational Training (MoEVT) for Zanzibar, jointly agreeing to divide the MCA, with 90 percent of the MCA for Tanzania Mainland and 10 percent or US$ 8.23 million for Zanzibar. These grants were subject to the GPE allocation requirements of at least 30% of the grant being performance based.

In December 2017, the GPE Board approved the 70% fixed part of the grant for Zanzibar, US$5.76 million, which became effective in March 2018. At that same meeting, the GPE Board also approved a multiplier grant allocation of $US2.5 million for Zanzibar[1].

In June 2018 an additional financing of US$ 17.7 million under the MCA million was confirmed and is to be divided between the two Tanzanian Governments (Mainland 90% and Zanzibar 10%)[2].

A further additional funding of US$25m was allocated to the MCA in June 2019 and will be subject to the 90/ 10 split.

The table below summarizes the current and prospective GPE grants:

Table 1 Grant Allocation

	Total Grant Application	Fixed	Variable
Total ESPIG Allocation	**8.23 million**	**$5.76 million (approved)**	**$2.47 million**
GPE Multiplier	**$2.5 million**	**$1.75 million**	**$750,000**
Additional Financing (announced in June 2018	**$1.77 million**	**$1.239 million**	**$531,000**
Additional Financing (announced in June 2019)	**$2.5 million**	**$1.75 million**	**$750,000**
Total	$15m	**$10.499 million**	**$4.501 million**
Total to be programed		**$4.739 million**	**$4.501 million**

Zanzibar has decided to apply in January 2020 for the total remaining grant allocation of **US$9.24 million**, of which **US$4.739 million is fixed and US$4.501 million is the Variable Part (VP)**.

The PD has been prepared to specify the programming for the fixed tranche and to provide the detailed indicators and the timeframe for the release of the variable tranche (VT). The

indicative use of the VT funds has been discussed and the final decision and the programming for this will be at the discretion of PORALGSD Education Committee liaising with the Local Government (Region and District). The tentative spending areas are:

- Classroom construction/ completion, wash and facilities for disabled children
- Teacher houses construction
- Hardship allowance for teachers posted in remote areas including islands/islets
- Supporting District development planning and program implementation

The program encompasses and extends the current GPE program and other government and partner initiatives in the education sector (see Annex 1 for table of partner engagement) and responds to further evidence that MoEVT have obtained through studies since the preparation of the Zanzibar Education Development Plan II 2017 – 2022 of which the most urgent for partner focus is the pre-primary and primary curriculum review.

MoEVT and partners have agreed the ideal financing will be for funds disbursement from January 2020 and that the second tranche of the FT will be reflected in the 2020/ 21 budget. It is anticipated that the FT will be disbursed over 3 years (January 2020 – December 2022) and that the VT funds will be programmed for use in school years 2020/21, 2021/22 and 2022/ 23 depending on the indicators being achieved.

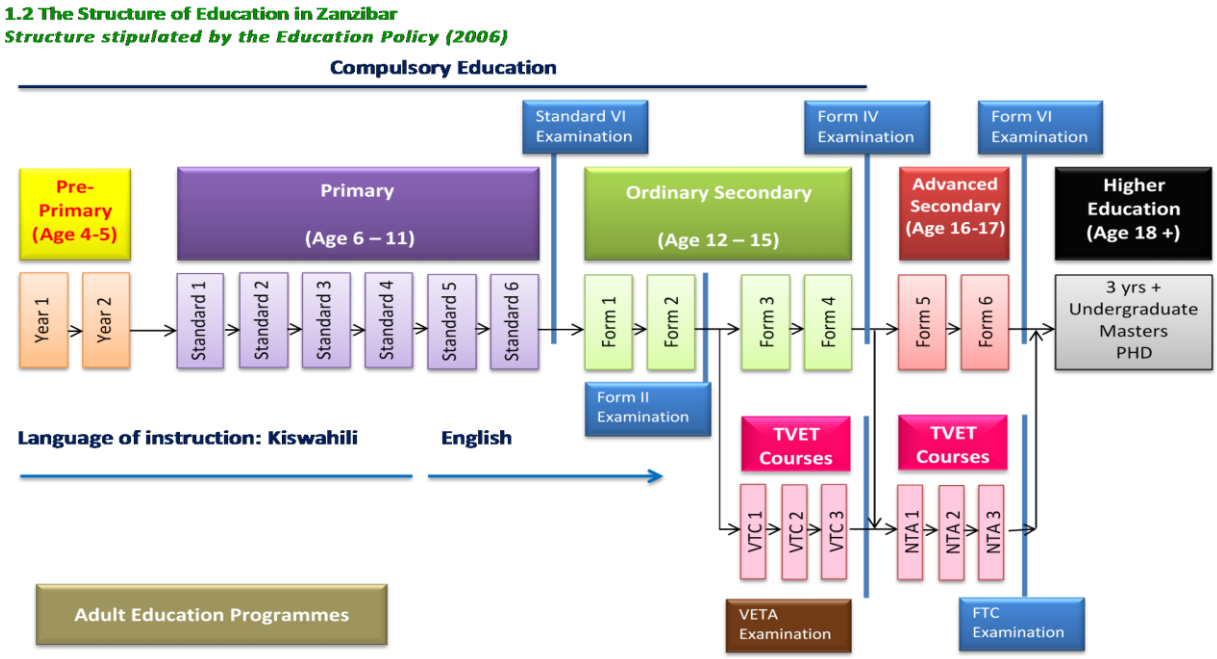
Table 2 Timing of Grant Release

Timing of the releases	2019/ 20	2020/ 21	2021/22	Total
Fixed Tranche	$402,331	$4,163,662	$169,698	$4,735,692
Variable Tranche	On achievement of the relevant targets	On achievement of the relevant targets	On achievement of the relevant targets	$4,501,000

2 The Current Education context[3]

2.1 Structure of Education System

For reference the structure of the Education system in Zanzibar



2.2 ZEDP 2

The second **Zanzibar Education Development Plan** (ZEDP II) is the Government of Zanzibar's national strategic plan for the education sector for 2017/18-2021/22. The plan lays out the high-level policy goals and strategies that will provide for better and relevant learning outcomes for all children and youth. The plan has set Key Performance Indicators (KPI's) and there are 6 programs which have been costed. ZEDP 2 was approved by MoEVT and partners in June 2017. The GPE have used the ZEDP II document as the basis for the current ESPIG grant that was approved in December 2017.

The current GPE Grant includes funding for the midterm review of the ZEDP II which will be carried out prior to the next AJESR due in February 2020. As well as updating the performance framework and making suggestions for changes to these, the review will take account of new data from studies and the development of the new primary and pre-primary curriculum. The review will propose changes to the funding framework to reflect the current situation and the expected resources to the sector.

[3] The Sector history, background, outcomes of the 2015 ESA are all reported in the ZEDP II and in the 2017 ESPIG application and are NOT recorded here. The same is largely true for the financial procedures and grant management

2.3 The first AJESR Report February 2018

The February 2018 Annual Joint Sector Review was the first that the MoEVT had carried out. There were two components: the first was the Joint Field monitoring visits involving the Government, with other Education Stakeholders including Civil Society Organizations (CSOs), Private Sector (PS) and Development Partners (DPs). The second part of the AJESR reviewed performance and plans for the year.

The AJESR report summarizes the progress made against the ZEDP 2 KPI and highlights the positive progress and the key challenges that are facing the sector:

> There were several positive findings from the visits including, among others: increased pass rates at form 2 and standard six, well-equipped pre-primary classes, increased enrolment of children through the abolition of parents' contribution, availability of learning resources e.g. textbooks, committed and passionate teachers delivering beyond their call of duty. However, there were also many challenges noted, congested classrooms or insufficient classrooms, an acute shortage of teachers, volunteer teachers without employment for many years, uneven distribution of teachers, shortage of teaching and learning materials and resources, limited assistive devices for students with special needs, too many subjects in pre- primary education, existence of student's absenteeism and dropouts, and the inability of teachers to teach using English as a medium of instruction.

A number of ambitious recommendations and decisions were made on the priority actions to be taken in the coming year along with the time line and the responsible department. On reflection these actions and timelines were extremely ambitious, and adjustments were made with the support of ZESC, progress was reported in the second AJESR (see below).

2.4 The Second AJESR February 2019

The second AJESR was completed in February 2019. There were 2 components: the field visits and a second phase which reviewed the progress and the plans for the next year. The AJESR report and the action plan was presented to the ZESC and approved on 26th June 2019, it is attached as a part of the application. The 'deliberations' or 'recommendations' have informed the development and focus of this program document which now directly or indirectly will contribute to their long term achievement.

The final deliberations agreed for monitoring and reporting are in the table below:

Table 3 AJESR output

Theme	Deliberations	Responsible person
Efficiency (related to actions internal to MoEVT)	1. Develop coordination mechanisms and clear communication strategies to explain the roles and responsibilities of MoEVT, PO-RALGSD, LGA, TCs, DEOs, SC, parents, teachers in the context of: - D-by-D - Free Education	MoEVT – DPPR, PO-RALG – DPPR
	2. Review ZEDP II mid-term indicators and targets to ensure they are both relevant and quantifiable	DPPR – M&E
	3. Develop a ZEDP II M&E system that includes: human resource capacity development, improved inter-departmental communication and periodic reporting	DPPR – M&E
	4. Ensure the curriculum review emphasizes teaching at the right level to meet student development needs	ZIE; Pre-primary and Primary

Learning (related to quality classroom instruction)	5. Establish a primary school grant to ensure school plans on learning, especially periodic assessments (including alternative assessment methods), are conducted	PO-RALG, ZEC, ZIE
Equity (related to access to education)	6. Ensure the curriculum review considers a skills-based curriculum for those with intellectual/developmental disabilities	ZIE, IELS Unit
	7. Using EMIS data and poverty indicators, come up with a list of priority schools in deprived areas who require additional resource support (e.g. learning materials, technology, facilities, human resources, incentives)	DPPR – EMIS
Finance (related to the budgeting process & how D-by-D will affect it)	8. Establish a tripartite (MoF, MoEVT, PO-RALGSD) taskforce for planning and management of funds during the D-by-D transition period	MoF, MoEVT – DPPR and PO-RALGSD – DPPR
	9. Ensure a joint MTEF planning process (with government, DPs, CSOs, private sector) that closely aligns with the strategic targets outlined in the ZEDP II	MoEVT, PO-RALGSD, MoF
Research/Awareness	10. Use existing research to conduct an awareness campaign to enhance parental engagement with their child's education	DPPR – Research

2.5 Further evidence based analysis

2.5.1 The Measuring Early Learning and Quality Outcomes MELQO[4] study

The MELQO study focused on pre-primary education and will be used as a reference to the current ESPIG (a summary of the key recommendations has been added in annex 2).

2.5.2 The 2017 Mapping of School Capacity to Absorb Out-of-school Children in Zanzibar, OOSC study[5]

The OOSC study was identified in the ZEDP II as one of 4 priority research activities (p15) and in response to the access and equity concerns that are noted in the programmes of pre-primary, primary and secondary access (ZEDP II p4) and inclusive education (ZEDP II p5).

The OOSC study concluded that more than 130,000 children between the ages of 4 and 14 are out of school as shown in the following table from the report.[6]

Table 4: Estimated number of OOSC in 2017, by district

District	Share of 4–15 year olds OOS	Number of 4–15 year olds in population	Total number of 4–15 year olds OOS
Mjini	16%	76,296	12,207
Magharibi	22%	146,452	32,219
Kaskazini A	33%	39,115	12,908
Kaskazini B	28%	30,062	8,417
Kati	26%	25,501	6,630
Kusini	14%	11,794	1,651
Mkoani	31%	38,585	11,961
Chake Chake	31%	37,618	11,662

[4] Measuring Early Learning and Quality Outcomes (MELQO) Final Report: Zanzibar, UNICEF and RTI International, October 2017
[5] Mapping of School Capacity to Absorb Out-ot-school Children in Zanzibar, MoEVT, Milele Foundation, UNICEF, 2017
[6] The totals are not correct. MoEVT will update with figures as they become available, particularly from the Shehia registers.

Wete	29%	40,695	11,802
Micheweni	40%	41,552	16,621
Overall	27%	487,670	131,671

And the Estimations of OOSC by age group and level of schooling

Table 5 OOSC by age group and level of schooling

Age bracket (level)	4–15 years (Compulsory education)	4–5 years (Pre-primary)	6–11 years (Primary)	12–15 years (Secondary)
HBS (2014/15)	27%	74%	18%	13%
DHS (2015/16)	29%	82%	20%	11%
DHS (2015/16) – dropouts only	2%	0%	0.5%	7%

Source: HBS (2014/15) using authors' own calculations; Zanzibar DHS (2015/16) using authors' own calculations. OOSC includes dropouts as well as never enrolled, except where specified otherwise.

The report comments that:

> 'It's important to note that a majority of these 4-5 year olds eventually start school, though over-age, and the concern is not so much 'bringing these children 'back' to school but of enrolling them at the right age. While these gives a sense of the number of OOSC per district, these estimates are sensitive to the source of population projections and OOS statistics used. If there are more updated estimates from the HBS or OCGS, these calculations are likely to change.'

The study also found that classroom and teacher shortages constrain capacity to accept more children into school and recommended that MoEVT should consider using mass media to help make parents and community members aware of MoEVT policies in relation to inclusion and drop out. The study provides a detailed picture of the schools in Zanzibar, where they are and ownership, pupil teacher ratios, facilities at schools including learning materials, school management committees and alternative learning facilities. The study is now being used by MoEVT to identify the priority areas for classroom completion and rehabilitations and will form a core data set for the study of teacher distribution with which it is proposed to link one of the GPE VT triggers. A summary of the key recommendations from the OOSC study is provided in Annex 2.

UNICEF have developed a program to respond to the OOSC with the goal of universal and equitable access to quality primary education opportunities provided for 35,712 (45.2% girls) out-of-school children in Zanzibar by 2022.

2.5.3 The first GPE ESPIG program 2013/ 14 – 15/16 Review (extended into 2017)

The first GPE program 2013/ 14 – 15/16 (extended into 2017) has been reviewed and the key points are summarised in Annex 2. A number of the lessons learned are being addressed by MoEVT and are reflected in the design of the GPE 2 program. Changes made include: having the key potential implementing agents included in the design phase, strengthening the PMU

with more staff (and crucially engineers) and accounts training which, with the rolling audit supported by an accountancy firm, will expedite payments and reconciliation.

2.5.4 The World Bank Zanzibar Poverty Assessment[7]

The World Bank Zanzibar Poverty Assessment raises a number of issues that are important for the education sector to consider when developing policy and for strategic planning and these are given in the Box below.

Box 1. Some key notes from the Report (MoEVT highlights):

The educational level of the population in Zanzibar compared favorably with Mainland and the rest of SSA. Half of the population had at least completed secondary education, and the share of the population that had not received any form of education was below 20 percent. However, there were concerns about ***the quality of education provided and about the level and breadth of skills achieved by students***. (p13)

The participation rate in the labor market was low and unemployment was quite high in Zanzibar. Only 45 percent of the total population of Zanzibar was in the labor force. The main factors behind such a low rate of participation were the young age of the population and the level of engagement in education. ***Despite the fairly good education levels of the labor force, unemployment remained quite high, primarily affecting the educated youth in urban areas.*** (p17)

Existing contradictions between the increased returns to education that drove down poverty, and the persistent high levels of unemployment of educated youth, ***suggest that Zanzibar suffered from a problem of education's quality****. The most striking apparent contradiction from an education and skills perspective was that while poverty reduction, particularly in urban areas, appeared driven by an increase in returns to education, unemployment of educated youth in urban areas remained very high. A possible interpretation of such a discrepancy might be related to the quality of education in Zanzibar.* ***Indeed, returns to years of schooling were a purely quantitative measure of education and did not sufficiently reflect the quality of those respective years of schooling …*** *similar to Mainland and other SSA countries, the quality of primary and secondary education had been declining with the substantial expansion of the system's capacity over the past 10–15 years. It implied that years of schooling of slightly older adults were of better quality than the same years of schooling of youth and young adults today… to improve education quality, Zanzibar recently undertook substantial efforts, which over the medium to long term should yield results in enhanced student learning achievement.* (p17)

MoEVT has responded by taking measures to address the quality dimension with curriculum review, teacher development and materials provision at the pre-primary level (GPE 2 ESPIG and many other partners). In addition, the ZISP and soon the KOICA funds are supporting maths, science and English quality improvement in upper primary and lower secondary (standards 5 & 6 and Forms 1 – 4). There is development of the Inspectorate throughout the system and teacher professional standards for upper primary and lower secondary are being prepared.

MoEVT intends to use the additional GPE fixed tranche funds to further address a number of the quality challenges at primary level revealed in the curriculum needs analysis and the performance element to focus on the learning environment.

[7] World Bank. 2017. Zanzibar Poverty Assessment. World Bank, Washington, DC. © World Bank. https://openknowledge.worldbank.org/handle/10986/28851 License: CC BY 3.0 IGO.

2.5.5 UNICEF Time to Teach Study: *causes and motives of Teacher Absenteeism in Zanzibar*

A qualitative multi-country study – has been conducted along with other Eastern and Southern African countries with the objective of gathering information that will contribute to the evidence base regarding the determinants of teacher absenteeism and motivation to teach in primary schools in Zanzibar. The study identified the determinants of each level of teacher absenteeism, the ecology of teacher absenteeism from a system's perspective; provide country/locality-specific policy recommendations; develop a regional knowledge base; and increase awareness of relevant policy stakeholders. The study report is available and will be used in the ZEDP II review and reported in the AJESR in February 2020.

2.6 Education Financing

The QAR 1 and the QAR 2 reports raised serious concerns about the lack of really accurate and timely information on the shares of the budget to education and within that the shares to primary education. As a result, MoEVT DPPR with the support of partners commissioned a series of studies to provide a detailed picture of the education sector PFM[8] and the institutional challenges. These have included a detailed study of the sector resourcing and the trends over time, the processes and procedures for budget preparation and financial reporting and the functional roles and responsibilities of different actors. The studies have provided the sector with a much clearer picture of what is happening what needs to be done to track education financing and how education financing might be influenced in the future. The studies have also presented a very wide set of recommendations that cover the whole area of PFM across the education sector.

In addition to the studies for the education sector, the RGoZ have undertaken a PEFA Tanzania Zanzibar State 2019 | PEFA which provides a basis for discussion on the way in which national PFM systems might be developed[9]. The lead for wider PFM reform and development has to come from the central agencies (MoFP, Auditor General, the President's Office and the Office of the Prime Minister). However, having better data and a better understanding of the processes the education sector is now in a stronger position to engage with the central agencies. Chapter 3 of the PFM Improvement Project Report (August 2019) provides 22 recommendations aimed to improve the sectoral focus, provide better data quality and availability, manage the D by D and to strengthen the relationship with the MoFP.

A major development has been the provision of a long term program of professional development and technical support focussing in the first instance on the PFM challenges that have emerged after the rapid decentralisation. It is anticipated that this support will provide more accurate and timely financial information from all sources and will provide the sector with the evidence to build strong cases for adequate sector funding.

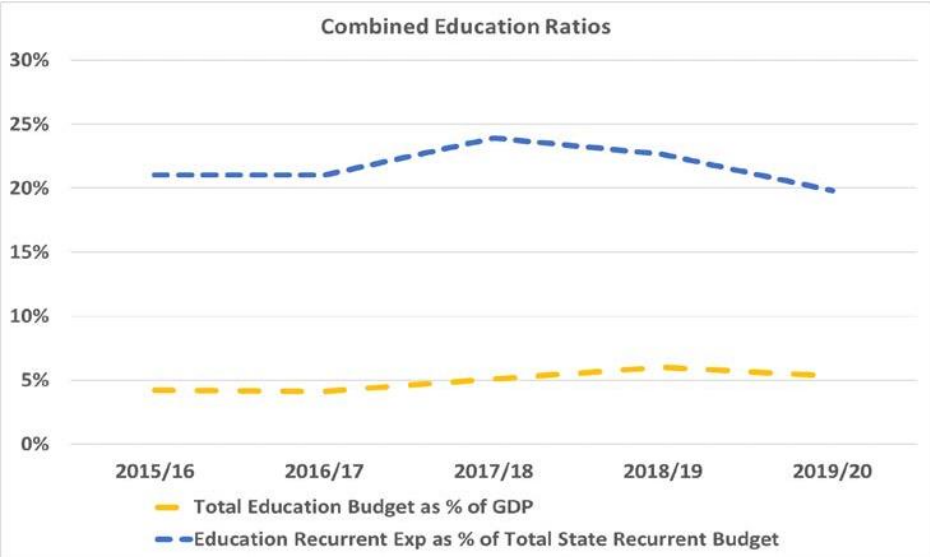
As a part of the application documentation GoZ are including the financing reports and so this section is an edited summary of information from the reports.

[8] Institutional Systems and Capacity Analysis (prepared by KPMG for the MoEVT and GPE partners) January 2019
Education Sector Financing Paper (prepared by KPMG for the MoEVT and GPE partners January 2019)
Zanzibar Education Monitoring & Evaluation Capacity Assessment Report (prepared by KPMG for the MoEVT and GPE partners April 2019)
Zanzibar Education Sector PFM Improvement Project (prepared by KPMG for the MoEVT and GPE partners August 2019)

[9] For example, the PEFA score on MTEF is very low and this is an area that needs to be strong in the education sector – a joint program could support both agencies

The growth of expenditure on education was significant between 2015 and 2018 (see table 5 below). However, the ratios still reflect a year on year deterioration since 2017/18. The main reason for this deterioration is the lack of growth in the devolved sub-sector of pre-primary and primary education recurrent budget. Between 2015 and 2018, Prior to D by D, the budgets and expenditures rose by around 75%. In the period since 2018, growth has been less than 10%

Table 5: Education budget as % of total budget and as % GDP



While this has kept pace with inflation and the relatively modest growth in pupil numbers (see table 2 below), there are indications that enrolment is currently undergoing a rapid increase due to the work being done by LGAs with parents and so it may be necessary to review the budgets with MoFP to ensure that pupils do not suffer from inadequate funding.

Table 6 Enrolment Rates: primary

	Primary Gross Enrolment Rate	Primary Net Enrolment Rate
2015	110.9%	70.0%
2016	104.1%	73.2%
2017	108.9%	78.9%
2018	116.4%	89.2%

Student survival rates in primary education (Table 7) have improved which suggests the system is functioning efficiently within the current budget range.

Table 7 Survival Rates

Survival Rates	= % of a grade of children who remained in the education system the next year (i.e. subsequent year enrolment + repeaters)						
	Std I	Std II	Std III	Std IV	Std V	Std VI	Std VII
2012-13	98.2%	95.3%	99.2%	99.1%	97.2%	91.2%	97.4%
2013-14	99.4%	98.3%	98.6%	96.3%	98.3%	93.4%	97.1%
2014-15	98.0%	97.2%	96.7%	98.5%	92.7%	95.8%	98.2%
2015-16	101.9%	101.6%	99.4%	101.6%	95.6%		
2016-17	96.2%	98.9%	96.8%	99.3%	92.9%	103.2%	
2017-18	99.7%	99.9%	99.3%	101.5%	97.0%	99.6%	
Avg. Annual Change	***0.3%***	***0.8%***	***0.0%***	***0.4%***	***-0.0%***	***1.4%***	

The Primary completion rate would be a useful addition to the overall picture of how efficient the system is and the Household Survey that is in progress will provide the data for this to be calculated by early 2020.

Tables 8 and 9 show what expenditure was expected under the ZEDP II program and the spending that has occurred.

Table 8

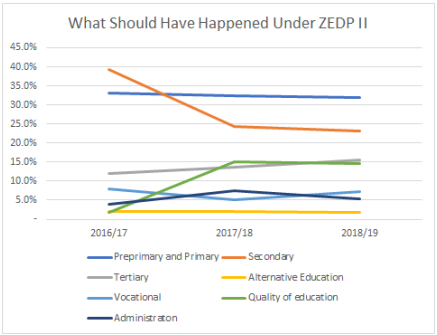
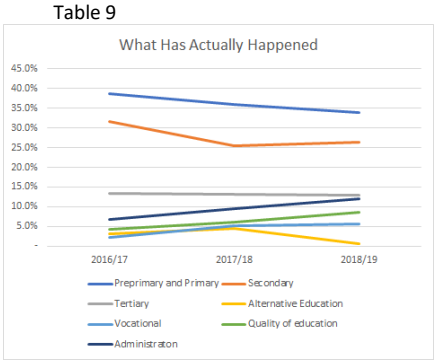


Table 9



The sector has **overspent** in PPE and Primary compared to what was planned, but has underspent in other areas (including the total).

Table 10 RGOZ Actual Spending on education

(in millions of TZS)	**2016/17**	**2017/18**	**2018/19**	**Total**
Pre-primary and Primary	2,847	11,492	-10,091	**4,248**
Secondary	-14,871	5,612	-4,739	**-13,998**
Tertiary	338	392	-10,956	**-10,225**
Alternative Education	1,106	5,335	-3,215	**3,226**
Vocational	-8,365	1,102	-5,734	**-12,998**
Quality of education	2,895	-16,753	-16,327	**-30,186**
Administration	3,208	4,930	8,631	**16,769**
Total	-12,843	12,110	-42,431	**-43,164**

Table 11 below shows the calculation for the split of pre-primary and primary level recurrent budgets using public school teacher numbers as the basis, again using 2018/19 as an example.

Pre-Primary and Primary Education Recurrent Budgets					
Detail	**Data source**	**2015/16**	**2016/17**	**2017/18**	**2018/19**
MoEVT	MOFP	29,156,227,886	35,892,327,795	52,282,331,802	-
Add Re-allocation of Indirect Budgets	Calculation	20,348,090,344	20,494,342,809	13,982,987,980	15,589,039,927
PORALG SD Other	Calculation				5,908,645,000
PORALG SD RAS Subventions	MOFP				53,319,888,000
Add reallocation of PORALG Indirect	Calculation				2,842,700,990
Total		**49,504,318,230**	**56,386,670,604**	**66,265,319,782**	**77,660,273,918**
Total Public School Teacher Numbers	EMIS	6,459	6,676	6,900	7,417
Of which PPE	EMIS	565	699	722	867
Of which Primary	EMIS	5,894	5,977	6,178	6,550
Cost Split Primary		45,173,935,849	50,482,793,619	59,331,470,378	68,582,283,155
Cost Split Pre-Primary		4,330,382,381	5,903,876,985	6,933,849,403	9,077,990,763
Total Recurrent Education Budget		93,331,987,786	101,895,896,988	142,109,957,200	159,877,430,990
Primary %age of Tot Education Budget		48%	50%	42%	43%
Pre-primary %age of Tot Education Budget		5%	6%	5%	6%

TABLE 11 – CALCULATION OF INDIVIDUAL PRE-PRIMARY AND PRIMARY LEVEL RECURRENT BUDGETS

The specific benchmarks for the GPE are for 20% of the education budget to be allocated to education and of that, 45% to be going to primary education. At the moment the reports (KPMG and the Country Financing Report) show that RGoZ spending on education is well below these benchmarks which were being comfortably realized until 2 years ago, a fall which coincides with the transfer of primary budgets to PORALGSD. It is only within the past 8 months that the sector has undertaken an intensive examination of PFM processes and procedures and the first time that an attempt has been made to have a look at the sectoral financial performance. MoFP treats the MoEVT and PORALGSD as completely separate entities who prepare and are allocated their budgets separately and the Ministry and Office have no mechanism for joint sector budget planning. The result has been that MoEVT, who have a good understanding of education needs have been very successful in arguing for their budget (secondary, tertiary and technical) but PORALGSD who have only recently taken on primary and pre-primary education have not been in a strong position to argue for sub sector requirements and this has resulted in a fall in the share for primary education. PORALGSD goal in budgeting for education has been to maintain existing absolute budgets rather than maintaining per-pupil funding levels, or providing other additional investment.

The situation is now clearer and better understood and is going to be addressed with the 2 Ministries preparing a note for the MoFP to explain the situation and to argue what needs to be addressed[10]. The core concern is now to prepare the budgets and the programs jointly so that there is a genuine education sector approach rather than the fragmented approach that has been the case. As there is a better understanding of what is needed from the PFM and the tools are now available, it will be possible for the sector ministries to work together to better engage in the PFM processes and to reflect education needs in the budget debates.

Actions being taken:

- With the basic information and a clear set of recommendations MoEVT and PORALGSD have opened a dialog at PS level with the MoFP and the Commissioner for Budget.
- At the August 2019 ZESC meeting it was formally agreed to establish a PFM Task Force that would be jointly chaired by the DPS MoEVT and PORALG and would report to the PS MoEVT, PORALG and MoFP. The function of this Task Force will, inter alia, be to
    - review the PFM recommendations and agree on a road map to take them forward

[10] A paper is being prepared to demonstrate that primary education budget is not adequate to maintain the minimum standards, to show how the per capita spending has reduced in certain sectors and to outline some of the potential risks

- continue to gather information on education expenditure and to carry out/ commission research on the financial needs of the sector in order to deliver a quality education
- work to have a sector budget and MTEF (that will inform the separate Ministry budgets)
- monitor expenditure and identify problems.

- With the support from SIDA the RGoZ have agreed a 2 year capacity support program with KPMG that has a very strong focus on support to the PFM processes (in addition to policy and planning capacity development). The finance program will work with MoFP, PORALGSD and MoEVT at the level of PS and will, inter alia, prepare
  - A financial monitoring plan that will provide a rolling audit report
  - Procedures and protocols to improve budget preparation and negotiation
  - A forum for PFM discussion

- The Zanzibar Education Sector-wide Technical Assistance program that will be supported by KPMG provides policy, planning and systems support to the MoEVT, PORALGSD and MoFP.

As the QAR 2 notes:

> There are a number of reasons for optimism that the budget allocations can be changed. Firstly, government spending on education as a share of GDP is increasing to 6%. Second, following the AJESR 2019, Ministry of Education and Vocational Training (MoEVT) and PO-RALGSD have jointly produced a note for MoFP and established a joint task force for dialogue with MoFP. Third, the Minister of Finance and Planning opened the 2019 AJESR and committed to ensuring that education receives 20% of the budget. Finally, partners are monitoring this trend closely and GPE's influence will be helpful in maintaining focus.

2.7 Decentralization by Devolution (D by D)

Decentralization by Devolution (D-by-D) in Zanzibar was officially adopted on 1st July 2017 to facilitate autonomy of local governments in discharging their functions towards service delivery and local economic development. The Legal Mandate of D by D is enshrined in Zanzibar Constitution (1984) Articles 128, Zanzibar Vision 2020, Local Government Act 7/2014, Regional Administration Act 8/2014 and Zanzibar Strategy for Growth and Reduction of Poverty (ZSGRP I, II & III). Devolution was applied firstly to Education and Vocational Training, Health and Agriculture including natural resources, livestock and fisheries.

The process of decentralisation/ devolution has moved forward very rapidly. In Zanzibar, Decentralization in the Education sector started for the financial year 2018/2019 by transferring 7922 Pre-primary and Primary school teachers (5866 in Unguja and 2056 in Pemba) and some supporting staff from Ministry Head Quarters. At the same time, MoEVT decentralized salaries, school buildings and their assets, funds for learning materials such as books and chalk, the government contribution fund for completion of schools started by the

community, payment for security services for premises, office personnel files (OFP) for continuation of records keeping and other vital information.

The recurrent budget and the government development budget for pre-primary and for primary have been transferred to PORALG and budget information no longer appears in the MoEVT budget. However, the non-government (development partner) development budget is in the MoEVT budget and it has been confirmed that the GPE FT grant funds will remain with the MoEVT.

The Education Financing Papers and the Institutional Systems and Capacity Analysis (January 2019) papers provide an analysis of the main challenges for the service delivery, the budgeting and program management that are emerging as a result of the D by D and which need to be addressed urgently. In particular The Institutional Systems and Capacity Analysis (op. cit.) provides both a functional structural analysis that identifies gaps and potential bottlenecks and also proposes mechanisms to address these. While the focus is on education the response to D by D and support has to be multi sectoral and so negotiated from the highest political levels to provide mandates and authority. Deliberation 8 of the AJESR proposed the establishment of a taskforce to take this forward. The importance of managing the D by D process was further underlined in the most recent finance paper (August, 2019) where the main issues and proposed responses are:

Observations	Recommendations
• Key ministries yet to fully streamline how D by D should be implemented and the roles and responsibilities of each institution. This is leading to implementation gaps, duplication of effort, inefficient use of resources, poor planning and budgeting, and loss of critical information. • Key staff with critical sectoral responsibilities are working with very low levels of technical knowledge of devolved sectors. • Existing financial management and reporting structures produce inadequate financial information on devolved sectors. • Lack of disaggregated financial reports from PORALGSD or LGAs is a critical weakness	• A detailed transition plan should be agreed by all parties MOFP, MoEVT, PORALGSD, and LGAs covering the next 3 to 5 years. • Capacity building of LGA and PORALGSD staff to manage the new responsibilities of D by D should be implemented as a matter of urgency. • New financial reporting structures and formats should be developed urgently. • Financial reporting responsibilities must be clearly defined between LGAs. RAS, PORALGSD and MoEVT. • Primary data sources, formats and reporting lines should be agreed between MoEVT and PORALGSD to avoid duplication and gaps. • Technical resource capacity of MoEVT, PORALGSD, and LGAs must be reviewed urgently.

RGOZ response to the D by D challenges

- PORALGSD have prepared a booklet *Functions and Organization Structures of Regional Secretariets (sic) and Local Governments Authorities (Approved by RGoZ in March 2018)* which provides in some detail the way in which D by D will work (this can be made available for reference). Two further booklets have been prepared (in Kiswahili) for the Ward and Shehia levels.

- The ZESC is now co-chaired by the DPS MoEVT and PORALGSD and a rolling agenda item is an update on the activities of the different Ministries, the progress in implementation of programs which provides an opportunity for debate and discussion on the challenges. Progress is being made in the institutional arrangements and Assistant Directors for

Education have been appointed in each of the Districts and staff will be moved from MoEVT to PORALGSD.

- The Assistant Directors of Education at the LGA level education offices have been supported in preparing a District Education Development Plan to reflect the ZEDP II.

- PORALG is now working closely with the Inspectorate to develop protocols and standards for inspection and reporting. UNICEF will be recruiting a UNV whose main role will be to support and build the capacity of the MoEVT and LA as they implement D by D. Nevertheless, there remain capacity lacunae and external professional development support is needed.

- The Zanzibar Education Sector-wide Technical Assistance and Financial Monitoring program that will be supported by KPMG provide policy, planning and systems support to the MoEVT, PORALGSD and MoFP building on the analysis in the Institutional Systems and Capacity Analysis Report prepared by KPMG, January 2019.

2.8 Curriculum Review and learning assessment

There has been an intensive debate around how best to move forward with curriculum development and reform.

MoEVT, ZIE and a range of stakeholders (teachers, education mangers, parents, children and employers) have all expressed concerns about the relevance and efficiency of the current curriculum, which has not been revised or reviewed for the past 9 years. It was decided to engage consultancy support to examine more rigorously what the problems are, what might need to be changed, what would be needed and what this would cost.

The first part of the review process has taken place and a detailed and comprehensive inception report prepared[11]. This has been followed by a wide ranging needs analysis[12] through wide stakeholder consultation and finally agreement that a new curriculum framework was needed. The curriculum framework has been[13] completed. The framework includes all elements of the curriculum reform process (preparation of syllabi, teacher training and retraining, learning materials, orientation of the inspectorate, advocacy with parents and communities etc.) and it includes the competency framework that will provide the basis for classroom and school level assessment. The budget and the implementation plans have been completed.

As a part of the curriculum debate the importance of understanding what and if children are learning has become increasingly important. GoZ are pursuing two areas which should provide for a much better understanding of what children are learning and so allow for evidence based responses to, for example, the curriculum, teaching methodology, learning materials and continuing professional development.

[11] **Inception Report** CONSULTANCY TO ASSIST IN REVISION OF THE PRE-PRIMARY AND PRIMARY EDUCATION CURRICULUM FRAMEWORK IN ZANZIBAR,

[12] ZIE Curriculum Needs Assessment Report, August 2019

[13] Zanzibar Curriculum Framework November 2019

Firstly, there will be a focus on classroom assessment. The new curriculum and syllabus will have clearly defined competencies for children and teachers will be trained in how to monitor the progress of children against the competency outcomes and will be provided with strategies to support children who are struggling. The Inspectorate will be able to support teachers and schools and it is anticipated that the Inspectorate will be able to gather school level information and to analyse and then identify areas for future focus.

Secondly, GoZ are exploring the options to establish an objective learning assessment around literacy and numeracy that will be sample based and take place regularly (timing to be agreed). To this effect GoZ have secured funding for a study to provide options best suited to the Zanzibar context and then intends to use its own or other partner funding to implement this.

The timing for the implementation of the new curriculum is of paramount importance. It is critical to ensure that there is coherence with the changes taking place in the secondary curriculum (Zanzibar uses the mainland secondary curriculum) and is phased with the pre-primary curriculum. It is important that the syllabus is ready, that the materials have been prepared and that the teachers have had an opportunity to be trained in using the new materials as well as learning and having the skills to teach the new competencies. It is intended to introduce the new curriculum in school year 2021/ 22 in pre-primary, Standard 1 and Standard 4 so providing adequate time for full preparation of all elements. It will then be phased in over the following 3 years[14].

[14] Zanzibar Pre-primary and primary curriculum implementation plan: Gantt Chart November 2019

3 The program for the use of the Fixed Tranche funding

3.1 Programme development

Programme development was initiated with the preparation for the second ESPIG program.

The application for the ESPIG fixed tranche was successful and MoEVT and partners agreed that they would apply for the variable tranche with the intention of this program coinciding with the current ESPIG program and finishing at the same time in 2022 which also coincides with the end of the present ZEDP II. As has been noted in Section 1, this delay was fortuitous, MoEVT and partners have made a successful application for a grant from the Multiplier Fund. In addition, there is the further grant from the GPE as the overall country MCA has been increased and Zanzibar will receive the same percentage of 10% from the additional funding.

This has allowed MoEVT to program for additional funding for the fixed tranche as well as seeing the VT element increasing.

In the period between the last application and the current application MoEVT have undertaken a major pre-primary and primary curriculum review exercise as described in 2.8 above and in the detailed documentation attached to this application. The need for curriculum reform is clear from the evidence of the inception report and the needs analysis and MoEVT and the partners have endorsed this and the implementation of the new curriculum framework is regarded as a key to achieving the ZEDP II pre-primary and primary sub sector policy objectives:

- Primary Policy Objective 1: Increase and improve access levels for the most disadvantaged areas and children; improve teaching and learning environment
- Primary Policy Objective 2: Children having core competencies and skills to successfully complete primary education
- Primary Policy Objective 3: Enhanced leadership and management skills for sub sector managers, within the decentralization process as it develops

MoEVT and partners have agreed ***that the FT element of the program will focus on basic education and the introduction of the new curriculum and the VT element of the program will aim to accelerate PPE[15], improve primary teacher deployment, and support learning assessment which also contribute to elements of the curriculum implementation plan.***

The current GPE ESPIG includes a number of activities that will contribute to the implementation of the new curriculum and these have been incorporated into the new program and are indicated in the budget tables.

3.2 The Programme

The programme fully supports the implementation of the new pre-primary and primary curriculum over the first 2 years of implementation, thus the programme will fund activities in FY 2019/ 20 and 2020/ 21. In addition, the program provides for the independent evaluation of the VT indicators by the Office of the Chief Government Statistician (OCGS).

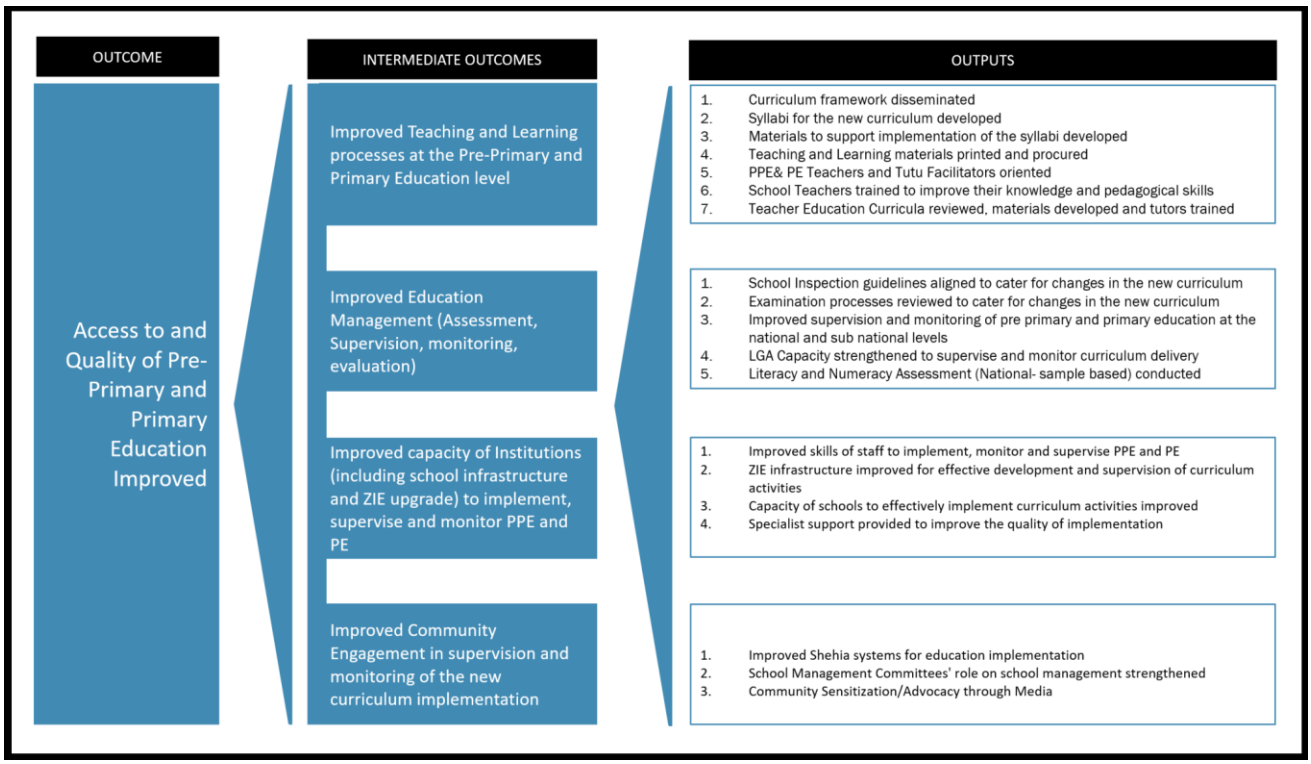
[15] The curriculum Needs Assessment found that children who had not attended PPE were severely disadvantaged as learning in Standard 1 assumed PPE

The Programme Outcome: **Improved access and quality of pre-primary and primary education**

The programme outcome contributes directly to the ZEDP Primary Policy Objectives which are focussed on:

- Improving access levels of children in the most disadvantaged areas
- Improving the teaching and learning environment
- Ensuring children have core competencies and skills to successfully complete primary education
- Enhancing leadership and management skills for sub sector managers and within the decentralization process as it develops
- Measuring learning progress

The program Theory of Change is the same as for the Curriculum Theory of change:



The program elements under the fixed tranche will contribute to the intermediate outcomes and to the following intermediate outputs and activities as described in the curriculum implementation plan and detailed in Annex 3. The items highlighted in Output 1 are being funded jointly by GPE and RGoZ funds.

The independent evaluation of the VTI by OCGS has been included under M&E in Output 4 (4.2) and is highlighted in grey.

Output 1: Syllabi and other supporting documentation developed and socialized	
1.1	Preparatory Stage for Syllabus Development
1.2	Training of subject panel in drafting of syllabi
1.3	Development of syllabi for all levels
1.4	Editing and proof reading of developed syllabi
1.5	Conduct consultation on the new syllabi
1.6	Development of scope and sequence, and achievement standards for all levels (PP1, Standard 1, standard IV)
1.7	Preparation of Instructional Material Specification/Guideline
1.8	Develop student and teacher materials templates/specifications including book maps

Output 2: Support implementation of the syllabi developed	
2.1	Training of ZIE Staff on Material development, Production & Publication
2.2	Development of teacher classroom assessment guide for pre-primary; lower primary; upper primary; and children with special needs
2.3	Piloting of assessment guidelines
2.4	Development of Lesson Plan and Schemes of Work, daily record guidelines
2.5	Develop Inclusive Education curriculum implementation guideline
2.6	Develop guideline for integration of life skills in the pre-primary and primary education curriculum and teacher education
2.7	Review manual for training of tutors and teachers on teaching life skills
2.8	Review sign language dictionary
2.9	Edit books for braille printing

Output 3: Teaching and Learning materials prepared	
3.1	Preparation of Tender Document for procurement of textbooks and other materials
3.2	Stock take of materials (Tanzania and elsewhere)-availability, type, costs, contextual
3.3	Print teacher and student guides: ZIE)
3.4	Procure teaching and learning Materials (Phase 1)
3.5	Teacher guides (Per Textbook) 2 per school (Phase 1)
3.6	Learning Kit for Pre-primary and lower Primary
3.7	Distribution of Developed materials to all stakeholders

Output 4: Ward/Shehia and SMCs members role on school management strengthened	
5.1	Develop and pilot Tool to ensure registration of all children at the level of Shehia
5.2	Train School Management Committees
5.3	SMCs sensitize parents through Parent Teacher Associations

Output 5: **Specialist support, M&E and advocacy**	
4.1	*Specialist support*
4.1.1	Applied Linguist, materials development (experience in language, transitions in LoIs, translanguaging)
4.1.2	Specialist support to video and OC design- Multi-media production experience, experience of Moodle or similar, knowledge of online platforms
4.1.3	Specialist support to integration of ICT and digital literacy
4.1.4	Support to all aspects of management and coordination of the program-Program management experience within complex government settings
4.1.5	Additional support to teacher standards development
4.1.6	Other assistance in response to emerging issues
4.2	External monitoring of the VT by OCGS
4.3	Advocacy

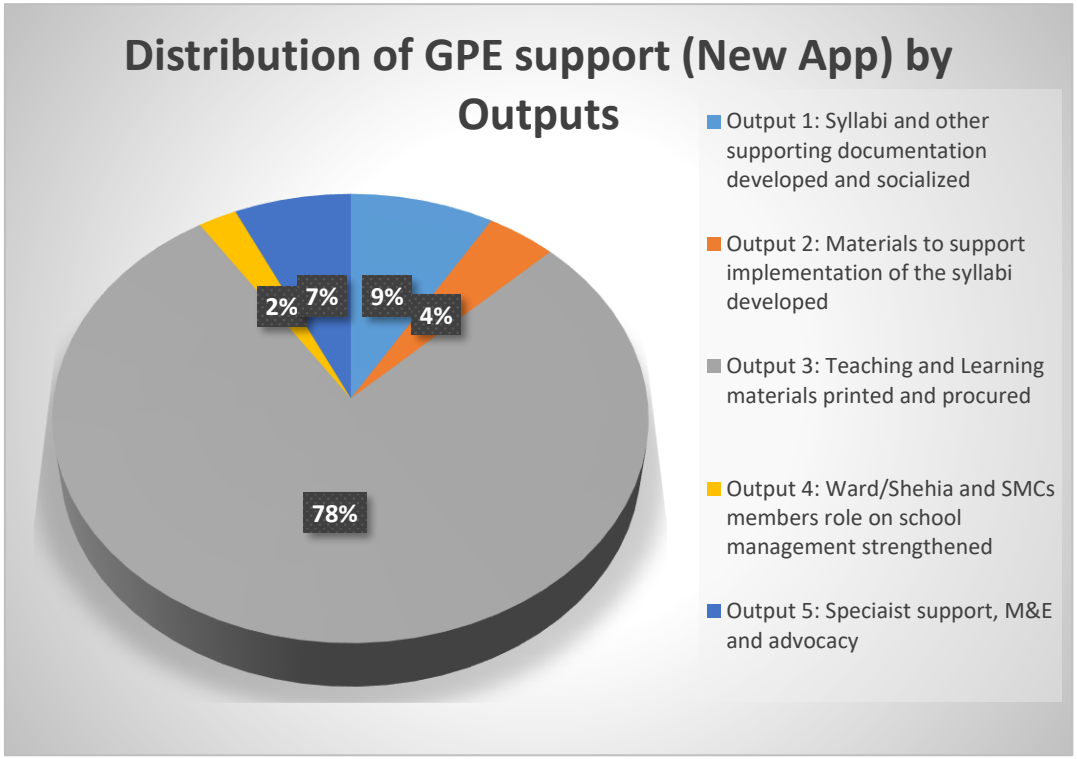
3.3 Program Budget

As the GPE funds are supporting the curriculum program and not a project the outputs are not exclusively funded by the new GPE program, some of the current GPE funds are now captured in the curriculum implementation budget as are RGoZ funds. For completeness and to demonstrate that the first phase of the curriculum role out is guaranteed the contribution of other partners has been included in the budget. The summary budget is given below, the detailed budget and the unit cost budget is provided as an Excel annex.

Budget by Output

ACTIVITIES	ANNUAL BUDGET					PARTNERS			
	2019/2020	2020/2021	2021/2022	Total	US$ (Ex 2285)	Gov	Ongoing GPE	GPE New App TZS	GPE New App US$
Syllabi and other supporting documentation developed and socialized	824,192,150	216,385,500	216,385,500	1,256,963,150	550,093	155,241,000	177,348,650	924,373,500	404,540
Materials to support implementation of the syllabi developed	67,772,300	381,402,550	-	449,174,850	196,575	-	-	449,174,850	196,575
Teaching and Learning materials printed and procured	-	9,256,225,150	-	9,256,225,150	4,050,864	-	800,000,000	8,456,225,150	3,700,755
Ward/Shehia and SMCs members role on school management strengthened	-	248,580,500	-	248,580,500	108,788	-	-	248,580,500	108,788
Specialist support, M&E and advocacy	359,952,000	211,375,000	171,375,000	742,702,000	325,034			742,702,000	325,034
Grand Total	**1,251,916,450**	**10,313,968,700**	**387,760,500**	**11,953,645,650**	**5,231,355**	**155,241,000**	**977,348,650**	**10,821,056,000**	**4,735,692**

Dis



tribution of GPE support by Output

Output 1: Syllabi and other supporting documentation developed and socialized	404,540
Output 2: Materials to support implementation of the syllabi developed	196,575
Output 3: Teaching and Learning materials printed and procured	3,700,755
Output 4: Ward/Shehia and SMCs members role on school management strengthened	108,788
Output 5: Speciaist support, M&E and advocacy	325,034
	4,735,692

3.4 Implementation activity flow

It is crucial that certain activities take place prior to others and so an operational flow diagram has been prepared. This is given in Annex 5.

4. Programming for the Variable Tranche funds

4.1 Process:

In the early stages of the ESPIG program design, up to QAR 1 and the first QAR 2, the VT was included as a part of the program. The concept of performance-based financing was new to MoEVT and a number of working sessions with senior management were held to develop an understanding of what was meant by the approach and the implications for the working of the ministry. A first set of indicators was developed leading to an extensive and helpful critique by GPE staff. A further set of indicators was developed that would have demanded considerable development of the EMIS system to collect baseline data and would have required extensive monitoring and oversight, on reflection is was decided to delay the application for the VT.

In reconsidering the indicators MoEVT and partners have considered the comments from the previous QAR 2 report and the current QAR 1 and QAR2 report and the GPE's own advice that *"Depending on the context and capacity levels, indicators can be process, outcome or output-related."*.

The following analysis of the problem areas, the identification of the response strategies and the indicators are all developed from the ZEDP II and the problems have been reiterated in the AJESR and by the ZESC in their meetings. In the light of the QAR 2 comments a number of changes have been made to the indicators.

MoEVT and PORALGSD have reviewed the VTI in the light of the shift in focus of the FT and know that achieving the VTI will contribute to the successful role out of the new curriculum.

PORALGSD Education Committee is working with the Assistant Directors of Education at the LGA to agree the strategies that will be used to ensure the equity and efficiency VTI can be met. The newly established PORALGSD Education Committee has the mandate to oversee progress, to identify specific areas for spending and to provide accountability.

The ZESC have endorsed the indicators and the NSA are particularly happy with the focus.

4.2 Equity

Indicator

Equity: An increase in the number of children who are enrolling in Standard 1 who have attended PPE in the 6 Districts performing least well: Over a 2 year period a 1% increase per year, over and above the trend increase averaged from the base year 2015 (to 2019)

with the incentive tranche being awarded in September 2021 and September 2022 (i.e. increase in school year 2021 and 2022).

The sector has had some success in the past years with increasing the pre-primary enrolment but this has slowed and it is now the more disadvantaged Districts, communities and parents who need to be the focus of advocacy and support, these are also the more difficult to reach and to convince. By basing the incentive on a significant increase in the enrolment in each District (rather than on an overall National increase) there will be the opportunity for focussed strategies that are local solutions to local problems.

EMIS is now collecting a range of data on pre-primary enrolment including the private providers and so this indicator is measurable from EMIS and can be independently verified. It covers only Standard 1 entry in government schools

- The focus is on the 6 districts with the lowest % of New Entrants with PPE as of 2019: North A, West A, Chake Chake, Mkoani, Wete & North B. This focuses on **equity**: the focusing on the districts most in need of improvement. These districts are highlighted in blue in the table
- There are two ways of measuring % change through time: average percentage point increase and compound annual growth rate. MoEVT have chosen to focus on average percentage point increase for two reasons: it is simpler to understand and generates targets that are more realistic for Districts already under stress.
- To ensure that the indicator **is stretch**, a growth rate has been applied to the historic trends. For example, if the % of New Entrants with PPE in Mkoani was 40% in 2015 and 60% in 2019, then the average percentage point increase is 5% each year (60-40/4). A growth rate is applied to this 5% to ensure that future targets are **above and beyond this**
- The current additional growth rate chosen is **1%**. This generates targets that are realistic for Districts that are already stressed.
- The table below will be used to monitor the changes. The base year for the calculation of the historic average increase is 2015. By taking 2015 as the base year the average is calculated over 5 years and so has the benefit of ironing out any specific one-off anomalies.

	Historic Data					Historic Growth		Implied		Implied Indicator Targets					
						Avg pp Increas	CAGR	Avg pp	CAGR	Avg pp Increase			CAGR		
	2015	2016	2017	2018	2019					2020	2021	2022	2020	2021	2022
North A	48%	34%	45%	52%	52%	1%	2%	1%	3%	57%	62%	67%	55%	57%	60%
West A	42%	97%	58%	59%	55%	3%	7%	3%	7%	60%	65%	70%	63%	68%	72%
Chake Chake	35%		37%	57%	60%	6%	14%	6%	14%	66%	73%	79%	65%	74%	85%
Mkoani	33%	47%	39%	60%	60%	7%	16%	7%	16%	67%	74%	81%	70%	81%	95%
Wete	25%	36%	33%	48%	62%	9%	25%	9%	26%	71%	80%	89%	61%	76%	96%
North B	39%	43%	51%	65%	63%	6%	13%	6%	13%	69%	75%	81%	74%	83%	94%
Micheweni	59%	52%	32%	54%	63%	1%	2%	1%	2%	68%	73%	78%	56%	59%	62%
West B	54%	100%	67%	74%	65%	3%	5%	3%	5%	70%	75%	80%	77%	81%	85%
Urban	53%	57%	74%	71%	69%	4%	7%	4%	7%	74%	79%	84%	76%	82%	88%
Central	68%	68%	77%	79%	85%	4%	6%	4%	6%	90%	95%	100%	83%	88%	93%
South	86%	86%	81%	90%	96%	2%	3%	2%	3%	101%	100%	100%	95%	99%	100%

Direct links to ZEDP II programmes and strategies –

- Programme 1 Primary and Pre-Primary education:
- PPE Policy Objective 1 (p4) and associated strategies p29 & 38

- Primary Policy Objective 1 (p4) and associated strategies p29 & 38
- Problem Identification matrix (Table 4 p27)

Problem:
There are 3 problems:

1. The out of school population in Zanzibar is high and this is a problem that starts at the beginning of the education process. Overall enrolment is increasing in PPE, nevertheless the numbers who have received PPE remain quite low, especially in the lowest performing districts. The GER is likely to increase as more parents are encouraged to send their (overage) children to PPE but in Zanzibar there is a problem that the younger right aged children are often kept at home to either work or look after younger siblings. An accurate register of all children of school age has been lacking but the modalities are in place to remedy this through accurate completion of the Shehia register, which is a legal responsibility.
2. The current curriculum in primary school assumes that children have received PPE and children that have not are almost doomed to failure within the first week of Standard 1.
3. In a number of Districts, the enrolment with PPE is decreasing.

Causes:

- Relatively recent introduction of the policy for national PPE at the age of 4 and 5
- Lack of understanding of parents of the importance of PPE and for children to attend at the right age
- Poor experiences of PPE by parents (lack of space, resources and teachers)
- Insufficient qualified teachers
- Lack of space/ places or places close enough to the community
- Children of the right age are kept at home while elder children attend PPE
- As more children attend it leaves the more difficult children to reach needing PPE (this is part of the stretch.

Strategy/ Programme activity The problems are more severe in some districts and there is requirement for specific focus but the success of one District can act as a spur, inspiration and drive for other Districts, a core strategy will be to share successes.

PORALGSD will take the lead in pressing for the increases and will receive the VT funds, which might then be available to support initiatives for the second year. There are already programs focussing on PPE and the levels of coordination and learning across Districts is improving this indicator will act as an additional spur. Specific activities may include:

a) Construction of pre-primary spaces, TuTu increased and greater community engagement (NSA)
b) Increase incomplete primary schools in districts will act as a pull factor (RGoZ funding)
c) Advocacy campaigns and work with parent committees (with different ministries) (NSA, UNICEF, Curriculum Program)
d) More trained pre-school teachers – a pre-primary Certificate program has been introduced into 2 teacher training colleges; a bridging course for unqualified teachers is operating and a Diploma course has been established at the University (MoEVT, UNICEF, NSA,)

e) Better learning resources – a new set of pre-primary story books will be available by 2020 (UNICEF)
f) The OCGS-led development of the civil registration system and the use of the Shehia register to record and follow up on numbers of children who are out of school (RGOZ).
g) EMIS expanded to collect relevant data on pre-school enrolments by District (this was a result of the original intention to apply for the VT in 2017 – EMIS collected the data for 2017 and are now able to supply the necessary baseline for this indicator (EMIS supported by USAID).
h) Establish cross ministerial and cross departmental working arrangements (D by D process)
i) New curriculum acts as a pull for students

The above strategies should make a significant difference to parents' willingness to send their children to school.

Anticipated outcomes

- The new curriculum anticipates a school readiness assessment. More children should be ready as a result of the VT intervention
- Children will have an experience of learning in pre-school at the right age so they will respond well to the formal curriculum, eventually reflected in better formative/summative assessment results (formal examinations and school classroom assessment)
- Children will start school at the right age and so be less likely to drop out later on because they feel too old, leave for work or have to get married – as well as access there are efficiency gains.
-

Monitoring:

1. EMIS data has been collected on PPE for 2015 and so there is now a trend baseline. EMIS data is collected in **March and is available in June of the same year**
2. The annual District and National sector review (All partners)
3. During the preparation and reporting on district plans
4. Reports to ZESC (quarterly progress)
5. Steering Committee oversight

Independent verification

6. The Office of the Chief Government of Statistics independent team is contracted to verify the data

Partners involved
MoEVT departments, PO-RALG, other ministries, TTC, NSA

Why is this a stretch indicator?

- This is new work for PORALG
- The data shows that the PPE enrolment has stalled and this is worrying given that the primary curriculum assumes exposure to pre-primary learning. PORALG will have to outreach to the more difficult and resistant groups across all Districts

- Cross ministerial and intra ministerial coordination and leadership particularly in the light of the transfer of responsibility to the PO-RALG
- The less performing districts have been very resistant to change – it will require focused efforts to make the changes necessary but working with peers can break the inertia.
- The indicator will strengthen the District level planning processes. How to plan for the increases and to implement activities to make them happen will be built into the District plans as they are developed for the first time. Establish monitoring and reporting on programs focused at district level – this is new work and responsibility for the Districts

VT Funds

The total allocated to this indicator is US$1,500,000 and it will be divided equally between the 2 years.

The release of funds is linked to the 6 Districts achieving their goals, that is $1.5 million over 2 years, divided by the 6 Districts for the 2 years (1.5m / 6 *2) which is $125,000 per District per year.

If a district does not achieve the increase then there will be a discussion to see how much progress has been made and if it is possible to achieve the total increase by the end of the second year, if so then the fund will be carried forward. If there is no progress then there will be a focussed discussion as to the causes and what remedial action can be taken (including the GPE).

The funds do NOT go to the individual Districts but to PORALGSD/ Local Authorities to allocate to the areas of improving the learning environment (classroom completion, classrooms, teachers housing etc.)

4.3 Efficiency

Indicator 2 Efficiency:

The efficiency indicator is in two parts, one of which is a process and will contribute to the changes in the second which is an outcome indicator

a) **By 2020 a teacher deployment framework[16] has been developed and been approved by the Cabinet**
b) **The pupil teacher ratio in the 5 selected districts (highlighted in the table below) has been reduced to at least the 40:1 ratio at the beginning of school year June 2021**

Pupil Teacher Ratios

[16] The Framework may be a formal document or may be legal and/ or regulatory documents

	2015		2016		2017		2018
	Governemnt	Total	Governemnt	Total	Governemnt	Total	Governemnt
North A	69.1	67.6	73.6	72.1	70.2	69.1	69.4
North B	51.2	50.7	45.8	44.9	46.4	45.4	50.7
Central	48.2	47.3	48.1	46.1	54.1	51.5	60.9
South	45.4	45.7	42.8	39.8	43.9	40.3	44.9
Urban	42.5	37.4	44.7	39	41.7	34.6	42.2
West A	37.2	37.1	34.2	34.2	36	35.4	36.4
West B	35.6	29.7	36.2	29.3	36.7	28.1	37.8
Wete	30.9	30	30.6	27.7	31.8	29.5	33.3
Micheweni	29.6	26.5	26.1	24.2	25.4	23.4	26.6
Chake Cha	28.9	28.8	28.7	27.8	29.6	30.6	29.5
Mkoani	27.9	27.1	29	28	28.9	27.6	28

In 2019, the Primary Education Subsector had a total of 7,515 teachers and a total of 257,453 primary education pupils. If the teachers were to be distributed equally at the ratio of 40 pupils per teacher, a total of 6,437 teachers would be required indicating an excess of 1,079 teachers. However, there is unequal distribution of teachers resulting in some districts having a high PTR (69 in Micheweni) and others very low PTR (23 in Urban District). In addition, the qualifications of teachers has to be considered for specific subject areas. A detailed mapping of teacher needs by District is required (this will be affected by the decisions on the structure of the new curriculum) along with a study of the causes and strategies to remedy the distortion.

In order for more rational distribution of teachers the MoEVT and PORALGSD agree that a review and clarification of current policy and the legal and regulatory framework on transfer of teachers, appointment and incentives would be useful. The review will result in an agreed framework of action to transfer teachers, this will be the first trigger. The second trigger will be the start of the transfer of teachers and the reduction in the PTR.

As in the access/ equity indicator the variable tranche funds may be used as an incentive to all Districts to work towards fair allocation of teachers. During the discussion and agreement on the deployment framework it may be agreed to use the VT funds as one off incentives for teachers to move (as had been successfully managed on the mainland). The VT Oversight Committee will monitor progress and make budget allocation decisions.

ZEDP link is in Primary policy objective 1 and 2 (improve access and the learning environment and children are learning the core competencies and skills needed) – success in this indicator will make schools more efficient (and attractive) as the right qualified teachers will be present and in the right numbers and classes will be taught.

Problem and causes: In a number of Districts the overall PTR is poor and has not changed despite a number of initiatives. The high PTR results in poor learning and children being discouraged from entering or continuing in school. The Districts where this is most stubborn are in Pemba and the problems go beyond simply not having enough teachers but also about the time on task of the teachers who do attend and how frequently they attend. These concerns have been recently researched by UNICEF in the study 'Time to Teach – Understanding and Addressing the Causes of teacher Absenteeism in Primary Schools in Zanzibar (UNICEF 2019). The study has a specific policy recommendation that the VTI will address and suggests useful strategies to be considered:

Response Strategies:
The 2018 transfer of pre-primary and primary management to the PORALGSD provides both opportunities and risks for resolving the teacher shortages in some districts. With the transfer of authority there has also been a shift in the way in which teachers will be placed in schools, a move away from centrally deploying teachers to local level recruitment by the districts and the schools. Schools should now be able to identify the specific needs they have and with the district support recruit teachers needed. The opportunity here is that teachers with local ties can be recruited, the risk being that there are none.

PORALGSD/ MoEVT has recognized the need for a framework for deployment to be prepared and for options for a range of incentives to be considered. The intention is to prepare a detailed mapping of the school current and future requirements, review the current scheme of incentives to attract teachers to remote schools and (but not as a part of the indicator requirements) to establish the modalities for a more efficient career structure.

The advocacy campaigns being planned under both the fixed tranche element of this PD as a part of the curriculum sensitization and that under the current ESPIG should serve to strengthen the school management committees and also raise the awareness of parents and communities of the need to demand the legal establishment for their schools.

Policy challenge 2:

Teacher recruitment and deployment policy have a direct effect on teacher absenteeism. Although overall speaking, the number of primary teachers in Zanzibar is considered sufficient, the deployment of teachers currently does not meet the needs of all schools. In the context of increasing enrolment, the shortage of teachers and high PTRs in many schools directly lead to heavy workload of teachers, which results in teacher absenteeism of various types. This is especially pronounced in public schools. In addition, the failure to deploy and relocate teachers closer to their residence or provide quality housing to teachers that are recruited from afar has an evident impact on teacher motivation and attendance. Distance from teachers' residence to the school affect teachers from public schools and those from urban areas more than their counterparts in rural areas and private schools. And the lack of quality teacher housing is a major demotivating factors for teachers in public schools as well as rural areas.

Policy recommendations:

- Given the high PTRs in many schools, especially public schools, it is suggested that the MoEVT enhance efforts in recruiting or relocating teachers to schools that have higher PTRs than the national target of 40:1.
- To avoid under-utilization of teacher housing, it is recommended that the government undertake rehabilitation of existing housing and construction of new houses based on the actual number of teachers in need.
- To minimize the effect of long distance from teachers' residence to the school, it is suggested that teachers be deployed to the community close to their residence, especially in urban areas. An alternative is to provide special buses for teachers in all public schools, including those in both urban and rural areas.
- Since the decentralization plan is still being rolled out, it is unclear which level of authority will be responsible for recruiting and deploying teachers. However, it is important that regional and district education offices actively identify the need for teachers and work with the MoEVT to optimize teacher recruitment and deployment plan for their respective localities.

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Monitoring

1. Progress in developing the deployment framework will be reported to the 3 monthly ZESC meetings. A final approved document/ report/ set of strategies/ regulatory orders would be available for the ZESC to note. An oversight committee for monitoring the VTI has been established and they will provide the regular report updates and the final document.

2. Based on the EMIS data collection, the baselines and the trends for the PTR in the districts are in place (see above). EMIS data will be available at the end of 2021 (and in 2020 to monitor the interim progress) and the ZESC will review this. District Education Offices may collect and provide data at the beginning of each school year on the teacher establishment and provide this as evidence to be verified by the independent team at the beginning of school year 2021/ 2022

Independent verification

The Office of the Chief Government of Statistics independent team will verify the data

Partners involve: MoEVT, PO-RALG, GA, CA, CSO

Why is this stretch

MoEVT has long tried to address the issues around teacher deployment and has not had a great deal of success. Deployment is now the responsibility of PORALG and the District/ LGA and is being approached more from a demand than supply drive. PORALG/ MoEVT are currently discussing the issues of teacher deployment and teacher professional standards and are committed to resolving the problems. There is an opportunity but the political, practical and financial implications are considerable, overcoming these will be a major achievement.

VT Funds

The allocation for this indicator is US$1,500,000
The payments will be
US$500,000 for the preparation and approval of the deployment framework
US$ 1,000,000 for the successful redeployment of the teachers by the beginning of school year 2021/ 22. The total payment will be reduced by 20% for each District not achieving the norm.

4.4 Learning outcomes

Indicator 3 Learning outcomes

The indicator will be in 2 parts

- **Following an analysis of the options for a sample based learning assessment for Standard 3 students, agreement by MoEVT Principal Secretary on the assessment to be used and a work plan for the modalities for a first assessment to be given in 2021/ 22 covering at least literacy and numeracy which will act as a baseline to monitor learning under the new curriculum (to be completed by October 2020).**
- **Completion of the assessment materials and preparations for the assessment In school year 21/ 22. TO be completed by December '21**

The impact of establishing the learning assessment will support the central agencies in understanding if the curriculum and the teachers are delivering the learning that is anticipated, it will allow the Districts to focus their strategies more specifically and it will allow parents to better engage in education. As the assessment will be regular it will allow for improvement over time to be measured. As the assessment should take account of international norms Zanzibar should be able to measure itself more objectively against other countries.

Problem

Learning is currently only assessed formally at Standard 6, Form 2, Form 4 and Form 6 by the Zanzibar Examination Council. The data would suggest that the system is not performing well in terms of learning. The trends in average performance by subject in the Standard 6 exams for Kiswahili, science and English have all improved since 2015 but maths remains static. At the higher levels, in Form 2 the trend for all subjects is falling and less than 18% of students performed sufficiently well to progress to Form 5.

The poor results in the higher levels would suggest that learning is compromised from the very early stages of a child's education. Unfortunately, the EGRA/ EGMA, which measures national success in literacy and numeracy has not been institutionalized in MoEVT systems (at a meeting with the Zanzibar Examinations Council (ZEC) they said that they had only heard about it from an article in the newspaper a couple of years ago). A very small sample test was planned for 2018 (only 17 schools) and in discussions with the implementing agents, Tusome Pamoja it seems unlikely that the planned 2020 assessments will be taking place. It also appears unlikely that there will be support from Tusome Pamoja to institutionalize either a simplified version of the assessment or to build any capacity in MoEVT.

The Measuring Early Learning Quality and Outcomes (MELQO) takes place every 5 or 6 years with the next round to take place in 2018/ 19. Results do not appear until 2 years after the assessment. While MELQO provides an opportunity for the Ministry to follow tracking n a sustained basis what the Ministry would like is to have an assessment system that can more frequently both collect information on how well children are doing but also feed back to teachers, managers and policy makers so they can respond and change as needed.

Discussions with ZEC indicate that that organization is stretched at the moment with the inputs from the ZISP program – the updating of both the Standard 6 and Form 2 examinations. It was agreed that the Standard 4 test and the Standard 6 examination would need to be updated/ reviewed in the light of the updating of the curriculum. ZEC did indicate that they had had internal discussions on the need to provide an assessment framework for schools to use in Standards 1, 2 and 3 and that this would have to be linked to the curriculum competencies and the work of the inspectorate as oversight and support. The idea was floated that the assessment might provide results that could be collected by the districts and used to gain an understanding of any problems and so a focused response, however the capacity in ZEC to take this forward is rather limited.

Classroom learning assessment will be an important element of the new curriculum and teachers will be provided with the skills and resources to assess children on a regular basis and to provide remedial support as appropriate.

The sector is aware of the usefulness and importance of having a standardized literacy and numeracy sample based test in the early years and intents to establish this.

A consultancy (supported by UNICEF) will provide an options paper for Zanzibar. The options paper will include where the best 'home' might be for the assessment (delivery, analysis and publishing of results etc.), standards linked to the new curriculum, options to use already published/ extant assessments etc. and once the option is selected the consultants will provide a costed and time bound road map for the establishment of the test (preparation of tools/ instruments, running the test, data entry time etc.). MoE will fund this either from their own resources or my partnering with a donor.

Strategy

To develop an options paper with consultancy support or agreement by other means (for example discussions to use the same assessment as on the mainland) and then to institutionalize in an appropriate agency, to carry out the assessment and to publish the results.

Monitoring

The process will be reported to the ZESC. The OCGS will provide an independent report on the progress and make recommendations to the GA on success.
The assessment outcomes will be reported to the ZESC and published and circulated widely.

Why is this a stretch

The need for any learning assessment is still not fully appreciated by stakeholders and is certainly not yet embedded in the culture of the sector. While the technical establishment work may move ahead actually carrying out assessment, establishing baselines and then making public the findings will be a political and practical challenge. Considerable advocacy will be required to ensure that all levels of stakeholder understand the purpose and importance of the baseline even if it demonstrates thing are not going well.

The process will involve both the technical issue of developing the assessment framework and tools and the feedback system that allows for parent and other stakeholder engagements and action on factors affecting learning outcomes.

VT Funds

The allocation for this indicator is US$1,500,000
A first payment will be made on the basis of an agreed approach and an agreed implementation timeframe.
The second payment will be made on the basis of the preparation of all the materials/ logistics to carry out the assessment.

Verification

a) ZESC
b) OCGS will provide independent analysis

4.5 Variable tranche fund usage:

The tentative spending areas are:
Classroom construction/ completion, wash and facilities for disabled children
Teacher houses construction
Allowances for teachers posted in remote areas including islands/islets
Support to District offices for developing and implementing their strategic plans

Details will be worked out as and when the funds are available however, PORALG has a prioritized list of where facilities are needed/ need completing and the modalities are in place for this to happen.

4.6 Monitoring and Evaluation

The Monitoring and evaluation framework is given in Annex 6.

The M&E framework is established at the output level

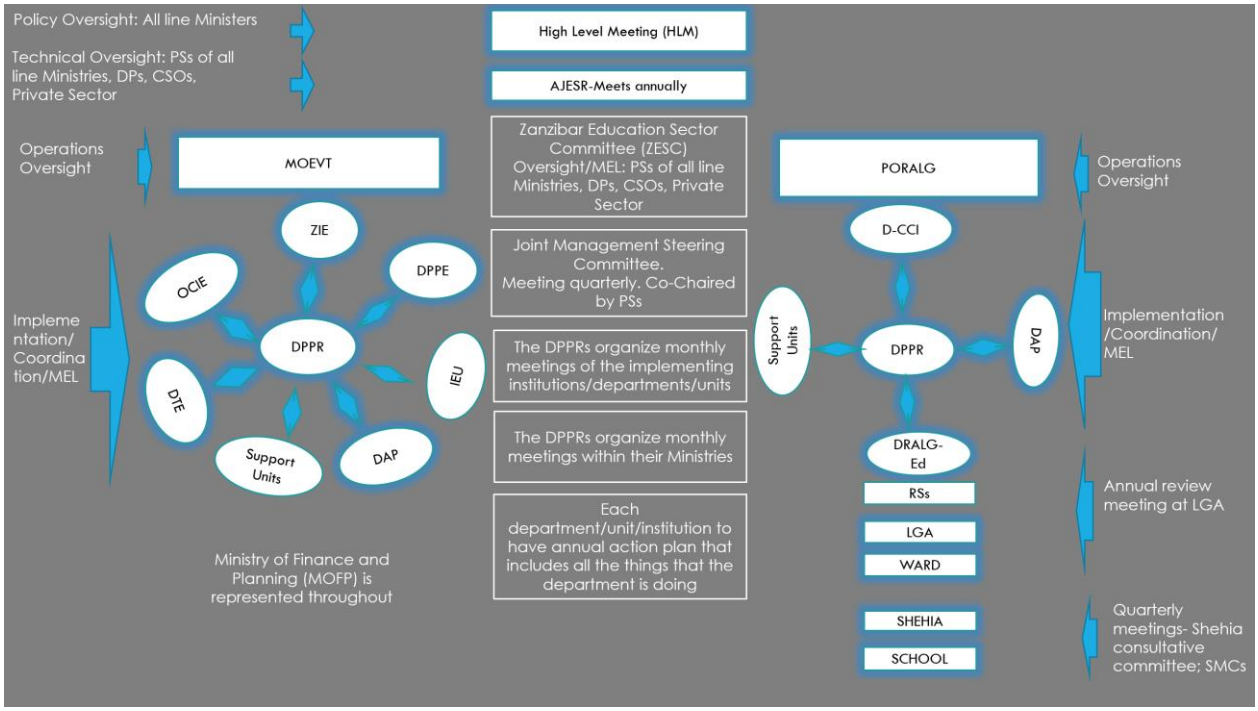
5 GPE 2 Program Management Arrangements

Fixed Tranche
The FT program will be implemented by MoEVT with the full support of PORALGSD and ZIE.

The specific departments and accountability are specified in the budget and mandates are provided in the curriculum implementation plan Chapter 3: Institutional and Implementation Arrangements.

The partners have established an overall management structure for the implementation of the new curriculum:

Curriculum Oversight and Implementation



The structure agreed by the partners provides a clear arrangement for monitoring from policy to practical implementation and will allow for the full and consistent engagement of the main actors.

The curriculum implementation is a highly political activity and it is important that there is a consistent dialog at the ministerial level and reporting to cabinet and parliament as needed. The high level meeting at ministerial level will take place during the budget preparation so as to ensure a consistent, sectoral, approach to budget request (there will of course be many opportunities for ad hoc discussion).

The AJESR provides a forum for reporting on progress, agreeing adjustments and also for gauging the impact from a wide range of stakeholders.

The ZESC is the forum where technical adjustments and proposals for change can occur and being chaired by the PSs of Education and PORALGSD provides a conduit for transmission of information to the policy makers.

The joint management steering committee is the governments technical meeting to monitor programs and projects in their ministries.

The DPPR meetings are joint ministry meetings where the implementation department directors meet to ensure consistency and coherence.

The DPPR internal meetings are to ensure consistency within the department and from which challenges or problems can be taken to the other for a for discussion.

The curriculum implementation plan has to be included in the annual workplans of the different Departments, these will be monitored and adjusted after discussion in the other meetings.

The Oversight of the VT Performance Based (PB) Activity

The day to day oversight of the Performance Based activity is the responsibility of PORALGSD (agreed by MoEVT and PORALGSD and endorsed by the ZESC).

A PB Oversight committee was proposed but the PORALGSD have preferred to establish an Education Committee that has the responsibility of supporting all the sector areas that PORALGSD has responsibility for. The Committee has already had a number of meetings at which the PB has been discussed. They have indicated the areas of expenditure for the PB funds all of which will contribute to the ToC (strengthening school management and accountability; classroom construction and rehabilitation; day to day supervision and capacity building for the local government actors; supporting the implementation of the District development plans. The Committee have also worked with the Districts to identify strategies to achieve the PBI and have discussed how to use the PB funds as an incentive to achieve the results.

OCGS, contracted to SIDA, will provide for an independent monitoring of the performance.

6. Financial Modality: Links to budget process, management and implementation

In the GPE 1 program, a program-based approach (PBA) was used, meaning program-based funding prioritizing national ownership and alignment to national procedures. Ministry of Finance, Zanzibar agreed this was the preferred approach and was accepted by the sector stakeholders, MoEVT, the Coordinating Agency (UNICEF) and the Grant Agent (GA) the Swedish International Development Cooperation Agency (Sida). There were three major reasons for choosing program-based funding over budget support for the current grant:

- **Risk reduction.** The MoEVT had been receiving program-based support for a long time and was more experienced in that modality than budget support. Combined with a challenging level of capacity regarding public financial management and project management in the MoEVT, using a PBA was considered to reduce the risk of funds being misspent.

- **Encouraging capacity building.** By encouraging full government ownership of the program, the PBA put the MoEVT responsible for designing, implementing, monitoring and evaluating the GPE program. This meant capacity building on many levels through "learning by doing". In addition, the approach helped identify capacity gaps in the MoEVT.

- **Aligning the GPE program with the ZEDP action plan.** The GPE program was effectively lifted out from the ZEDP action plan 2012/13 – 2015/16 to form a sub-

program. Being rooted deeply in the ZEDP, program-based funding was the most suitable modality.

Building on the experiences from the previous grant, the second phase of GPE support currently being implemented is using the same approach and this will be the case for the FT of this program. Sida will continue in the role as GA while UNICEF serves as CA with the ZESC playing the critical oversight function. The principles that will be used are the following:

- **Full ownership by the MoEVT and PORALGSD on Zanzibar.** The MoEVT and PORALGSD will be fully responsible for the program design and program implementation.

- **Full alignment to national procedures.** National procedures will be used regarding the budgeting process, financial management, implementation monitoring and auditing. The GPE grant will be included in the Medium-Term Expenditure Framework (MTEF). The procedures used for reporting are stated in the GPE framework. The MoEVT will produce quarterly financial and narrative reports for the project steering committee, and the reporting deadlines will be adapted to the national reporting cycle. A significant change will be the Joint Annual Review of the ZEDP2 and GPE annual reporting will be linked to the ZEDP review output, in so far as is possible.

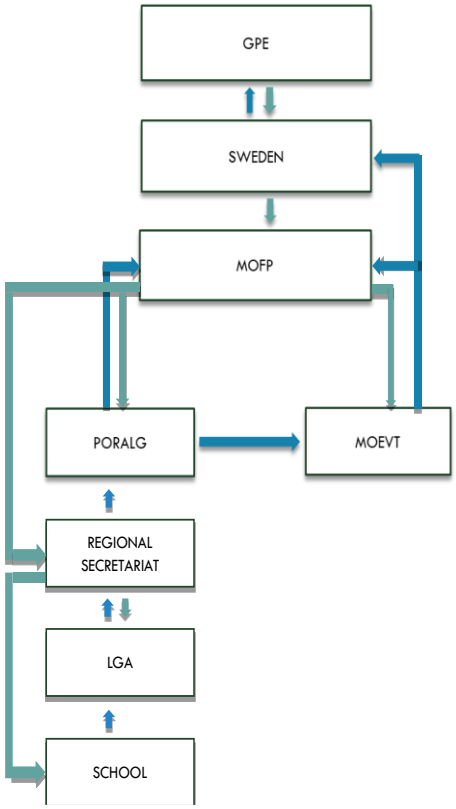
- **The GA together with the CA will strive for increased coordination and harmonization among the donor community to the national priorities.** A large part of donor inputs into the education sector occur in project form, not necessarily aligned with national priorities. The GA and CA will strive to increase coordination and harmonization of the donor support to the ZEDP to supporting the Zanzibar priorities.

The GA will continue to have a consistent presence in MoEVT and now in PORALG and will focus on strengthening the institutional capacity to respond to the challenges that were apparent in the first GPE program.

As the D by D process develops there will likely be changes in the way that budgets are prepared and managed. MoEVT and the partners are monitoring this and will prepare a briefing note for the AJESR on any changes.

6.1 Financial flows

As has been described in the KPMG Institutional Systems and Capacity (ISCA) there are a number of options to develop the financing arrangements that have various advantages and risks. Partners have agreed that using government systems is by far the best route and the following diagram shows the modality to be used. For the funds flowing to MoEVT the system is the same as at present and a special account will continue to be used. The Grant Agent (SIDA) will negotiate an addendum to the current MoU with the MoFP once the program is approved.



NOTE:

✓The MOFP transfers funds directly to MOEVT for activities assigned to MOEVT; MoEVT have a special account from which GPE funds are expended

✓The MOFP will transfers fund directly to PORALG for activities assigned to PORALG either through a special account or directly

✓The MOFP transfers funds directly to RS for activities assigned to LGAs or schools. The RS will then transfer funds to LGAs and to schools. Funds transfer to schools will be based on a request by the respective LGA. Schools reporting of expenditure will be through the LGA

✓Likewise, RS reporting of expenditure will be through PORALG. PORALG will in turn consolidate and submit expenditure reports to MOFP as part of its usual reporting procedures.

✓In addition PORALG will submit the consolidated report to MOEVT for further consolidation to include activities implemented by MOEVT. A final consolidated report will be sent to the Grant Agent (Swedish Embassy) for submission to the GPE. The report will also be shared by MOFP.

✓Operational plans and budgets will be prepared by:

- MoEVT
- PORALGSD
- Consolidated from LGA/ School level by RS

KEY

Reporting on expenditure ⬆

Transfer of funds ⬇

6.2 Procurement

The adoption of the Program Based Approach (PBA) to budgeting and financial management in the first GPE program and the expenditure of funds through the government budget ensured that the RGoZ procurement system was used. Procurement under the first GPE program was through the MoEVT Procurement Management Unit (PMU) and significant problems were experienced. Challenges that were noted included:

- Lengthy delays in the procurement process, especially for large tenders such as for textbooks.
- Occasional non-compliance with procurement regulations.
- Difficulties for the PMU in following a range of different donor procurement regulations.
- Delays in launching tenders and processing the awarded bids.
- Lack of PMU office space and senior staff.
- Lack of a computerised procurement management system, resulting in the extensive use of slower paper based systems.
- Insufficient exposure by staff to modern procurement systems and skills, with a resulting need for training and capacity building.

All construction activities will be done by PORALGSD where, upon receipt of funds from MoFP, the ministry will centrally undertake procurement and directly supervise all related works and hand over completed works to relevant schools.

Completion of the classrooms will be procurement intensive requiring three procurement processes to be undertaken on the purchase and supply of building materials, construction

and purchase and supply of furniture. Force account[17] may be used to tender for the services if it is considered the most appropriate method of contracting companies to do school level renovation and to also ensure value for money.

The ISCA Report has provided recommendations to improve the procurement processes. MoEVT, PORALGSD and LGA are all to be supported under the SIDA funded ZESTA program and procurement will be an early recipient of attention.

7. Sustainability and risk

The section describes the sustainability and risks associated specifically with the pre-primary and primary curriculum and then the table describes more generic risks.

7.1 Pre-primary and primary curriculum sustainability and risks

The curriculum review, curriculum needs analysis and the design and development of the implementation plan have been inclusive of all the stakeholders and have included strong feedback and information loops. Parents and children will continue to be engaged through the community awareness program; it is expected that the new curriculum will be welcomed by all stakeholders and that the high level of interest from parents and communities will persuade local authorities of the importance of adequately resourcing the sector.

The establishment of both the school level assessment and the regular objective learning assessment will allow for the curriculum to be monitored changed/ adjusted and so have a continuing updated relevance and quality.

The sustainability of the new curriculum is guaranteed if the implementation program is completed and all the stakeholders have been engaged in its monitoring and adjustment. There is a detailed implementation program and a detailed budget. The government approval and commitment to the new curriculum, along with that of the development partners, will underpin the multiyear implementation.

With the technical program support proposed in the implementation plan, ZIE and the other key players will have the capacity to meet the output targets and the proposed monitoring activities in the program will provide the evidence for the outcomes.

The recurrent cost implications are limited as the major costs of salaries and learning materials replacement are similar to that of maintaining the status quo.

Nevertheless, there are a number of risks:

[17] Public Procurement (Amendment Act, 2016) defines force account as *a process where works are carried out by a public or semi-public department or agency by using its personnel or equipment or in collaboration with any other public or private entity*

7.1.1 Financial Risks:

a) The program implementation costs are not adequately committed to by all partners at the outset;
b) Even if budgeted in the MTEF, that the funds are not made available by RGoZ in the later years.
c) Implementation is a 5 year program and so goes beyond the timeframe of even a well-planned MTEF and beyond the time frame for many DP programs – despite early enthusiasm this wanes along with funding
d) Recurrent costs: there should be no specific additional recurrent costs (teachers' salaries, infrastructure maintenance etc. are all a part of the current education budget), however it will be necessary to monitor that the costs associated with replacement or learning materials, quality assurance measures and other activities are reflected in the sector budget
e) Sector budget planning – the sector budgets are split across 2 Ministries: MoEVT and PORALGSD, to date there has not been a high level of coordination and coherence in developing the budgets and patchiness in reporting on expenditures; there continues a risk of inadequate funding to schools and poor capture of overall sector spending

Mitigation:

a) At the October ZESC meeting the implementation plan and the budgets were presented and discussed. The partners enthusiastically endorsed the curriculum framework and committed in general terms to support the implementation. Development Partners have committed to further discussions once the RGoZ commitments are clear, these discussions are a part of the budget discussions underway for the 2020/ 21 budget and the outer years of the MTEF.

b) MoEVT and PORALGSD are both members of ZESC and have undertaken to coordinate the budget preparation for the sector.

c) Recent research and reports for the sector by KPMG have indicated many areas where institutional arrangements can be strengthened and streamlined; the education sector has now negotiated a program of PFM support (with KPMG) that will work with the central and line agencies to develop the systems and capacities to provide stronger financial management in all areas.

d) An annual Joint Education Sector Review has been established and provides a forum for discussion on education issues: the progress in implementation (and challenges) of the curriculum will be a central part of the review.

e) It is important that the overall sector plan (ZEDP II) reflects the focus on the improved learning outcomes expected from the new curriculum; a Mid Term Review of the ZEDP II is planned to be completed in the first quarter of 2020 and will be presented to the AJESR for approval; the MTR will reflect the shift in the pre-primary and primary sub sectors in the light of the new curriculum framework and will include the outcome and output targets as the core of the sector monitoring – it is expected that the ZEDPII financing will be updated and the model used for predicting scenarios will be reviewed and repopulated as necessary.

7.1.2 Capacity risk

The introduction of a new curriculum is predicated on their being a wide range of skills and resources available as well as a well-established management and monitoring capacity. These may not be available.

Mitigation:

a) The capacity requirements have been considered as a part of the needs analysis, curriculum framework development and the implications for the implementation over the years. The technical support that is needed has been identified and has been included in the overall implementation plan and the costs have been included in the program budget – as long as the program is fully funded the required external expert support can be provided and the local capacity can be developed and supplemented.

b) There will be a program management committee which includes representation of the key partners and this will monitor and report on progress and help to short circuit problems.

7.1.3 Institutional risk

Decentralisation is a continuing process and the functional and institutional roles are still being worked out. Reporting lines have been unclear and the capacities in the PORALGSD have been stretched as a result of the swift transfer of sectoral responsibility without the necessary knowledge and skills training.

Mitigation:

Considerable work is being undertaken to resolve issues – there is now an active Education Committee in PORALGSD, the Districts have been supported to prepare education plans and the project being implemented with KPMG support will have a strong focus on providing accountabilities at all levels.

7.1.4 Specific risk to GPE

It is essential that the work for the curriculum begins in the second quarter of 2020 and the only funding source immediately available to the sector is from the proposed GPE ESPIG. While the RGoZ and the other Development Partners have agreed that the implementation of the curriculum should move forward and have committed to this verbally at the October ZESC meeting, there has been no formal partner's meeting to firm up and quantify/ specify areas for commitments as the RGoZ medium term commitment is still awaited. As the preparation for the 2020/ 21 budget progresses it is important that there the ZESC Finance Committee support the MoEVT/ PORALGSD in the technical level preparation of the budget and MTEF bringing on board and reflecting the other partner commitments (complementarity) and that the partner Principals take a lead in engaging with the MoFP.

Mitigating factors: There are a number of factors that both reduce the risk and allow for better monitoring of progress and early warning of dangers (several have been detailed above but are mentioned for convenience):

a) The curriculum committee
b) AJESR
c) ZEDP II MTR
d) PFM Support program
e) ZESC oversight
f) Strong engagement of the GA ad CA

7.2 Generic risks and assumptions

No.	Risk	Level	Mitigation arrangements
1.	The functions of the pre-primary and primary education were devolved to the local government as of July 2018. Risk of reduced public expenditure on education and in particular, further reduction in the development budget as low priority given to education at the District level where spending decisions will now be made	High	A PFM Task Force has been established as a part of the ZESC with the mandate for analysis of budget expenditure at local levels, supporting budget preparation and the sectoral MTEF and looking at the reforms proposed. The DEO has been strengthened to develop an annual plan which is agreed with the DPO and the Executive for funding and then these monitored by the PFM Committee. While spending decisions will be at the local. Level so will accountability of the local authority to its constituency, if education is perceived as important, of high value and relevant then parents and communities will demand better services, activities in this program and in those of other partners can help stimulate the demand side (the political demand side and not the economic!) *The Zanzibar Education Sector-wide Technical Assistance and Financial Monitoring program* that will be supported by KPMG provide policy, planning and systems support to the MoEVT, PORALGSD and MoFP.
2.	Lack of clarity on the functional and systemic arrangements for D by D	High	Regulations and guidelines have been produced. There are clear organigrams in place. UNICEF UNV will support the education sector decentralisation
3.	Fiduciary risk, fraud and corruption	Low	The GA and the CA have experience in the financial management, monitoring and audit of GPE funds. The final audit of the GPE 1 recommendations are being implemented and monitored. Overall PFM will be strengthened in MoEVT.
4.	Teachers resist new monitoring and quality assurance arrangements (Teacher 'standards' are currently being prepared by the Inspectorate)	Low	The significant shift in the role of the inspectorate moving from a policing and punitive role to a quality assurance and support role is being undertaken in full consultation with the teachers and will include extensive efforts to make sure that all levels understand the rationale and the importance of the changes. The introduction of changes in curriculum will be planned to make sure that teachers are well able to deliver the curriculum and are trained to manage classroom assessment and have the resources needed for this. Formal learning assessment will be established through consultation with the stakeholders
5.	Teachers resist the measures to establish an equitable pupil teacher ratio	High	There is a high level Committee that includes members from MoFP, MoEVT, PORALG looking at the challenges and the options so there is political commitment. Lessons from other countries will be evaluated Teachers will be consulted through the process Teachers Unions are to be consulted

			Once the framework for re-allocation and allocation (recruitment) of teachers is accepted and institutionalised it will be self-sustaining.
6.	Lack of capacity and resources from RGoZ or from partners to take forward activities necessary to meet the various tranche indicators (VTI) or to take forward other critical programs (e.g. the role out of the curriculum)	**Medium**	The role out of the curriculum will require significant commitment of human resources, management time and funds for the curriculum advocacy, teacher training, learning materials, inspection and review and as a part of this the development of the learning assessment framework. The GPE FT will be used for the curriculum implementation and other Donors have committed to the curriculum role out. There is a comprehensive implementation plan that has been costed. A curriculum is a political issue and there is considerable demand from parents (the electorate) for a more effective curriculum, this will act as a spur for MoFP and parliamentarians to engage in the discussions for long term financing.
7.	Assessment for learning and sustaining learning outcomes at early grades is resisted by teachers/ parents	**Medium**	Formal assessment of learning is to be instituted, this will provide a base line for the impact of the new curriculum and will inform the need for adjustments if necessary. Development and institutionalising the system to assess learning at early grades will happen as it will be supported through this programme. Key Institutions including the Zanzibar Institute of Education and the Zanzibar Examination Council will be part of the development team to ensure linkages to national examinations. Government will provide funding for the future assessments and the activity will be included in the ZEDP II mid-term review and in future ZEDPs. The inspectorate, which has recently been reformed, will use the findings from school level assessments to provide constructive support to schools and teachers as opposed to policing and inspection. The assessment findings will also be used by SMCs and parents to track learning performance of children in respective schools. The Inspectorate have already been engaged in the discussions and decision making and see this as a core part of their role. The advocacy program will help all stakeholders understand what is happening and the benefits that the reforms will bring to children. By raising awareness of rights and responsibilities parents and communities will be in a strong position to require standards are being met.
8.	Civil Society Organisations are marginalised.	**Low**	The newly registered Zanzibar Education Network (ZEN) which is a network of non-state actors and CSOs working in Education in Zanzibar, participates as part of the ZESC, and therefore participates in major decisions together with other ZESC members. CSOs made a high-profile contribution and address at the Annual Joint Sector Review. Zanzibar's national strategic plan, ZEDP II also includes strategies for the government to work with non-state actors and ZEN has said it is committed to implementing the ZEDP II sector plan. CSO have a strong working relationship with the Ministry agencies at the district levels
9.	Due to national and international economic challenges, school costs and opportunity costs outweigh the perceived benefits by children and parents. Inequalities in the education system result	**Medium**	The GPE 2 programme supports a number of activities to mitigate the financial challenges – a) effective inclusive education policy b) access to TuTu centres in more disadvantaged areas c) targeting the more disadvantaged through inclusive education d) research into causes and options to respond to poverty. Provision of support (including textbooks and other learning materials, training, etc.) will target the poorest schools and will reduce

	in lower demand for education by poor communities and reduced learning outcomes		some costs. The OOSC Report provides data and analysis on the causes of OOSC and number of these will be addressed in the current program and will be extensively addressed in planned UNICEF programs. The advocacy campaigns will have a focus on bringing and keeping children in school. If the new curriculum is able to deliver, in the eyes of parents and communities a relevant and quality learning for children then there will be a considerable pull factor for all children.
10.	It proves difficult to establish the necessary legal and regulatory norms (schools registering, norms and standards established, policy agreed and approved) and the enforcement mechanisms	**Low**	There are formal procedures to approve, introduce and communicate changes to regulations and norms. A considerable effort will be made through both the WB ZISP program and the GPE to prepare changes with the Ministry and other stakeholders and to communicate these with parents and communities. MoEVT leadership will work with other agencies to make sure that necessary legal, legislative or cabinet approval can be gained. ZESC will have a support and oversight role.
11.	There is a significant delay in implementation	**Medium**	The start of implementation of GPE 2 saw some delays in terms of due diligence in complying with GA regulations, which the MoEVT has fulfilled satisfactorily. There has already been a considerable delay in the start of the current program. GoZ is confident that they can implement in a timely manner, however there are outstanding issues with the GPE in PFM and these need to be resolved before the program can be submitted to the GPE Committee. Experience has shown that it is not easy to have the necessary discussions with decisions.
12.	Procurement delays/ problems	**Medium**	There has been delays in the procurement activities under ZISP due to delays in the Chief Attorney's office. Drawing from these lessons, the MoEVT and GA will work on strategies to ensure that the approval processes for construction is considered under the preparation of a national construction strategy in the variable tranche. Much of the proposed program will not need to use the government procurement rules.
13.	There are significant shocks to the political economy	**Low**	Mitigation is largely outside the control of the MoEVT, however it is necessary for MoEVT leadership to analyse the prevailing political economy – this could be supported by professional development and external support from the partners. The political and economic relationships with the mainland are stable. The economic projections are subject to IMF oversight and growth is predicted to be steady. The projections used in the ZEDP II and in the GPE program are taken from the IMF and will be reviewed in the ZEDP mid-term review With upcoming elections in 2020 there may be some political unrests and therefore affect the stability to efficiently deliver education. However, it unlikely that significant disruptions will occur but partners will continue to monitor the situation.
13.	Capacities of School Committees are limited to co-financing of educational interventions, especially in infrastructure	**Low**	As part of the strengthening of institutional capacities, the government will develop and implement measures to strengthen the role of civil society organisations to participate more actively in community dialogue, programme implementation and monitoring.

14.	Poor donor engagement and coordination delays reforms and does not provide for a coherent and complementary engagement	**Medium**	In Zanzibar there is the ZESC which is a forum for all partners to engage in the sector debate. However, it is the case that many partners do not engage and that the meetings focus more on operational issues rather that policy and strategic challenges. The GPE partners will make a concerted effort to encourage other partners to attend and to shift the ZESC focus to policy and strategic concerns.

Annex 1 Summary of Donor Commitment

Organization	Level	Intervention	Amount	Status of Commitment
Africa Development Bank	Vocational Training and Alternative Learning	• Construction of two Skills Development Centres • Rehabilitation of Zanzibar Institute of Tourism and Karume Institute of Science and Technology • Capacity building and institutional development services will be provided to the new Vocational Training Authority, Karume Institute of Science, Technology, Zanzibar Institute of Tourism and Commission for Labor and the Business Incubator Facility.	23,400,000 USD (2011 – 2017)	Implementation in progress
Global Partnership for Education (GPE)	Pre-primary Primary	• Teacher training • In-service teacher training for science and mathematics • School counselling services • Inclusive education • EMIS	US$8.23 million (2018–2020)	Implementation of fixed tranche in progress
Government of the People's Republic of China	Primary	• Construction of Pangawe Primary School, Fuoni, Unguja	TZS 2,350,016,518.82/ (2016–2018)	Implementation in progress
Government of the Republic of Korea	Primary Secondary	• Construction of one primary school	700,000 USD (2016/17 – 2017/18)	Agreement signed
Milele Zanzibar Foundation	Pre/Primary and Secondary	• Construction of classrooms, teacher hostels, WASH facilities • Teacher Training and Professional Development • Capacity strengthening	US$1.615m (2016–2020)	

OPEC Fund	Primary and Secondary	• Construction and furniture for nine schools	US$10.2m (2015–2019)	Implementation in progress
SIDA (Government of Sweden)	Primary	• Construction and furniture for 23 classrooms, teacher centres, library	US$4.6 million (2010–2016	Letter of commitment in place
UNICEF	Pre-primary	• Teachers • Proposed supervising entity for Educate a Child programme	US$9.2 million (2016/17 – 2020/21)	Letter of commitment in place
UNICEF	PPE and Primary	• Universalizing Quality Basic Education for all children in Zanzibar		Under Preparation
USAID	Primary	• ICT (equipment, training)	US$8.0 million (2016–2021)	Implementation in progress
World Bank	Primary and Secondary	• School Grant • Teacher training • Inspectorate and examination reform • EMIS improvement • Construction of classrooms, libraries and laboratories	US$ 35 million (2015–2019)	Implementation in progress
Table for Two International (TfT)	Primary	• School feeding programme	US$803,307 (2016–2018)	Implementation in progress
KOICA	Secondary	• Improve quality of secondary education	US$10 million (2016–2018)	Agreement signed
The Union Property Developers Ltd	Secondary school	• Construction of Secondary School - Bwefum	US$ 1.06 million (2016–2018)	Implementation in progress
Bank of Arab for Development of Africa - BADEA	Secondary school	• Construction Kibuteni Secondary Schools	US$ 3.9 million (2012–2018)	Implementation in progress

Annex 2 Key recommendations from MELQO, OOSC study

MELQO Key recommendations with action points highlighted

The Revolutionary Government of Zanzibar should consider a complete revision of its pre-primary curriculum. The current content, organized across eight subjects, is not developmentally appropriate, though it has strengths that can be built upon. For example, a thematic approach (rather than subject-based) and purposeful support of pupils' social and emotional skills, as well as an emphasis on play-based active learning, would be welcome enhancements.

Teachers in Zanzibar would benefit from reinforcement of knowledge of child development and of instructional methods that are appropriate for young children. The Revolutionary Government of Zanzibar may wish to consider strengthening the in-service training teachers receive and aligning that training with the content of Zanzibar's pre-service education programs. In particular the Revolutionary Government of Zanzibar may consider the following:

- Expanding pre-primary pre-service training and recruitment
- Defining a strategy to improve quality of in-service training, with a focus on practical application of skills in the classroom, including for pre-primary teachers who are also teaching another grade
- Providing supportive supervision to all pre-primary teachers (including mentoring and support from Head Teachers, Officials and Inspectorate Officers who are trained on quality pre-primary education)

Teaching and learning materials, especially storybooks, are essential for young children's skill development across domains. Zanzibar's pre-primary education classrooms suffer from inadequate teaching and learning materials, including storybooks. The Revolutionary Government of Zanzibar is encouraged to urgently prioritize provision of storybooks and other teaching and learning materials for classrooms, including through support to development and use of locally-developed materials. Zanzibar has a strong tradition of locally developed stories and materials in community-based preschools, which can be institutionalized with support from the government.

The Revolutionary Government of Zanzibar should define a clear operational plan for pre-primary based on quality standards and prioritize its financing to make it possible for the country to improve quality in pre-primary and school readiness outcomes.

Use of corporal punishment and harsh language is known to be developmentally harmful to young children and to impede achievement of learning goals. This study found that an unfortunately high number of teachers reported using these practices in the classroom. Corporal punishment should be banned, and that ban should be clearly communicated to all schools, with enforcement mechanisms in place.

Excessive class size is an obstacle to effective pedagogy, because effective teaching strategies like small group and peer-to-peer learning may be particularly difficult in overcrowded

classes. This study found that class sizes are very large in some parts of Zanzibar. The policy opens up pre-primary education to 4–5-year-olds, and it is recommended to limit entry to pre-primary classes to all 4- and 5-year-olds before opening admittance to younger or older children. The Zanzibar curriculum is designed to be appropriate for children aged 4 and 5 and will be most effective when targeted to that age group. In locations where there are more 4- and 5-year-olds than space available, the Revolutionary Government of Zanzibar should consider investing in the expansion of classroom space.

The Revolutionary Government of Zanzibar should finalize and approve the multi-sectoral Child Policy and ensure its effective implementation. Healthy development of young children requires quality inputs in education, health, nutrition, protection, and responsive caregiving. Much of the development of school readiness skills occurs at home, through simple practices like singing and playing with the child. The Zanzibar Ministry of Labour, Empowerment, Elderly, Youth, Women and Children should prioritize services to support parents of young children, so that the home learning environment fosters healthy development and school readiness

The Ministry of Education and Vocational Training should have access to a complete list of all facilities providing pre-primary education, so these can be sampled in future studies, and the findings fully representative of all pupils. This would also have the benefit of ensuring complete data can be collected from these institutions in the education management information system. Zanzibar's community preschools should be formally registered or recognized in some way to ensure they appear on school lists. In the long-term, an evidence-based infrastructure plan, including rehabilitation of existing infrastructure to meet minimum standards for safe and secured classrooms, and development of new infrastructure, should be developed, given the need to extend access to all pre-primary age children in line with the policy.

OOSC Study Key recommendations and action highlights

1. There are a number of policies in Zanzibar which address some key issues and concerns related to the OOS status of children. For instance, policies related to corporal/alternative/positive punishment, Form 2 failure and dropout, pregnancy and early marriage, violence against children, and costs and associated costs of primary and secondary schooling have already been developed. However, there is a big gap between policy intent and implementation.

2. Children with disabilities remain a key group who are most likely to never attend school. MoEVT should coordinate with the National Council for People with Disabilities and the Department of Disability Affairs to first map out the location of all children with disabilities, and then provide the necessary human and material resources, training, and support to nearby schools, community leaders, parents, and community members to facilitate bringing such children to school and providing them with a supportive environment to ensure their quality education.

3. The current schooling system does not have significant infrastructure capacity to absorb additional children due to overall shortages, coupled with an inequality in the distribution of resources. In planning for universal basic education enrolment and completion, MoEVT and development partners should work together to develop a transparent prioritization strategy for investment in school infrastructure and human resources. The list of critical potential investments within schools is long, and so a strategic response is essential. The focus of investment should be on schools with the greatest shortages, while maintaining basic standards across all schools. MoEVT should also ensure that all development partners align their school infrastructure investment strategies with the over-arching prioritized investment plan.

4. Given the MoEVT's recent announcement to abolish school fees at the secondary level, and the new directive that all students who have failed Form 2 will be allowed to repeat Form 2, an increase in secondary school enrolments is likely to be imminent. Although there is some spare capacity in the secondary schooling system currently, it is not sufficient to deal with this scale of increase as achieving universal ordinary secondary enrolment and completion would cause current enrolment to expand by about 30%. There should be a clear plan to ensure that secondary schools have the resources and support needed to deal with the expected increase. A micro-planning exercise using this study's supply side data together with demand-side data at the lowest geographical unit possible can serve as a powerful tool for resource planning at all levels of the system, particularly at the secondary level.

5. Classroom capacity constraints are severe, and more severe in public schools compared to private school. In areas where the private sector is well established, information from this study can be used to understand the extent to which these schools have spare capacity to enroll additional children. The MoEVT could consider strategic partnerships with the private school sector (conditional on their adherence to minimum quality standards) as a means of creating more public school spaces quickly.

6. The current operations of the ALC system place a lot of burden on individual teachers and schools, who are often already operating in resource constrained environments. The MoEVT, therefore, needs to continue working with the Inclusive Education Unit to supply a clear ALC curricula, shared learning objectives for ALC classes, and to train teachers and provide them with ongoing support on pedagogical and curriculum approaches for ALC children.

7. Given the problem of distance and late enrolment in pre-primary education, the MoEVT should engage community volunteers (if not paid staff) to accompany young children from target

vulnerable localities to pre-primary centers. A review of demand- and supply side data can also help establish if and where more pre-primary schools need to be built to ensure that each community has easy access to them.

8. MoEVT should provide flexible schooling hours, particularly in schools near tourist areas and fishing areas/communities so that children do not have to choose between education and economic activities. The curriculum should be made more relevant to people's lives, including focus on skills that can translate into income generating activities, perhaps by expanding vocational education options.

Annex 3 Detailed program description

Output 1

Syllabi will be developed simultaneously for all themes and learning areas from Pre-Primary 1 all the way through to Standard VI. This is to ensure that the content of each year level flows into the next one, that key areas are recycled and that importantly at the end of each stage, children are mastering the learning outcomes.

a) Preparatory Stage for Syllabus Development

Before the actual syllabi can be developed, it will be necessary to undertake a number of preparatory steps including:

- Decisions related to the purpose, content and users of the syllabus
- Decisions related to the organising principles of the syllabus
- Development of syllabus template to ensure alignment across all subject areas so that learning in one area supports another. The syllabus template will also ensure that the learning outcomes at the end of each stage are achieved and will provide for a cyclical rather than a purely linear approach to be taken to the syllabi.
- Development of a standard style sheet to ensure shared understanding of key terms and ensure that all syllabi are written using the same terminology. The style sheet will also include guidance on how learning outcomes should be phrased
- Terms of reference for materials development panels will then be formed with differentiated tasks among the panels including one coordinating member who will have responsibility for ensuring alignment across the learning areas at all stages of the process.

b) Training of subject panels in drafting of syllabi

Once selected, the panels will be trained for 10 days. Initial formal training will be complemented by ongoing on-the-job training.

It would be helpful if these two preparatory stages could take place alongside the finalisation of the curriculum framework in Quarter (Q)1 of 2020, meaning that the actual drafting of the syllabi could begin in Q2[18].

c) Drafting of the actual syllabi

The syllabi will be drafted by panels of writers who will work intensively together during concentrated periods of time. Syllabi will be drafted for all grades from PP1 to Standard VI simultaneously to ensure that the content is spread across the levels in a reasonable way as well as to ensure alignment with the secondary syllabus at the end of Standard VI so that learners can make the smooth progression through to secondary schools.

The drafting of the syllabi will involve the steps below which need to be followed sequentially

i. Learning outcomes by grade drafted
ii. Learning outcomes aligned horizontally and vertically

[18] In the timeline accompanying this document, we have provided for the syllabi drafting to begin in March 2020

iii. Broadly-based learning achievements identified (to be finalised during drafting of the scope and sequence)
iv. Learning content identified and sequenced
v. Learning content reviewed horizontally to ensure that learning is supported and consolidated across the different learning areas
vi. Learning content reviewed vertically to eliminate gaps and ensure a cyclical approach has been built in

d) Special Considerations to drafting of the language syllabi (Kiswahili and English)

Special consideration will need to be given to the drafting of the English syllabus to ensure that right from the outset learners are prepared to transition from learning to read in Kiswahili in Lower Primary to reading to learn in Upper Primary. Careful staging will also need to be made in the curriculum so that learners can make the transition to studying through the medium of English. This will involve development of specific guidelines related to English and Kiswahili. One of the challenges of the previous syllabi was a lack of alignment between the English syllabus and the level of English used across other learning areas.

Alongside the syllabi, wordlists will be provided in Swahili to be used across all cycles but in particular the first two cycles. World lists will also be provided in English. In the case of English, the wordlists will be derived from common wordlists used in education such as the Dolch Word List but will also rely on the Oxford English Corpus (OEC) which is based on a large number of written texts in a range of both spoken and written genres from around the world. This means that the language used in the curriculum materials will not be random but that the vocabulary learning of the children as part of their larger language development will be planned and key words reinforced across subjects.

This has implications for the Kiswahili and English two panels. Firstly, they may need more specific support from experts including a Kiswahili linguist. Secondly, they will need additional days to complete these tasks.

e) Ensuring cohesion through coordination mechanisms across the different learning areas

While the provision of templates during the preparation stage will help to ensure alignment across the different learning areas and horizontal coherence, co-ordination between the different subject panels will need to be ongoing. Each panel will contain a designated member who will play a co-ordinator role involving ongoing informal curriculum harmonisation as well as engaging in a more formal meeting at least once a week. The co-ordinators from each panel will require additional days to perform these tasks. Special attention will also need to be given to ensure the following:

i. That Standard VI syllabus is in alignment with the secondary so that there are no gaps between the primary and the secondary curriculum
ii. Since the syllabus is being rolled out on a cycle basis, care will also be taken to ensure that there are no gaps between the old syllabus and the new one. This is unlikely to happen as the curriculum is being streamlined so there is less content rather than more.

f) Editing and proof reading of the syllabi

Once all syllabi have been completed, the final versions will be further aligned during the editing and proof-reading process. All members of panels will receive training in copy editing and proof reading. There will also need to be one or more content editors.

g) Conduct consultation on the new syllabi

Before the syllabi are used to inform materials production, a consultation and socialisation exercise will take place to ensure that they are appropriate for the target uses and users. Tools and instruments will be developed to ensure that useful and reliable data can be collected as a result of this exercise. Consultations will take place with Pre and Primary teachers and head teachers in both Pemba and Unguja. Ministry staff as well as TC Coordinators, subject advisers, resource teachers and other stakeholders will also participate in this exercise.

h) Scope and sequence and achievement standards for all levels

A scope and sequence summarises what is to be taught and the order in which it will be taught. A draft scope and sequence shows the order of the units within a year or stage, and the learning outcomes that each unit addresses will be developed which publishers will be expected to later elaborate. The achievement standards drafted alongside the syllabi will be finalised and aligned. The exact format and level of detail of the scope and sequence will need to be negotiated with the publishers tasked with writing the textbooks.

i) Preparation of Instructional Materials Guidelines Specifications including book maps

The panels will consider the key characteristics of the materials required for teachers and students and on this basis, they will draft specifications. This will also include book maps.[19] Specifications will be developed which also include technical specifications for publishers.

Output 2 Support implementation of the curriculum / syllabi developed

a) Printing and Publication procedure

MoEVT in collaboration with ZIE supervises the procurement and production of instructional materials at Pre-Primary and Primary observing relevance and quality standards.

According to the textbook policy, it is within the remit of ZIE to ensure textbooks, associated teacher guides and supplementary materials are developed by publishers experienced in the process. The parameters and requirements of the materials will be produced according to guidelines and specifications set by ZIE. Various materials will be printed by ZIE hence will not require engagement of publishers. Materials will need to be printed and ready according to the following schedule:

- Pre-primary 1, Standard I and Standard IV materials ready in sufficient quantities for distribution for the start of Academic Year (AY) 2022

[19] A book map is essentially the structure of any book e.g. does it have an introduction, index, preface, and glossary. By deciding on this before writing, it means that you know the number of pages and the layout of a book and therefore the cost at the outset. For more information on book maps, see https://www.jodibrandoneditorial.com/blog/book-map.

- Pre-primary 2, Standard II and Standard VI ready in sufficient quantities for distribution for the start of AY 2023
- Standard III and Standard VI materials ready in sufficient quantities for the start of AY 2024

b) Training of ZIE staff on materials development, production and publication

In order to enable ZIE staff to oversee the quality of materials procured through publishers as well as to write some of the materials e.g. Teacher Guides, Assessment Guides, they need to be trained in how to write such materials which will be used by a wider audience of teachers in Zanzibar. The training will include all aspects of the publishing chain from drafting through design to printing and publication. Staff will also be trained in more recent modalities of curriculum delivery e.g. multi-media and ICT. All staff will first be trained in general aspects of the process of materials development but there will be possibilities for specialisation in areas such as assessment, inclusive education, life skills etc.

c) Development of teacher classroom assessment guide for pre-primary, lower primary and upper primary cycles

Classroom assessment guides which give details of specific tools for assessing and record keeping will form part of the teacher classroom assessment guides. These will be based on the Assessment Framework for pre-primary, lower and upper primary and learners will be assessed against the Standards of Achievement of Learning Outcomes. The guide will include a range of practical tools which teachers can use to assess learners across a range of areas. It will also include possible actions for teachers to take if students are found to be falling behind. Separate teacher classroom assessment guides will be developed for each cycle with specific information related to the requirements of that cycle. For example, the assessment guide for pre-primary will include checklists related to the domains of school readiness so that teachers can track learners' progress in these areas. The assessment guide for Upper Primary will need to include details which ensure that teachers are consistent in their scoring of students in particular at Standard VI when continuous assessment makes up 30% of the final grade.

c) Piloting / monitoring of assessment guidelines

It may also be necessary to pilot the guidelines to check that they are being used as intended and / or to monitor the fact that teachers are adhering to the guidelines on assessment.

Development of guidelines related to Lesson Plans and schemes of work

Although the Teacher Guides will provide guidelines on lessons to be delivered, teachers will be encouraged to adapt and / or modify details of these to suit the context and the needs of their own learners. The resulting Guidelines for development of lesson plans and schemes of work will be either produced separately in the form of booklets, posters or calendars or will be integrated into the existing Teacher Guides.

e) Develop Inclusive Education Curriculum Implementation Guideline

ZIE in collaboration with experts from the Inclusive Education Unit and other Agencies/departments will develop teacher's guides for identification of differentiated learning needs and develop teaching and learning materials and assessment frameworks to cater for those needs. The guide will include sections on hearing impairment, visual

impairment, and physical and learning difficulties. This guide will be made available to all teachers who will be trained in its use as the curriculum is rolled out.

f) Develop guidelines for integration of life skills across the curriculum

In line with the fact that one of the key learning outcomes at the end of Standard VI requires learners to be prepared to be productive citizens capable of contributing to their society and communities, special attention will be given across the curriculum to the development of life skills. Such skills will be integrated into themes and learning areas at all cycles of education.

g) Review manual for training of tutors and teachers on teaching life skills

Materials already exist which detail practical ways in which tutors and teachers can teach life skills. The materials will be reviewed to ensure alignment with the new curriculum.

h) Review sign language dictionary

The dictionary of sign language which has been developed will also be reviewed and revised ready for publication

i) Edit books for Braille printing

Braille versions of the key textbooks and other materials will need to be made available. A preliminary stage will be to adapt the print-based books so that they are suitable for being transferred into Braille.

Output 3 Teaching and Learning Materials printed and / or procured

a) Output 1.4.1. Stocktake of existing learning materials [20]

Before decisions are taken as to what exactly should be procured and what only needs to be printed, a stocktake of existing learning materials will be carried out. This will focus particularly on reading material since in order for children to learn to read, there needs to be an adequate supply of relevant and appropriate reading material available. The existence of such materials is particularly important given that there will be periods devoted specifically to reading in the new curriculum. A number of decodable readers, graded readers as well as Big Books are available in Kiswahili. As well as those designed specifically for Zanzibar, titles exist on the mainland and in neighbouring countries where Kiswahili is a language of instructions. Many such books are copyright free. A team will be formed to conduct a stocktake of such materials. The stocktake will include:

a) Collecting all potential age-appropriate reading material available in Kiswahili
b) Assessing the suitability of the reading materials for the context of Zanzibar using a checklist specially designed for the purpose
c) Making recommendations as to whether the books should be printed, adapted to context or reject based on the findings of 2 above.

b) Preparation of Tender Document for procurement of textbooks and other materials[21]

[20] Note: In the budget 1.4.1. and 1.4.2. are in a different order
[21] Note: Output 1.4.1. and 1.4.2. are in the reverse order in the budget.

Once specifications for textbooks have been drawn up, they will be put out to tender on a national basis according to MoEVT guidelines related to transparency in public procurement. The timing for completion of the textbooks will require careful thought to ensure that Teacher Guides can be written which instruct teachers how to deliver the content of the textbooks.

Teacher materials will include Teacher Guides which will be closely based on the textbooks written and will also be tendered at the same time.

c) Procurement and negotiations with publishers

A tender committee, which will include independent external members will evaluate bids according to pre-determined criteria and based on specifications. It may be possible to negotiate supplementary services to the contract such as provision of additional materials e.g. flashcards to accompany the textbooks or arrangements which make the publisher responsible for piloting the textbooks under the auspices of ZIE. A book map will also be included as part of this stage.

A textbook evaluation committees will be formed to evaluate the textbooks both in terms of the final product as well as on an ongoing basis. As textbooks are being prepared, they will be sent to the textbook evaluation team for feedback. Checklists similar to the following will be used:

- Coverage of content: Do the materials cover everything contained in the syllabus?
- Accuracy of content: Is the content accurate based on professional knowledge and external sources
- Technical accuracy: Are there any grammatical or typographical errors?
- Appropriateness of content (level, local and regional context)
- Textbook in line with ZIE guidelines (technical specifications, template, language)
- Clarity, comprehensibility and ease of use
- Attractiveness of materials

d) Teaching and learning materials printed (ZIE) and procured (publishers)

The printing of all supporting materials for the curriculum including all materials mentioned below will be the responsibility of ZIE and will take place once the materials have been finalized and designed to an acceptable professional standard. The ideal learner: textbook ratio will be 1:1

e) Learning kits for lower grades

The content of possible learning kits will be decided by MoEVT. They may include a kit for pre-primary as well as physical education and science kits

f) Output 1.4.11. Distribution of developed materials to all stakeholders

A school-level materials package containing teacher guides, textbooks and other materials will be distributed using already existing mechanisms established under ZIE.

The same materials package will be made available to Teacher Centres so that they are able to have easy reference to curricular materials.

Output 4: Community engagement

a) Improved Shehia systems for education implementation

The systems for registration of children at Shehia level will be improved as part of a drive to improve access. A tool will be first be piloted in two Shehias before being rolled out for wider use.

b) School Management Committees' role on school management strengthened

Communities have an important role to play in monitoring curriculum implementation and can be powerful drivers of change. A training manual for SMCs will be developed and SMCs will be trained in its use

c) Community Sensitization/Advocacy through Media

Community here is used in the broadest sense of the term to include parents and caregivers as well as teachers, educators and the public at large. The needs assessment demonstrated how important it was to communicate the new curriculum and the rationale behind it to a range of key stakeholders in order to advocate for the new curriculum and address fears and doubts. Early on in the curriculum implementation process, a communication strategy will be established. Coherence of messaging will be important both in terms of the curriculum as well as the new assessment practices.

Output 5 Specialist support provided to improve the quality of implementation

It is normal in terms of a programme of this nature to require the support of specialists for specific tasks at specific points of the program. A number of potential needs have been identified. These may include but not necessarily be limited to those indicated in ***Table 1***:

Table 1: Additional experts that may be needed for curriculum implementation

SN	***Expert and focus of support***	***Potential focus for support***	***Desirable qualifications and experience***	***Indicative time***
1.	Kiswahili language / linguistics expert the level of the learner	Source or develop Kiswahili word frequency list to ensure all language used in texts and readers is appropriate to the level of the child Advise on approach to the teaching of reading in Kiswahili	Advanced degree in Kiswahili, Education background Knowledge of vocabulary lists, reading in Swahili	20 days
2.	Applied Linguist	Advise on word lists, work closely with publishers to develop the materials related to transition;	Advanced degree in Applied Linguistics. Experience in materials development. Translanguaging, transitions to	30 days

SN	*Expert and focus of support*	*Potential focus for support*	*Desirable qualifications and experience*	*Indicative time*
		Train publishers and others on translanguaging approaches	English as a language of instruction.	
3.	Specialist support to integration of ICT and digital literacy	Advise on minimum standards / benchmarks for digital literacy. Integration of ICT across the curriculum	Experience of ICT in education in low-resourced settings	10 days
4.	Program coordinator	Support to all aspects of management and coordination of the program	Program management experience in complex government settings	40 days
5.	Additional support to teacher standards development	Support to the setting and operationalization of the teacher competency standards	Higher degree in education Previous experience of developing teacher competency frameworks	10 days

External monitoring of the VT by OCGS

The proposal by the OCGS for external monitoring has been agreed and the contract will be arranged between OCGS and the CA (SIDA)[22]

[22] The proposal can be made avaialble

Annex 4: The detailed program budgets are provided as Excel Files

Annex 5 Implementation timeline

ZNZ GPE PROGRAMME-ACTIVITY TIMELINES

SN	INT OUTCOME/OUTPUT/ACTIVITY	RESP MDA	SUPPORTING MDAs	2019/2020		2020/2021													2021/22											
				N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
Output 1	**Syllabi and other supporting documentation developed and socialized**																													
	Preparatory Stage for Syllabus Development																													
	Engage consultants																													
	Prepare TOR	ZIE																												
	Advertise	ZIE																												
	Evaluate proposals	ZIE																												
	Select Consultants	ZIE																												
	Award contracts	ZIE																												
	Select members of writing panels																													
	Develop style sheets	ZIE																												
	Draft ToRs for writing panels	ZIE																												
	Invite panel members	ZIE																												
	Training of subject panel in drafting of syllabi	ZIE																												
	Develop templates for syllabi at each level	ZIE																												
	Drafting of the syllabi																													

	Develop 1 syllabus for PPE	ZIE																												
	Develop 5 syllabi for Lower PE (1 for each learning area)	ZIE																												
	Develop 7 syllabi for Upper PE (1 for each learning area)	ZIE																												
	Editing and proof reading of developed syllabi	ZIE																												
	Conduct consultation on the new syllabi																													
	Undertake approval process for the syllabi	ZIE																												
	Development of scope and sequence, and achievement standards for all levels																													
	scope and sequence documents per Theme for PPE are in place	ZIE																												
	Scope and sequence documents per learning area for PE are in place	ZIE																												
	Achievement Standards documents per Theme for PE are in place	ZIE																												
	Achievement Standards documents per learning area for PE are in place	ZIE																												
	Preparation of Instructional Material Specification/Guideline	ZIE																												
	Develop student and teacher materials templates/specifications including book maps	ZIE																												
Output 2	**Materials to support implementation of the syllabi developed**																													
	Training of ZIE Staff on Material development, Production & Publication	ZIE																												
	Development of teacher classroom assessment guides																													
	pre primary	ZIE																												
	lower primary	ZIE																												

	upper primary	ZIE																												
	Children with special needs	ZIE																												
	Monitoring / piloting of assessment materials	ZIE																												
	Development of Lesson Plan and Schemes of Work, daily record guidelines	ZIE																												
	Develop Inclusive Education curriculum implementation guideline	ZIE	IE																											
	Develop guideline for integration of life skills in the pre-primary and primary education curriculum and teacher education	ZIE	IE																											
	Review manual for training of tutors and teachers on teaching life skills		IE																											
	Review sign language dictionary	IE	ZIE																											
	Edit books for braille printing	IE	ZIE																											
Output 3	**Teaching and Learning materials printed and / or procured**																													
	Stock take of materials (Tanzania and elsewhere)-availability, type, costs, contextual, etc.	ZIE																												
	Print teacher and student guides (to be done directly by ZIE): Syllabi, assessment guides, lesson plans, schemes of work, daily record guidelines.																													
	Evaluation of quotation to print										#																			
	Prepare Advert and advertise										#																			
	Proposals Evaluation										#																			
	Print Materials										#																			
	Procure teacher guides and student textbooks (Phase 1)-PPE 1, standard I, standard IV																													

	Prepare tender document	ZIE																											
	Advertise	ZIE																											
	Evaluate tender	ZIE																											
	Select Publishers	ZIE																											
	Award contracts	ZIE																											
	Publishers develop teacher guides and student books based on specifications developed by ZIE	ZIE																											
	Publisher handover books to MOEVT	ZIE																											
	Learning Kit for phase 1-PPE 1, standard I, standard IV																												
	Print story books based on those selected during stock take exercise																												
	Prepare tender document	ZIE																											
	Advertise	ZIE																											
	Evaluate tender	ZIE																											
	Select Printers	ZIE																											
	Award contracts	ZIE																											
	Printers print story books and other supplementary materials																												
	Publisher handover books to MOEVT																												
	Procure other items (non printable) for the learning kit																												
	Prepare tender document	ZIE																											
	Advertise	ZIE																											
	Evaluate tender	ZIE																											
	Select suppliers	ZIE																											
	Award contracts	ZIE																											
	Suppliers deliver items for the learning kit																												

	Publisher handover items to MOEVT																												
	Distribution of Developed materials and learning kits to all schools	DP PR/ PM U	ZIE/PORALG																										
Output 5	**Ward/Shehia and SMCs members role on school management strengthened**																												
	Develop and pilot Tool to ensure registration of all children at the level of Shehia	PORALGSD/ LGA																											
	Train School Management Committees	PORALGSD/ LGA																											
	SMCs sensitize parents through Parent Teacher Associations	PORALGSD/ LGA																											
Output 6	**Specialist support, M&E and advocacy**																												
	Specialist support																												
	Prepare tender document to engage Experts	ZIE																											
	Advertise	ZIE																											
	Evaluate tender	ZIE																											
	Select Experts	ZIE																											
	Award contracts	ZIE																											
	ZIE laptops and vehicle																												
	Prepare tender document to engage supplier	ZIE																											
	Advertise	ZIE																											
	Evaluate tenders	ZIE																											
	Select suppliers	ZIE																											
	Award contracts	ZIE																											
	Supply laptops	PM U																											

	Supply vehicle	PMU																											
	External monitoring of the VT by OCGS	SIDA																											
	Advocacy at the grassroots level	PORALGSD/ LGA																											
	Prepare strategy	PORALGSD/ LGA																											
	Prepare tender document to engage supplier	ZIE																											
	Advertise	ZIE																											
	Evaluate tenders	ZIE																											
	Select suppliers	ZIE																											
	Award contracts	ZIE																											
	Conduct advocacy activities as per strategy	PORALGSD/ LGA																											

Annex 6 Monitoring and evaluation

This M&E framework includes some but not all of the current GPE inputs

S/N	Activity	Indicators	Link to ZEDP	2019/ 2020	2020/2021	2021/2022
Output 1	**Syllabi and other supporting documentation developed and socialized (Output No in CIP= 1.2)**	**All syllabus documentation is prepared**	**Policy 2**		**Completed sysslabus**	
	Preparatory Stage for Syllabus Development	Number of Consultants recruited to support ZIE on materials development	P2S1, P2S3	2		
	Training of subject panel in drafting of syllabi	Number of subject Panels formulated.	P2S1, P2S4	13		
	Development of syllabi for all levels	Number of subject Panels members trained (total)	P2S1, P2S5	75		
	Editing and proof reading of developed syllabi	Number of Syllabi developed	P2S1, P2S6	13		
	Conduct consultation on the new syllabi	Number of TC Coordinators, Subject Advisors and Resource Teachers participating in consultative meetings on the new syllabi	P2S1, P2S7	330		
		Number of Pre & Primary Teachers participating in consultative meetings on the new syllabi	P2S1, P2S8	974		
	Development of scope and sequence, and achievement standards for all levels (PP1,StdI,StdIV/PP2,StdII,StdV/PP3,StdII,StdVI	scope and sequence documents per Theme for PPE are in place	P2S1, P2S9		3	
		Scope and sequence documents per learning area for PE are in place	P2S1, P2S10		12	
		Achievement Standards documents per Theme for PE are in place	P2S1, P2S11		1	
		Achievement Standards documents per learning area for PE are in place	P2S1, P2S12		12	
	Preparation of Instructional Material Specification/Guideline	Instructional Material Specification/Guideline is in place	P2S1, P2S13		1	
	Develop student and teacher materials templates/specifications including book maps	student textbooks maps are in place	P2S1, P2S14		5 for PPE (1 per 2 themes); 5 for LPE one per LA; 7 for UPE one per LA	

Output 2	Materials to support implementation of the syllabi developed (Output No in CIP= 1.3)	Materials in place					
	Training of ZIE Staff on Material development, Production & Publication	Number of ZIE staff participating in training on Material development, Production & Publication	15		15		
	Development of teacher classroom assessment guide for pre-primary; lower primary; upper primary; and children with special needs	Teacher classroom assessment guide (incorporating aspects of students with special needs) for pre-primary is in place	1			1	
		Teacher classroom assessment guide (incorporating aspects of students with special needs) for lower primary is in place	1			1	
		Teacher classroom assessment guide (incorporating aspects of students with special needs) for upper primary is in place	1			1	
	Piloting of assessment guidelines	Number of people participating in pilot	105			105	
	Development of Lesson Plan and Schemes of Work, daily record guidelines	Lesson plan guideline is in place	1 for PPE; 1 for PE			1 for PPE; 1 for PE	
		Schemes of Work guideline is in place	2 for PPE; 1 for PE			2 for PPE; 1 for PE	
		Daily record guideline is in place	3 for PPE; 1 for PE			3 for PPE; 1 for PE	
	Develop Inclusive Education curriculum implementation guideline	Inclusive Education curriculum implementation guideline is in place	1		1		
	Develop guideline for integration of life skills in the pre-primary and primary education curriculum and teacher education	Guideline for integration of life skills in the pre-primary and primary education curriculum and teacher education is in place	1		1		
	Review manual for training of tutors and teachers on teaching life skills	Reviewed manual for training of tutors and teachers on teaching life skills is in place	1			1	
	Review sign language dictionary	Reviewed sign language dictionary is in place	1		1		
	Edit books for braille printing	Number of new student materials, by title, edited for Braille printing	5 in PPE; 5 in LPE; 7 in UPE; Story books; Any other			1	

Output 3	**Teaching and Learning materials prepared (Output No. in the CIP=1.4)**	**All materials prepared and avialble**					
	Preparation of Tender Document for procurement of textbooks and other materials	Document in place	1	P2 S3		1	
	Stock take of materials (Tanzania and elsewhere)-availability, type, costs, contextual	Number of materials by title proposed for consideration for use by ZNZ in implementation of the new curriculum	At least 30 Titles for PPE; At least 100 titles for PE	P2 S4		At least 30 Titles for PPE; At least 100 titles for PE	
	Print teacher and student guides: ZIE)	Number of Syllabi copies PE (Lower)	371	P2 S5			371
		Number of Syllabi copies for PE (Upper)	371	P2 S6			371
		Number of Syllabi copies for PPE	371	P2 S7			371
		Number of Assessment Guides PPE&PE	6,774	P2 S8			6,774
		umber of copies of the guidelines on Lesson plan, schemes of work and daily record	6,774	P2 S9			6,774
		Number of copies of IE curriculum guidelines	5,000	P2 S10			5,000
	Procure teaching and learning Materials (Phase 1)	Number of PPE1 books delivered to Gov by Publisher per theme	25,428	P2 S11			25,428
		Number of Standard I books delivered to Gov by Publisher per learning area	58,017	P2 S12			58,017
		Number of Standard IV books delivered to Gov by Publisher per learning area	48,866	P2 S13			48,866
		Number of PPE braille books delivered to Gov by Publisher per learning area	200	P2 S14			200
		Number of Standard I braille books delivered to Gov by Publisher per learning area	500	P2 S15			500
		Number of Standard I large print books delivered to Gov by Publisher per learning area	300	P2 S16			300
		Number of Standard I large print books delivered to Gov by Publisher per learning area	100	P2 S17			100
		Number of Standard IV books delivered to Gov by Publisher per learning area	400	P2 S18			400

	Teacher guides (Per Textbook) 2 per school (Phase 1)	Number of PPE1 Teacher guides delivered to Gov by Publisher per learning area	3,000	P2 S19			3,000
		Number of Standard I delivered to Gov by Publisher per learning area	7,200	P2 S20			7,200
		Number of Standard IV delivered to Gov by Publisher per learning area	8,400	P2 S21			8,400
		Number of Braille print (PP1) teacher guides delivered to Gov by Publisher per learning area	19	P2 S22			19
		Number of Large print (STD I) teacher guides delivered to Gov by Publisher per learning area	11	P2 S23			11
		Number of Braille print (STD I) teacher guides delivered to Gov by Publisher per learning area	19	P2 S24			19
		Number of Large print (STD IV) teacher guides delivered to Gov by Publisher per learning area	11	P2 S25			11
		Number of Braille print (STD IV) teacher guides delivered to Gov by Publisher per learning area	15	P2 S26			15
	Learning Kit for Pre primary and lower Primary	**Learning Kit for Pre primary**		P2 S27			
		Number of Story books by title printed	36,000	P2 S28			36,000
		Number of Flash Cards by type delivered to Government	45,000	P2 S29			45,000
		Number of puzzles by type delivered to Government	36,000	P2 S30			36,000
		Number of building Blocks by type delivered to Government	36,000	P2 S31			36,000
		Number of schools receiving "Other" learning aids by type delivered to Government	All pre-primary and primary schools (Estimated at 300)	P2 S32			All pre-primary and primary schools (Estimated at 300)
		Learning Kit for Upper primary		P2 S33			
		Number of Story books by title printed	36,000	P2 S34			36,000
		Number of schools receiving "Other" learning aids by type delivered to Government	All pre-primary and primary schools (Estimated at 300)	P2 S35			All pre-primary and primary schools (Estimated at 300)
	Distribution of Developed materials to all stakeholders	Number of schools received all published/printed materials by type and level	All pre-primary and primary schools (Estimated at 300)	P2 S36			All pre-primary and primary schools (Estimated at 300)

Output	Teacher Education Curricula reviewed, materials developed and tutors trained PPE GPE current	All materials and training completed					
	Development of Teacher Education Curriculum Framework	Consultants to support development of the Teacher Education Curriculum and associated materials in place	2	P3 S2	2		
		Institutional needs assessment conducted and report in place	1	P3 S3			
		Teacher Education Curriculum Framework in place	1	P3 S4			
		A guideline of teacher standards in place	1	P3 S5			
		# of TC Coordinators, Subject Advisors,Tutors and Resource Teachers participating in consultative meeting on the new curriculum	328	P3 S6			
	Development of teacher education curriculum materials	Plan for development of teacher education materials in place	1	P3 S7			
		# of Panel members for syllabi development trained	60	P3 S8			
		Syllabus templates to ensure alignment across the subject areas in place	1	P3 S9			
		#of Teacher Education scope and sequence documents in place	1	P3 S10			
		# of Teacher Ed Modules in place	1	P3 S11			
	Training of Tutors (to start using modules at pilot level before final print run)	# of Tutor Training Manual and handouts	1	P3 S12			
		Number of Master Trainers oriented and trained for training of tutors	20	P3 S13			
		Number of Tutors trained	300	P3 S14			
		Number of monitoring exercises undertaken during piloting of modules	4	P3 S15			
	Finalization, printing and distribution of teacher modules	Number of Modules printed by title	1000	P3 S16			
		Number of Modules present at teacher colleges by title	As per distribution plan	P3 S17			

OP 6	**Speciaist support, M&E and advocacy**						
	Spealists in identified areas procured to support ZIE with development of curriculum materials	Number of experts recruited	At least 6		6		
	Procure laptops for ZIE staff	# of ZIE staff provided with new laptops	5		5		
	Procure vehicle for ZIE	Number of vehicles procured	1		1		
	External monitoring of the VT by OCGS	Number of external monitoring exercises for the VT conducted	2			1	1
	Advocacy at the grassroots level	Advocacy strategy in place	1		1		
		Implementation plans of identified activities in place at ZIE, PORALG (D-RALG Ed) and MOEVT(DPPE)	3	P3 S1&3		First year Plan implementation	First year Plan implementation

VT OUTPUT LEVEL INDICATORS

More pre-primary and primary age children access and succeed in a relevant and quality foundational education

OUTCOME LEVEL INDICATORS	BASELINE 2018/19	2019/20	2020/21	2021/22	2022/23	MEANS OF VERIFICATION
% of children reaching Benchmark on Reading at the end of standard II		Assessment Method/	Tools to be used agreed on	Assessment conducted; Baseline data available	Assessment	Report circulated
% of children reaching Benchmark on Arithmetic at the end of standard II		Assessment Method/	Tools to be used agreed on	Assessment conducted; Baseline data available	Assessment	Report circulated
Pupil teacher ratio at primary level in all Districts meet the norm of 40:1 **VTI**	National 34:1 but high level of District variation	Deployment strategies and framework agreed	Establish 40:1 nationwide	40:1		EMIS and verified independently

Proportion of Standard 1[23] children who have attended pre-primary education in all districts **VTI**	National 61% but high level of District variation	See table in VTI	See table in VTI	See table in VTI	EMIS and verified independently

[23] Note the final figures will depend on future data see the VT sections

Annex 7 Implementation modality: Variable tranche oversight and monitoring

VARIABLE TRANCHE Output/ activity INDICATORS

Indicator	Verification timeframe	Verification modality	Variation of release	Total Release possible
Equity: An increase in the number of children who are enrolling in Standard 1 who have attended PPE in the 6 Districts performing least well: Over a 2 year period a 1% increase per year, over and above the trend increase averaged from the base year 2015 (to 2019) with the incentive tranche being awarded in September 2021 and September 2022 (i.e. increase in school year 2021 and 2022)	Data collected in March of 2020 and analysed and available in 2020 will be the baseline. 2021 and 2022 is analysed and available in June of that year. Once the independent verification has taken place then payment will be made	EMIS Data **Independent verification report from the Office of the Chief Government of Statistics**	The total release is 1/12 of the total amount each year for each District achieving the increase. In the case of lack of achievement of the 1% in the first year then achievement of the 2% in the second year would release the full amount; a 1% increase over the 2 years would release 1/12 of the amount.	US$ 1,500,000 $125,000 per district per 1% increase
By 2020 a teacher deployment framework[24] has been developed and been approved by the Cabinet The pupil teacher ratio in the 5 selected districts (highlighted in the table below) has been reduced to at least the 40:1 ratio at the beginning of school year June 2021	Teacher deployment framework/ regulation/ legislation has been approved and is operational. 2019 will be the base year for the teacher ratios. The teacher requirements will be analysed in 2020 in the light of the new curriculum (specialist teachers etc) and the teacher ratios adjusted accordingly.	Document available and shared with ZESC and the Office of the Chief Government of Statistics Year 2019/ 20 and 2020/ 21 data is available from EMIS and is verified by Office of the Chief Government of Statistics	Payment available on document approval The total payment will be reduced by 20% for each District not achieving the norm. If the District has moved halfway from the baseline to the norm then a payment of 10% will be effected.	US$500,000 US$1,000,000 US$200,000 per district
Following an analysis of the options for a sample based learning assessment for Standard 3 students, agreement by MoEVT Principal Secretary on the assessment to be used and a work plan for the modalities for a first assessment to be given in 2021/ 22 covering at least literacy and numeracy which will act as a baseline to monitor learning under the new curriculum (to be completed by October 2020). Completion of the assessment materials and preparations for the assessment In school year 21/ 22. TO be completed by December '21	Anytime in 2020/ 2021 Any time in 2021	The consultancy/ assessment is completed and the modality has been selected and is verified by Office of the Chief Government of Statistics All preparations have been completed for the 21/22 assessment and is verified by Office of the Chief Government of Statistics	None None	US$750,000 US$750,000

[24] The Framework may be a formal document or may be legal and/ or regulatory documents

Note: At the discretion of GPE Secretariat, MoEVT, PORALG, ZESC and GPE can enter into discussions at any time to consider alternative timeframes for payment if deadlines are missed.