COUNTRY COMMITMENTS TO EDUCATION DOMESTIC FINANCING

Education Financing Campaign

"Education Multiplies Possibilities: Investing in our future"

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

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

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

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

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

Country Partner Identification

Country name:	*REVOLUTIONARY GOVERNMENT OF ZANZIBAR (RGZ)*
Ministry/Institution:	*MINISTRY OF EDUCATION AND VOCATIONAL TRAINING (MOEVT)*
Date:	*20TH JANUARY 2026*

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

NOTE: Specific Interventions implemented as Disbursement Linked Indicators (DLIs) under the Programme for Education Results Zanzibar (PERZ):
DLI 2.1A: 20% of total RGoZ recurrent annual budget is allocated to the education sector
DLI 2.1B: Actual expenditure between 65% to 70%, 70%-75, 75%-80%, 80%-85%) of initially approved budget by year 1-4

1.2. Description of education budget perimeter

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

- *Ministry of Education and Vocational Training (MoEVT)- Vote 02.*

NOTE: Currently, the Government does not have a system in place through which 'sector' data that amalgamates data from other sectors is readily available. This data can be made available through analysis required at project level such as the PERZ however in reference to Recurrent Budget only. The Government is currently revamping the Classification of the Functions of Government (COFOG) that will ensure that expenditure data from all line Ministries is available and can be drawn when needed. Potential other Sectors are:

- *Ministry of Legal Affairs: G0102 Chuo cha Utawala wa Umma (Institute of Public Administration)*
- *Ministry of Legal Affairs: G0103 Skuli ya Sheria Zanzibar (Zanzibar School of Law)*
- *Ministry of Agriculture: L0109 Taasisi ya Utafiti wa Kilimo Kizimbani (Kizimbani Agricultural Research Institute)*
- *President's Office Regional Admin and Local Government: HD02010101 Mafunzo ya Uzalendo, Utamaduni, Ufundi na Kazi za Amali (Civic Education, Culture, Technical Skills and Practical/Vocational Training)*
- *President's Office Regional Admin and Local Government: HD05020107 Kukuza Elimu na Taaluma kwa Wafanyakazi wa KZU (Enhancing Education and Professional Development for KZU Staff)*

1.3. Historical and projected expenditure (***Education***)-Reference to Ministry of Education and Vocational Education (MoEVT) Only.

Year	Projected Government Budget (Bil. TZS)	Projected MoEVT Budget (Bil TZS)	Percentage (as a share of national budget)	Percentage (as a share of GDP)	Percentage (Other)
2024/25	3,366.47	424.81	13%	9.5%	NA
2025/26	5,939.49	593.13	10%	12.5%	NA
2026/27	7,690.81	937.86	12%	18.9%	NA
2027/28	8,275.59	930.95	11%	17.5%	NA
2028/29	Not yet Released	Not yet Released	NA	NA	NA
2029/30	Not yet Released	Not yet Released	NA	NA	NA

Do you have plans to increase education expenditure per child: ☒ Yes ☐No

NOTE: This is in reference to the newly introduced initiative for Pre-Primary and Primary Education under the Programme for Education Results Zanzibar (PERZ) at which, prior to 2023, the Government was not providing operational funds to schools in

terms of number of children or per child allocation. As a result the Government now includes within its annual Medium Term Expenditure Framework for Education, funds for distributing School Operating Budgets (SOBs) to Pre-Primary and primary schools. A lump sum amount per school is included to cover costs that are not affected by the number of students.

DLI 1.4D: Government maintains distribution of SOB to pre-primary and primary schools per child and the fixed rate per school (as defined in the SOB operating manual) as follows: Between 10-20% (FY 2024/25); Between 15%-30% for FY 2025/26; and, Between 25%-50% for FY 2026/27.

	Baseline (TZS)	***Target***
Year	***2024***	***2025 Onwards***
Amount per child (PPE)	***5,000***	***5,000***
Amount per child (PE)	***12,000***	***12,000***
Lumpsum per school (PPE)	***300,000***	***300,000***
Lumpsum per school (PE)	1,850,000	1,850,000

-Indicate the policy framework or any other official documents where information on the baseline and targets can be found:
MoEVT, School Operating Budgets (SOB) Guidelines-2024

1.4. Basis for commitment to increase funding for education

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

☐ *Raising additional revenues (e.g., through tax reforms or better tax collection), specify*

☒*Developing strategies for long-term, sustainable education financing (e.g., earmarked taxes, public-private partnerships, etc.), specify*

☒ *Improving budget execution, specify*

☐ *Other, specify*

Note: Please ensure that listed actions are supported by the National Development Plan, Education Sector Plan (ESP), Partnership Compact or other officially approved policies.

Area	***Planned or ongoing actions aimed at increasing resources for education***
Developing strategies for long-term, sustainable education financing	The Zanzibar Education Sector Transformation Plan (ZESTP) incorporates strategies aimed at strengthening long-term and sustainable financing for the education sector. These strategies focus on improving the efficiency and equity of public education expenditure, strengthening domestic resource mobilisation through improved budget planning and execution, and enhancing accountability and value for money in the use of education resources. The ZESTP also emphasises gradual reduction of reliance on external financing by strengthening government systems, integrating donor support into the national budget framework, and aligning sector financing with medium-term fiscal planning processes. Like wise, currently the Government is in the process of establishing the Zanzibar Education Development Fund in order to raise fund for education initiatives
Improving budget allocation and execution	Within the Partnership Compact, and operationalised through the PERZ programme, improving budget execution is pursued as a deliberate strategy to increase effective education financing through institutional strengthening and capacity building of implementing Departments, Institutions and Units (DIUs). This reform is anchored in DLI 2.1A, which commits the Revolutionary Government of Zanzibar to allocating at least 20 percent of the recurrent annual budget to education, and DLI 2.1B, which progressively incentivises higher levels of budget execution, with expenditure thresholds rising from 65 percent to 85 percent of the initially approved budget over the programme period. Together, these DLIs recognise that increasing resources for education depends not only on higher budget allocations but also on strengthened systems, improved planning, procurement, and financial management capacity to translate approved budgets into actual expenditure. By linking institutional capacity strengthening to measurable improvements in execution rates, the Compact aims to unlock underutilised resources and ensure that allocated funds are fully absorbed and delivered to education programmes and services.

2.Efficiency commitment

Please list, and briefly describe any planned or ongoing actions to improve efficiency of education finance and expected results *— for example*:

☐*Improving public financial management systems for better governance, accountability and delivery. – Specify*

The POFP, through its own sources and support from the GPE, is revisiting the COFOG system in order to allow for possibilities to report more efficiently on expenditure. In particular, this is supposed to strengthen the reporting by Sector as opposed to the current situation at which accessing sector allocated budgets or expenditure requires one to do it manually.

☐*Streamlining teacher management and remuneration mechanisms. – Specify*

Currently the Ministry is utilizing the Teacher Allocation Protocol (TAP) and Model, that focusses on ensuring that only schools with the highest needs of teachers at the primary education level are allocated teachers. So far the initiative has been implemented through PERZ with 100% success rate between 2023/24 and 2024/25.

☐*Reduce fragmented financing and implementation mechanisms. – Specify*

The ZESTP was explicitly designed to serve as a single, comprehensive sector framework that consolidates priorities across all education sub-sectors, including pre-primary, primary, secondary, teacher education, TVET, and higher education. By clearly articulating sector goals, intermediate outcomes, and priority interventions within a unified results framework, the ZESTP provides a common reference point for government institutions and development partners. Where partners align their strategies, financing modalities, and implementation arrangements with the ZESTP results framework, this reduces the proliferation of parallel projects, stand-alone financing channels, and uncoordinated interventions. Alignment to the ZESTP also strengthens the use of national planning, budgeting, procurement, and monitoring systems, improves coherence in implementation across sub-sectors and institutions, and enables more systematic tracking of resources and results at sector level. Collectively, these measures support more coordinated financing and implementation, reduce duplication and inefficiencies, and enhance the overall effectiveness of education investments.

☐*Enhancing education and financial data tracking systems and availability. – Specify*

Zanzibar's public expenditure reporting by function, including education, is anchored in the Budget and Accounting Management System (BAMAS), which enables COFOG-aligned classification and systematic tracking of budget allocations and actual expenditures. The use of BAMAS strengthens the reliability, consistency, and comparability of education finance data by allowing spending to be tracked from approval through execution and reported by function, programme, and institution. The QuickBooks is used by the MoEVT as a complementary system and provides detailed transaction management and internal controls, with expenditures subsequently reconciled and mapped into official government reports. Together, these systems enhance the overall

tracking of education financing by improving expenditure visibility, supporting more accurate sector expenditure analysis, and strengthening the link between financial data and education sector performance, thereby informing better planning, monitoring, and accountability.

☐*Adopting innovative budgeting approaches oriented towards education outcomes (e.g. results-based budgeting). – Specify*
The MoEVT budgeting approach requires the preparation of annual Medium-Term Expenditure Frameworks (MTEFs) that draw directly from the ZESTP. This ensures that budget planning is anchored in agreed sector priorities and facilitates the adoption of innovative, outcome-oriented budgeting approaches, including results-based budgeting. By linking resource allocations to clearly defined sector objectives, outputs, and performance indicators, the MTEF process strengthens the alignment between financing and education outcomes, improves accountability for results, and supports more efficient use of public resources.

☐*Enhancing service delivery to improve learning, retention, and completion. – Specify*
Zanzibar conducted a nationally representative EGRA/EGMA survey in 2025, providing the first robust baseline on foundational literacy and numeracy at the early grade level. The results are being used to inform the development of national learning benchmarks and targets, strengthening the system's ability to monitor progress against clearly defined performance standards. This also enables the sector to intervene where there is the greatest need. In parallel, efforts are underway to strengthen examination and assessment systems, with increased emphasis on formative assessment to enable early identification of learning gaps and timely remedial action at school level. Completion data are routinely tracked, and discussions have been initiated to further disaggregate these data to the district level, particularly for inclusion in the Annual Education Sector Abstract (AESA), to support more targeted planning and accountability.

☐*Other, specify.*

Note: Please ensure that listed actions are supported by the National Development Plan, Education Sector Plan (ESP), Partnership Compact or other officially approved policies.

3.Equity commitment

Please list, and briefly describe any planned or ongoing actions to promote equitable resource allocation *— for example:*

☐*Strengthening redistributive policies and mechanisms (including needs-based funding formulas for schools or teachers' allocation).*
Teacher Allocation Protocol (TAP)

The Government has developed and is implementing a set of allocation protocols and models to guide the equitable distribution of key education inputs. The Teacher Allocation Protocol (TAP) establishes a transparent, rules-based framework for deploying and redeploying teachers based on objective criteria such as enrolment, pupil–teacher ratios, subject needs, and school location, with explicit prioritisation of underserved and hard-to-reach schools. This is complemented by the Classroom Allocation Protocol (CAP), which guides the prioritisation of classroom construction and rehabilitation based on enrolment pressures and infrastructure gaps, and the School Operating Budgets Allocation Model, which applies needs-based criteria to the distribution of non-salary recurrent resources at school level. Additionally, the Teaching and Learning Materials Allocation Protocol (PTLMAP) establishes a standardised, data-driven approach to the distribution of textbooks and other learning materials across schools. Together, these mechanisms strengthen redistributive policies by aligning resources with demonstrated needs rather than historical allocations.

☐*Tracking of equitable resource distribution*

These allocation mechanisms are supported by strengthened education data systems, enabling systematic tracking of resource distribution across districts and schools. Teacher deployment, classroom availability, school grants, and teaching and learning materials are increasingly tracked using administrative data, supporting monitoring of equity dimensions such as geographic location, school type, and enrolment size. This strengthens the system's ability to identify disparities and adjust allocations over time.

☐*Adopting pro-poor budgeting mechanisms, gender-based or disability-based budgeting approaches.*

While the primary focus of the allocation protocols is needs-based distribution, they also provide a foundation for pro-poor and inclusion-sensitive budgeting by explicitly prioritising schools serving disadvantaged populations. Evidence from learning assessments and administrative data—including gender-disaggregated performance and dropout patterns—are increasingly used to inform targeting decisions, with the aim of reducing inequities linked to poverty, gender, and disability.

☐*Directing resources to reduce gaps in school access*

Collectively, these allocation reforms represent a shift toward systematised, data-driven resource allocation under the ZESTP and the Partnership Compact. By institutionalising transparent allocation rules across teachers, infrastructure, school financing, and learning materials, Zanzibar is strengthening equity in education financing and service delivery while maximising the impact of existing public resources.

☐*Other, specify*

Note: Please ensure that listed actions are supported by the National Development Plan, Education Sector Plan (ESP), Partnership Compact or other officially approved policies.

4.Endorsement of the commitments

Please indicate all the institutions that endorsed the commitment as relevant

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

	
MR. KHAMIS ABDULLAH SAID **PRINCIPAL SECRETARY** MINISTRY OF EDUCATION AND VOCATIONAL TRAINING ZANZIBAR	HON. LELA MUHAMMED MUSSA **MINISTER** MINISTRY OF EDUCATION AND VOCATIONAL TRAINING ZANZIBAR