Education Sector Program Implementation Grant Completion Report Template

Status: Accepted

Country	Name of project this grant is contributing to	Grant ID	Project ID (if applicable)
Tanzania - Zanzibar	Tanzania, United Republic of_MLT_ESPIG_12/06/2017	GPE001338	TZA_ESPIG_FY18_Sida

Grant Agent	Grant Type	Grant Approval Date	Grant Effectiveness / Start Date
Swedish International Development Cooperation Agency	MLT-ESPIG	12/06/2017	03/28/2018

Grant Closing Date	Grant Amount	Date of Report Submission
09/30/2024	15,001,000 (USD)	05/08/2026

Project Implementation

Assessment of Project Implementation: Relevance

Overall Relevance

Level Of OverAll Relevance 1

High

Detailed Description

The program was designed to improve access, equity, and the quality of pre-primary and primary education. With a particular focus on marginalized and vulnerable children, especially girls and children with disabilities, the GPE II program directly responded to the needs and priorities outlined in Zanzibar's education policies and development frameworks. These include the Zanzibar Education Policy (2006), the Zanzibar Education Development Plan II (ZEDP II, 2017–2022), and the Zanzibar Five-Year Development Plan (ZADEP, 2021–2026).

The program was structured to align with both long-term policy aspirations and immediate sectoral needs, ensuring sustained relevance throughout its implementation. The interventions in school infrastructure, curriculum reforms, teacher professional development, and governance strengthening were directly linked to the government's agenda for achieving equitable and inclusive education.

Alignment with Education Sector Policy and Development Frameworks

The Zanzibar Education Policy (2006) Mission statement is "To strive for equitable access, quality education for all and promotion of life-long learning". The Policy goals provided the foundational framework for the GPE II Program at which the programme supported the following Goals:

The policy's focus on universal access to quality education, inclusive education, and teacher training was well reflected in the program's interventions. GPE II directly supported the expansion of pre-primary education, particularly through TuTu Centers, renovation and construction of new classrooms, which played a crucial role in early childhood education. Additionally, the program prioritized inclusive education by investing in special needs infrastructure and training teachers to support children with disabilities. The focus on equity and access is directly aligned with the policy's overarching goal of ensuring education for all, regardless of socio-economic background or ability.

ZEDP II was the primary strategic document guiding Zanzibar's education sector at the time of GPE II's design and implementation. ZEDP II emphasized improving learning outcomes, expanding access, and strengthening education governance, which are all core components of the GPE II. Through the provision of teaching and learning materials, teacher training, and school infrastructure development, the program directly addressed quality improvement objectives. The program also played a critical role in enhancing school governance and data-driven decision-making by strengthening the Education Management Information System (EMIS) and training School Management Committees (SMCs).

Beyond the education sector, ZADEP positions education as a key driver of human capital development. The plan emphasized investments in education infrastructure, teacher development, and data systems, all of which are central to GPE II. The program contributes to the plan's vision by constructing new classrooms, improving WASH facilities in schools, and supporting professional development for teachers, ensuring that the education sector has the necessary human and physical resources to drive long-term socio-economic growth.

Sustained Relevance during the Implementation

Throughout its implementation, the GPE II Program remained highly responsive and adaptable to evolving sector priorities, ensuring sustained relevance to Zanzibar's education policies and frameworks. The program's design allowed course corrections based on emerging challenges, stakeholder feedback, and evolving national priorities, particularly in areas related to pre-primary and primary education, inclusive education, and education governance.

One of the key areas where the program demonstrated continued relevance was in addressing infrastructure gaps. While the program initially planned for classroom expansion and renovation, ongoing assessments revealed the need for additional learning spaces to accommodate the increasing demand for early childhood education (ECE). In response, the program expanded investments in TuTu Centers, prioritizing underserved and high-need areas. Similarly, the construction of disability-friendly infrastructure and provision of assistive devices were scaled up to align with Zanzibar's commitment to inclusive education, as outlined in ZEDP II and ZADEP.

Another critical area of adaptation was teacher deployment and professional development. Recognizing the challenges of teacher shortages in rural areas, the program supported teacher incentives, training, and reallocation strategies, directly contributing to Zanzibar's goal of ensuring equitable teacher distribution and improved instructional quality. During the extension period, the program prioritized the training of trainers (ToT) and in-service teacher development, particularly focusing on the revised curriculum implementation. These interventions were designed to enhance teaching effectiveness and pedagogical skills, aligning with ZEDP II's emphasis on capacity-building for educators.

The program also made significant strides in community engagement and school governance, reinforcing local ownership and accountability in education service delivery. As part of its parental involvement strategy, GPE II strengthened SMCs and introduced school-based monitoring mechanisms, ensuring that communities played a more active role in curriculum implementation and oversight. Recognizing that parental engagement was key to sustaining school retention and transition rates, the program extended its parenting education initiatives targeting marginalized communities.

In the area of education management and data-driven planning, the programme maintained relevance by enhancing the EMIS. The system was modernized and expanded to allow for better tracking of student enrollment, teacher deployment, and resource allocation, ensuring that policymakers had access to reliable data for decision-making. This effort directly contributed to Zanzibar's broader governance and accountability reforms in the education sector, as outlined in ZEDP II and ZADEP.

During the program extension period (2022–2023), GPE II further demonstrated adaptability by prioritizing activities that ensured a smooth transition to the next phase of education sector planning. This included finalizing curriculum development processes, ensuring that teaching and learning materials (T&L) were available for all grades, and strengthening institutional capacity for monitoring and evaluation. Additionally, recognizing the global disruptions caused by COVID-19, the program incorporated recovery measures, such as remedial learning support, catch-up programs, and digital education interventions, to mitigate learning loss among vulnerable children.

Beneficiaries' Views on Relevance

Detailed Description

1. Early childhood education: Perspectives from schools and Shehia

The introduction and expansion of TuTu Centers have provided critical access to structured pre-primary education, particularly in rural and underserved areas, where many children previously started primary school without any formal early learning experience. Parents emphasize that these centers have significantly improved school readiness, ensuring that children enter primary school with basic literacy and numeracy skills. Teachers noted that students who attended TuTu Centers demonstrated better cognitive development, socialization skills, and a smoother transition into Standard 1, reducing the likelihood of dropout or repetition. Thus, the sentiment from beneficiaries is that GPE II has been instrumental in ensuring that more children, especially those from marginalized backgrounds, gain access to foundational education, positioning them for future learning success.

`Before the TuTu Centers, many children stayed at home until they were old enough for primary school. Now, they learn early, which makes them more confident when they join Standard 1´. – Parent, Chake Chake, Pemba

2. Quality of teaching and learning: Perspectives from Teachers and Education Officials

Through teacher training, provision of new curriculum materials, and pedagogical support, the program has enhanced instructional quality, particularly in literacy, numeracy, and inclusive education. Teachers acknowledge that the training provided under GPE II has strengthened their ability to deliver lessons effectively, especially for early-grade learners. Education officials further highlight that the program's support for curriculum implementation has ensured greater consistency in teaching approaches, making learning more engaging and student-centered. Additionally, continuous professional development opportunities offered contribute to improving teacher confidence and motivation.

´The new textbooks and teaching materials have made lessons more interactive. My students now enjoy learning more than before`. – Primary School Teacher, Urban West Region

´´We used to have difficulty finding spaces for early learners. The new classrooms have made learning more comfortable for both students and teachers`´. – Teacher, Mfurumatonga School, Unguja

3. Inclusive education: Perspectives from parents, students, and school committees

Investments in Braille books, sign language training, and assistive devices enabled more learners with special needs to participate meaningfully in classroom instruction and achieve measurable academic progress. Parents acknowledged that, before GPE II, many children with disabilities were excluded from the learning process, whereas the programme has helped them feel recognized, supported, and more engaged. SMCs also valued the targeted awareness sessions and infrastructure upgrades (such as ramps and disability-friendly classrooms), which significantly improved the physical accessibility and inclusiveness of learning environments. By 2021, 100% of government

``Before, we had limited knowledge of how to handle children with disabilities. Now, we have strategies to ensure they participate in lessons´`. – Teacher, Wete District.

Schools reported the availability of inclusive education materials, underscoring the program's wide coverage and alignment with national policy priorities.

However, implementation challenges constrained the full realization of intended outcomes. Only 46% of identified learners in need received assistive devices, and in some cases, delayed delivery and lack of user training reduced their effectiveness. Teachers reported limited guidance on how to use certain devices, leading to under utilization or mismatch with learners' needs. While SMCs demonstrated increased awareness of inclusive education, their capacity was weakened by inconsistent attendance, limited training coverage, and unclear role delineations.

4. Community engagement in education governance: Perspectives from SMCs and parents

SMCs and parents across districts accented that before the program there was limited community participation in decision-making processes related to school management. During the implementation of this program, SMCs were revitalized and trained, equipping members with oversight skills, resource allocation, and school development planning. SMC members informed that they now better understand their roles and responsibilities, leading to improved school governance and more transparent use of resources. Parents also expressed that greater involvement in school matters has increased their trust in the education system, encouraging them to support their children's learning at home and engage in school improvement initiatives.

´Now that we understand our role, we can monitor school progress and support teachers more effectively´. – SMC Member, Kaskazini B District

´We have used grants to buy learning materials, but we need more training on financial management to ensure resources are used efficiently´. – School Committee Chair, Unguja South

´Before GPE II, children with disabilities had nothing to support their learning. Now they are part of the class´ -Parent, Wete District, Pemba

´This programme has helped us understand that all children can learn if we support them properly´ - SMC Member, North B District, Unguja

5. Education management and data-driven planning: Views from Government Officials and Education Managers

Government officials and education managers emphasized that before the program, data collection and reporting mechanisms were inconsistent, making it difficult to track student enrollment, teacher deployment, and school performance. Through GPE II, enhancements to the EMIS have provided a more structured, real-time approach to data collection and analysis, enabling better decision-making at all administrative levels. Officials highlighted that the ability to track teacher distribution and student attendance trends has allowed for more equitable resource allocation, ensuring that schools in high-need areas receive appropriate support. Additionally, capacity-building initiatives for education managers have improved data utilization in planning and monitoring, aligning with Zanzibar's broader goal of evidence-based policy development.

Assessment of Project Implementation: Efficacy

Overall Efficacy

Level of Overall Efficacy 2

Substantial

Detailed Description

Achievement of Intended Outcomes

A total of ten (10) indicators were employed to assess the program at the outcome level. These indicators have been categorized into three domains for clarity: Learning, Access, and Quality Aspects. The program's contributions at the output level are delineated under each outcome indicator, thereby clearly demonstrating the direct relationship between the outcome and output metrics.

Learning

a)Teacher professional standards

Since the programme's inception, considerable progress has been achieved in improving teacher quality and professional standards within Zanzibar's pre-primary and primary education systems. Supported by the programme's investments in in-service training, coaching, and pedagogical orientation, early assessments reported high levels of compliance with the Minimum Professional Standards (MPS), particularly among pre-primary teachers. Over time, the programme adopted more rigorous monitoring and recalibrated its performance benchmarks to align with evolving quality assurance standards, led by the Office of the Chief Inspector of Education (OCIE).

To assess school-level teaching quality, OCIE applied a four-tier rating scale during subject inspections conducted between 2019 and 2023. The performance levels include Level 1 (well below the standard), Level 2 (below the standard), Level 3 (meets the standard), and Level 4 (above the standard). Analysis of inspection data over these five years (Figure 2) reveals a steady and positive shift in the quality of teaching and learning environments. The proportion of schools rated at Level 2 (below the standard) decreased from 62% in 2019 to just 32% in 2023, indicating a substantial decline in underperformance. In parallel, the percentage of schools assessed as Level 3 (meeting the standard) increased significantly from 38% in 2019 to 68% in 2023, suggesting that the majority of schools are now operating at an acceptable quality threshold.

Notably, no schools were rated at Level 1 or Level 4 throughout the period, implying that while the number of poorly performing schools has reduced, none have yet exceeded national standards. This trend highlights the relevance and effectiveness of the GPE II programme's focus on continuous professional development and institutional accountability. The increasing proportion of schools meeting the standard reflects strengthened instructional practices, while the absence of schools rated "above the standard" points to the need for future efforts aimed at excellence and innovation in teaching. Overall, the data affirms that the programme has contributed significantly to building a foundation of quality in Zanzibar's education sector.

b)Undertaking Learning assessment to assess performance on Literacy and Numeracy Skills at the Early Grades

During the revision of the programme in 2021/22 to integrate the second funding, the programme planned the undertaking of Early Grade Reading Assessment (EGRA) and Early Grade Mathematics

Assessment (EGMA) at the end of standard II. This was a result of the expressed need to understand, early on, the challenges facing learners in the attainment of learning outcomes and devise remedial action to ensure such skills were timely attained.

The need to conduct learning assessment at this level was exacerbated by the introduction of the revised Pre-primary and Primary Education Curriculum, which called for improved assessment methods. The establishment of the required system to undertake such assessment was delayed and hence was not undertaken during the programme period. However, towards the end of the programme, through support from GPE System Capacity Grant (SCG), significant preparatory work had been completed. The government, through ZIE, had finalized a Literacy and Numeracy Assessment Framework (LANAF) and conducted training sessions to ensure readiness for the eventual rollout of EGRA/EGMA by the Zanzibar Examinations Council (ZEC). These preparatory measures have laid out a robust foundation that will enable a rigorous and standardized assessment process once the EGRA/EGMA evaluations are activated. The preparatory measures included:

- The adoption of the internationally and nationally recognised practices from RTI, UWEZO and the National Examinations Council of Tanzania (NECTA) in designing the tools and questionnaires for the pupils, head and class teachers.
- Conducted four (4) awareness workshops in collaboration with resource personnel from RTI and NECTA to ensure a shared understanding of EGRA and EGMA. Workshop beneficiaries included staff from ZEC, ZIE, Department of Teacher Education (DTE), Office of Chief Inspector of Education (OCIE), Inclusive Unit, Department of Pre-and Primary Education (DPPE), and Education Management Information System (EMIS).
- Conducted three (3) workshops of 10 days each dedicated to the designing of the assessment tools and electronic software of the data collection package. The resource personnel came from RTI and NECTA.
- Conducted a two-day workshop on the sampling experience with the support from NECTA and the Office of Chief Government Statistician (OCGS)
- Delivered capacity-building sessions to MoEVT's officials on early-grade learning assessments.
- Conducted awareness meetings with stakeholders at all districts in Unguja and Pemba.
- Ongoing individual consultations with RTI during tools finalization: Engaging an expert from NIRAS to establish the sample size for the pilot study and the actual study; and Upcoming processes include 1) Training for assessors and 2) Pre-testing/piloting and revising the tools and software data collection package.

c) Undertaking of Learning Assessment by OCIE

The OCIE, supported by USAID- Jifunze Uelewe, carried out learning assessments that, in the interim, can serve as a critical proxy for classroom effectiveness. The assessment involved the use of structured tools aligned with key foundational learning competencies in Kiswahili and Arithmetic. In Kiswahili, students were tested on invented word reading, reading comprehension, and dictation. For Arithmetic, the areas assessed included number recognition, basic arithmetic (addition and subtraction at two levels), and pattern recognition through number sequencing tasks. These tools allowed for disaggregation of performance by mastery bands (0–49%, 50–79%, and 80–100%) to identify learning gaps with precision

The assessment was conducted at the school level and facilitated by trained officers under OCIE. It was carried out under controlled conditions and followed a uniform administration protocol to ensure data quality and comparability across regions. The exercise also incorporated school inspection data to contextualize student performance with teaching practices and instructional quality.

The 3Rs assessments conducted in Zanzibar for Standard II learners in 2023 (n = 4,580) and for Standard III learners in 2024 (n = 40,017) provide critical insights into trends in foundational literacy and numeracy (Table 3). Comparative analysis of key indicators assessed in both years reveals mixed progress, with improvements in numeracy skills but concerning declines in core reading and writing competencies.

- In reading; performance in decoding invented words improved slightly from 71% in 2023 to 74.4% in 2024. However, reading comprehension proficiency declined from 51% to 41.5%, indicating persistent challenges in learners' ability to extract meaning from written text despite increased decoding ability. This suggests that fluency may not be translating into comprehension, underscoring the need for instructional focus on reading for understanding.

- In writing; results show a significant decline. Dictation proficiency dropped from 56.6% to 24.2%, highlighting growing challenges in learners' ability to accurately transcribe spoken language into written form. Although writing-specific indicators were not assessed in 2023, the 2024 results indicate additional gaps, with only 37.2% proficient in word formation, 32.6% in punctuation use, and 60.0% in capital letter

identification. These findings point to systemic issues in foundational writing instruction and learner acquisition.

- In contrast, numeracy skills show marked improvement. Number recognition rose from 91% to 97%, while addition at Level I increased from 58.4% to 92.6%. Significant gains were also recorded in addition and subtraction at Level II, with proficiency improving from 24% in 2023 to 61.0% in 2024. These results reflect the positive impact of targeted support in early mathematics. However, the missing number sequencing proficiency declined from 28% to 11.4%, highlighting ongoing difficulties in mathematical reasoning and patterns.

Access

a) Construction and renovation of school infrastructure

The infrastructure interventions have not only expanded access to pre-primary education but also contributed to inclusive educational outcomes. Investments in construction and renovation (such as establishing 70 new TUTU centres and renovating 99 classrooms) have directly enhanced the learning environment for vulnerable groups. For instance, improvements in facility quality have contributed to an increase in the enrollment of children with disabilities in pre-primary education. Data indicates that the percentage of pre-primary children with disabilities enrolled in PPE increased from 1.2% in the early program years to 2.9% by FY2021/22, thereby ensuring that these children are better accommodated. Moreover, the focus on inclusive infrastructure and materials has yielded tangible benefits. Through targeted renovation and resource allocation, schools have made strides toward meeting inclusive standards; by FY2020/21, 55% of schools reached the required standards for inclusive infrastructure and materials. These improvements ensure that learning environments are safe, accessible, and supportive for all students, including those with special needs.

b) Community engagement

A strong sense of community involvement has been fostered, as a critical component of the strategy to enhance access to quality pre-primary education in Zanzibar. This achievement is evidenced by the establishment and active participation of School Management Committees (SMCs) and Parent-Teacher Partnerships (PTPs) in all targeted pre-primary institutions. With 100% of these schools now supported by functioning SMCs, community engagement has ensured that local stakeholders play an integral role in the oversight, maintenance, and continuous improvement of school facilities. Active community participation has translated into several tangible benefits. Parents, local leaders, and community members have consistently provided valuable feedback and have been directly involved in decision-making processes. Their contributions have been instrumental in advocating for the expansion of TUTU centres and in supporting the renovation of classrooms, which, in turn, have significantly reduced travel distances and enhanced the safety of young learners. For example, community feedback highlights that the presence of nearby, well-maintained facilities has not only increased enrolment but has also created a secure learning environment—fostering trust and long-term commitment among stakeholders.

Moreover, community engagement initiatives have bolstered the sustainability of educational improvements. By ensuring that local leaders and parents are involved in monitoring and evaluating the progress of school infrastructure and teaching quality, the project has created a model of shared accountability. This collaborative approach has enhanced responsiveness to emerging challenges and has helped secure ongoing support from the community, which is vital for maintaining high standards in education even beyond the project’s active phase.

Quality

a) Development and distribution of teaching and learning materials

Since 2018, remarkable progress in the development and distribution of high-quality teaching and learning materials across Zanzibar has been achieved. The process began with the development of curriculum-based textbooks, teacher guides, and supplementary learning resources, led by ZIE in collaboration with experienced external consultants and contractors. Through a consultative process that involved subject experts from institutions such as DUCE and the Open University of Tanzania, teaching and learning materials were successfully designed and fully aligned with the new competency-based curriculum. This development phase has ensured that all content is tailored to meet the diverse linguistic and pedagogical needs of Zanzibar’s learners.

Subsequently, the printing and distribution phase engaged established partners to deliver materials across different grade levels. For pre-primary education, 165,282 textbooks were produced, achieving an almost one-to-one pupil-to-textbook ratio (0.98) nationally. For Standard I, 100,982 textbooks were distributed across key subjects, while for Standard IV and Standard VII, 222,999 textbooks respectively were allocated for each grade level (Table 4). The distribution process was guided by the Teaching and Learning Materials Allocation Protocol (TLMAP), which ensured an equitable allocation of resources across districts and enabled a 93% equitable distribution rate even in remote areas. In addition to textbook distribution, learning kits for pre-primary and lower primary education were successfully procured and delivered. These kits include specialized resources for visually impaired learners (such as magnetic letters, braille cells, braille boards, and magnifier sets) that facilitate independent literacy development, as

well as kits for students with hearing impairments featuring auditory aids like drums, balloons, and mirrors to enhance communication and engagement. In addition, the kits incorporate a range of subject-specific materials, including science models for upper primary and common learning aids, to enrich hands-on learning experiences. Field observations and teacher surveys confirm that over 85% of students actively use these materials in classroom instruction, leading to improved lesson planning, enhanced student engagement, and better overall academic performance.

b) Inclusive education
Enrollment of children with disabilities in pre-primary education increased from 1.2% in early program years to 2.9% at its peak, demonstrating a focused effort to identify and integrate vulnerable students into the mainstream system. In addition, the project achieved 55% compliance with national standards for inclusive infrastructure and materials, ensuring that schools are better equipped with ramps, specialized furniture and assistive devices. Significant work was done into drafting an Inclusive education Policy which was later included into the Education Policy, thereby formalizing the framework for inclusive practices.

Efficacy by Component/Objective

Component / Objective	Level of Achievement (Outcome Level) at End of Grant [3]
Pre-primary program	High

Brief narrative on key achievements and challenges, by component/objective
The focus was on creating a strong foundation for early learning by improving access to quality learning environments, updating curricula and teaching materials, and enhancing teacher capacity through targeted training. This was planned to be achieved through expanding and renovating educational spaces, developing and socializing updated syllabi, producing supportive teaching materials, printing and distributing textbooks, promoting inclusive education practices, and ensuring teacher orientation and professional development. Together, these integrated outputs have contributed to a more effective and engaging learning process, enabling teachers to deliver lessons in well-equipped, safe environments and ensuring that every child receives quality instruction from the start.
Key Achievements By constructing new centres and upgrading existing facilities, the distance travelled has been reduced for young learners, improved safety, and provided a conducive learning environment, especially in high-need areas. This directly contributes to increased enrolment and regular attendance in pre-primary education. Seventy new TUTU centres were established, and 99 classrooms were renovated/completed. Updated competency-based syllabi were developed and disseminated, providing a clear instructional framework that standardizes teaching and supports curriculum implementation. The program has enhanced instructional quality particularly in literacy, numeracy and inclusive education.

Another focus was on strengthening the role of communities in overseeing and enhancing curriculum implementation at the school level. It was achieved by empowering SMCs, parents, and local leaders to actively participate in school governance. This was achieved through developing comprehensive parenting programs, establishing operating standards for school and parent committees, and providing targeted training for SMCs on the revised curriculum. In addition, the process supported the development and piloting of tools for child registration at the Shehia level and introduced a Pre-Primary to Primary transition program to streamline educational continuity. Collectively, these efforts have fostered a strong sense of local ownership, improved transparency in school management, and ensured that community voices are integrated into school-based decision-making processes.
Parents and local leaders now play an active role in supporting school supervision, leading to higher levels of accountability and improved overall school performance. This has contributed to enhanced feedback loops between communities and educational authorities, ensuring that challenges are identified and addressed promptly. The integrated approach has increased enrolment and attendance rates and promoted equitable participation in education among vulnerable groups, reinforcing the sustainability of quality education initiatives in Zanzibar.

Key Challenges
Procurement delays and elongated approval processes affected the timely development, printing, and distribution of teaching and learning materials, sometimes causing disruptions in the rollout schedule. District-level disparities also became apparent, with some districts, particularly in parts of Pemba, receiving fewer textbooks than targeted, which has impacted the ideal pupil-to-textbook ratios in those areas. Additionally, while teacher capacity has improved substantially, the scale of training in inclusive education remains modest due to funding constraints, limiting the extent to which best practices can be adopted across the board. Finally, coordination challenges among multiple stakeholders occasionally led to delays in resource delivery and contractor engagement, highlighting the need for more streamlined processes to ensure that future interventions are executed more efficiently.

The primary challenge that remains is the lack of a systematic monitoring framework for all aspects of community engagement. While significant achievements have been made (with active SMCs established, comprehensive operating standards developed, and a dedicated transition program implemented) the overall impact is difficult to fully gauge without consistent, structured monitoring. Strengthening data collection and performance tracking mechanisms would not only validate these successes but also provide valuable insights to further enhance the effectiveness and sustainability of the interventions.

Component / Objective	**Level of Achievement (Outcome Level) at End of Grant** [3]
Inclusive education	Substantial

Brief narrative on key achievements and challenges, by component/objective

Enrollment of children with disabilities in pre-primary education increased from 1.2% in early program years to 2.9% at its peak, demonstrating a focused effort to identify and integrate vulnerable students into the mainstream system. In addition, the project achieved 55% compliance with national standards for inclusive infrastructure and materials, ensuring that schools are better equipped with ramps, specialized furniture, and assistive devices. Significant preparatory work has also been undertaken for the development of an inclusive education policy; the draft inclusive education document was integrated into the revised national Education Policy, thereby formalizing the framework for inclusive practices. Moreover, although initial training in inclusive education was limited, targeted teacher capacity-building initiatives have now resulted in approximately 5% of teachers receiving specialized training on inclusive methodologies.

Component / Objective	**Level of Achievement (Outcome Level) at End of Grant** [3]
Management and administration	Modest

Brief narrative on key achievements and challenges, by component/objective

The implementation of GPE II in Zanzibar followed a structured and multi-tiered approach, ensuring effective program delivery and institutional strengthening across different levels of government and education administration. The implementation framework was designed to leverage existing national systems while incorporating international best practices for program management, monitoring, and accountability.

The MoEVT was the primary implementing agency, responsible for leading and coordinating all aspects of the program, including policy formulation, execution of activities, and reporting. The President's Office – Regional Administration, Local Government, and Special Departments (PORALGSD) ensured oversight at decentralized levels, facilitating alignment between national priorities and district-level implementation through regional and local education offices.

The GPE Programme Steering Committee (PSC) served as the highest oversight body, responsible for setting program priorities, reviewing implementation progress, and approving key financial and programmatic decisions. The Zanzibar Education Sector Committee (ZESC), sitting at the Local Education Group (LEG) required by GPE to endorse GPE program-related decisions, ensured harmonization of GPE interventions with broader education sector strategies, promoting integration and policy coherence.

To manage financial aspects, the Grant Agent (SIDA) was responsible for fund disbursement, ensuring compliance with financial regulations, and providing technical assistance to MoEVT. The Coordinating Agency (UNICEF) played a crucial role in facilitating communication between government entities, development partners, and GPE, ensuring alignment with global education policies.

Operational and monitoring mechanisms included Annual Joint Education Sector Reviews (AJESR) to assess program performance, identify key challenges, and propose corrective actions. A Program Implementation Unit (PIU) was established within MoEVT to oversee day-to-day project management, financial control, and reporting. To ensure accountability, an Independent Verification Team (IVT) was engaged to validate progress on DLIs before releasing VT funds. Additionally, capacity-building initiatives were conducted for school leaders, education officers, and community-based structures to enhance local ownership and sustainability.

Component / Objective	Level of Achievement (Outcome Level) at End of Grant [3]
Fixed part approved in 2019 (Output 1-5)	Substantial

Brief narrative on key achievements and challenges, by component/objective

The Program Documents were combined for easy follow up and reporting. The achievements through out this report includes the entirety of the program.

Component / Objective	Level of Achievement (Outcome Level) at End of Grant [3]
Variable part - equity	High

Brief narrative on key achievements and challenges, by component/objective

Under the equity dimension, the focus was on expanding access to quality education for all learners, particularly marginalized and disadvantaged children. DLIs in this category (to further be described in subsequent sections) were as follows:

DLI 1.1: An increase in the number of children who are enrolling in Standard 1 who have attended PPE in the 6 districts performing least well

DLI 1.1B: The Government achieves agreed upon level of compliance between the Primary teacher allocation priority list (as per the TAP) and the actual teacher postings

DLI1.1C: Analytical papers on assigning teachers based on the maximum number of students per class is reviewed and assessed at the Mid-Term Review.

Achievement

DLI 1.1: An increase in the number of children who are enrolling in Standard 1 who have attended PPE in the 6 districts performing least well

This DLI was implemented at both phases at which, during the planning for undisbursed DLI funds it was allocated additional funding. Initially, the coverage focussed on the Districts which were performing least well at the time. The proposed coverage of the DLI was to maintain a focus on 6 Districts with low performance of Standard I students with PPE in 2024 based on the 2023 data. This was meant to ensure continued emphasis on equity in access, which was the main objective. The 2023 Annual School Census (ASC) data showed that the Districts performing least well were: Kaskazini B, Magharibi B, Magharibi A, Wete, Micheweni and Mkoani. The target Districts' results were determined based on the established baseline during the first period implementation of the DLI and targets for year 2024 set by the MoEVT as shown in the Table 8. The data shows that Kaskazini A and Magharibi A significantly exceeded their targets, with Kaskazini A moving from a baseline of 70.7% to 77.8% in 2021/22 and reaching 95.6% in 2022/23 (above the target of 81.1%). Magharibi A similarly rose from 63.6% to 71.8% in 2021/22, then leaped to 98.5% in 2022/23, surpassing the 69.5% target. However, other districts like Kaskazini B and Wete did not meet their 2022/23 targets, with achievements of 58.6% and 77.9% respectively, pointing to persistent disparities. Data reflect a strong upward trend in Standard 1 entrants who attended pre-primary education, demonstrating the efficacy of targeted interventions in boosting PPE enrollment. Yet, the shortfalls in Kaskazini B and Wete underscore the importance of sustaining focused efforts and resources to ensure all districts continue to advance toward their targets and fully realize the DLI objectives

DLI 1.1B: The Government achieves agreed upon level of compliance between the Primary teacher allocation priority list (as per the TAP) and the actual teacher postings

The PERZ 2023/24 reports that in FY2021/22 the DLI focused on the development of the Primary Teacher Allocation Protocol (P-TAP) and the actual P-TAP teacher allocation model showing priority schools and corresponding teacher requirements to reach agreed compliance levels. The P-TAP and the Model both serve the purpose of the initially planned Teacher Deployment Framework (TDF) which was not implemented during the first phase as planned. Initial support to implementation of the P-TAP was given by Sida at which the first actual deployment process for primary teachers under the P-TAP was conducted during FY 2022/23. The deployment of a total of 529 primary teachers was done to schools out of those 213 (40.3%) complied with the TAP priority list. During FY2023/24, at which the GPE II undisbursed funds had been allocated to this DLI, the MoEVT set a target of 425 new teacher deployments which allowed for the P TAP to be set so that all schools would surpass at least 80% of their staffing requirements. A total of 400 new primary teachers were deployed in FY2023/24 representing 94.1% of the total recruitment target of 425 teachers. Out of the 400 new deployments 391 (97.75%) were compliant with the ZPTAP 2023 list of priority vacancies resulting into an overall level of successful placements at 97.75%

DLI1.1C: Analytical papers on assigning teachers based on the maximum number of students per class is reviewed and assessed at the Mid-Term Review.

A detailed analytical paper titled: “Zanzibar Primary Teacher Requirements 2024 – 2030” was successfully drafted, based upon assigning teachers according to a maximum of 45 students per teacher in a

classroom. The overall implications on teacher requirements were presented for the national level and disaggregated to district level to highlight the current levels of inequity in teacher provision. The actual level of projected teacher needs was also expressed in terms of actual teachers rather than as Pupil Teacher Ratios which can be more difficult to interpret. All government schools and grades were covered and a provision was included for the anticipated reversion to a 6 grade primary cycle expected to start in calendar year 2028. Recommendations for the target level of recruitment - and target level of total teacher provision are provided over the period 2024 to 2030, at both national and district level. The paper projects that by 2030, assuming that primary education reverts to a 6 grade system, the number of primary students will have increased from 324,457 to 366,516 (based on 3.7% increase per annum). Based on the current level of primary teachers and the projections of student growth, the analysis shows that the majority of schools will have a shortage of teachers. In total only 37 schools (11.3%) will have 100% or more of the teachers required. A total of 87 schools (26.6%) will have less than 50% of the teachers they require while a total of 30 schools (9.2%) will have less than 30% of the teachers they require. The prioritised approach shows that an overall level of recruitment will need to be around 4,148 new teachers over the period. It is recommended that around 720 new teachers are recruited in 2024 and 2025 to assist in significantly reducing the severe shortages in some schools. In the following years the number of new recruits can reduce each year to around 670. The level of teacher attrition is estimated at around 1,496 teachers, if it is lower new recruitment can be adjusted downwards. Further analysis presented in the paper shows the target number of teachers that should be in each district each year as progress is made to attaining 100% compliance in staffing levels in all schools by 2030 (A total of 9,773 teachers).

Component / Objective	**Level of Achievement (Outcome Level) at End of Grant** [3]
Variable part - efficiency	High

Brief narrative on key achievements and challenges, by component/objective

For efficiency, the aim was to strengthen education governance, planning, and resource utilization. DLIs under this category (to further be described in subsequent sections) included the following:
DLI 2.1: By 2020 a teacher deployment framework (TDF) has been developed and is approved.
DLI 2.2: The Government achieves agreed upon level of compliance between the Primary teacher allocation priority list and the actual teacher postings as per revised P-TAP
DLI 2.2F: Annual Education Statistical Abstract (AESA) timely produced and disseminated

DLI 2.1: Teacher Deployment Framework (TDF) developed and approved by cabinet. The TDF was not implemented as planned. Instead, during re-planning for undisbursed funds it was determined that the purpose had already been fulfilled through development of the P-TAP and the Teacher Distribution Model under the PERZ. Hence, funds were allocated to support equitable distribution of teachers as per the P-TAP and for undertaking of an Analytical paper on assigning teachers based on maximum numbers of students per class.

DLI 2.2: The Government achieves agreed upon level of compliance between the Primary teacher allocation priority list and the actual teacher postings as per revised P-TAP
The PERZ 2023/24 reports that in FY2021/22 the DLI focused on the development of the Primary Teacher Allocation Protocol (P-TAP) and the actual P-TAP teacher allocation model showing priority schools and corresponding teacher requirements to reach agreed compliance levels. The P-TAP and the Model both serve the purpose of the initially planned Teacher Deployment Framework (TDF) which was not implemented during the first phase as planned. Initial support to implementation of the P-TAP was given by Sida at which the first actual deployment process for primary teachers under the P-TAP was conducted during FY 2022/23. The deployment of a total of 529 primary teachers was done to schools out of those 213 (40.3%) complied with the TAP priority list. During FY2023/24, at which the GPE II undisbursed funds had been allocated to this DLI, the MoEVT set a target of 425 new teacher deployments which allowed for the P TAP to be set so that all schools would surpass at least 80% of their staffing requirements. A total of 400 new primary teachers were deployed in FY2023/24 representing 94.1% of the total recruitment target of 425 teachers. Out of the 400 new deployments 391 (97.75%) were compliant with the ZPTAP 2023 list of priority vacancies resulting into an overall level of successful placements at 97.75%.

DLI 2.2F: Annual Education Statistical Abstract (AESA) timely produced and disseminated
The AESA serves as a critical data source for monitoring the education system performance and informing evidence-based decision-making in Zanzibar. The program incentivized its timely production and dissemination, ensuring that comprehensive and disaggregated education data are available for planning, resource allocation, and policy formulation.
The AESA was successfully produced and disseminated to key stakeholders, with significant enhancements in data coverage, accuracy, and accessibility. A major achievement under this DLI was the

assignment of unique registration numbers to all schools within the Education Management Information System (EMIS), allowing for precise tracking of individual institutions. The dataset distinguishes schools by name, region, district, and Shehia, while student data are disaggregated by sex, grade, age, and special education needs (SEN). Teacher information includes specialization, qualifications, experience, sex, and location, ensuring a detailed record of the workforce, including newly recruited teachers.

In addition, the AESA captures key infrastructure and learning resource indicators, including pupil-per-classroom ratios, latrine availability by gender (to establish gender-sensitive Pupil Latrine Ratios), textbook distribution per subject and grade, and availability of teaching and learning aids. These enhancements provide a comprehensive snapshot of Zanzibar's education landscape, supporting equitable planning and resource distribution.

The AESA was assessed by both the Independent IVT and the SMT and was found to be fully compliant with reporting standards and requirements. As a result, the full US$600,000 allocated for this DLI was released. Moving forward, sustaining the quality and timeliness of the AESA will be crucial for improving data-driven policy decisions and ensuring continued improvements in the education sector.

Component / Objective	**Level of Achievement (Outcome Level) at End of Grant** [3]
Variable part - learning	Modest

Brief narrative on key achievements and challenges, by component/objective

DLI 3.1: Agreement on the assessment modality to be used and completion of a work plan for a first learning assessment to be given in 2021/ 22: This DLI was not undertaken as planned. Similarly, the related DLI 3.2: Completion of the assessment materials and preparations for assessment implementation in the 2021/22 school year. These two indicators were therefore not achieved and the funds allocated were later re allocated after GPE secretariat communicated the change in the operational guidelines which allowed for re planning of under achieved Variable tranche indicators.

Eventually, during the next phase of GPE funding the System Capacity grant was made available the government and partners agreed on undertaking the learning assessment through the SCG grant. If successfully undertaken, the GPE could continue supporting Learning DLIs, for example focused on Student Performance as per set standards and benchmarks.

Contribution to system progress (including the variable part)

Detailed Description

Refer to overall efficiency section and also See attached analysis on Improvement of Primary Education Access and the contribution of GPE and SIDA under the Variable Part (PERZ).

Other Effects

Detailed Description

The COVID-19 pandemic was unforeseen and played a significant role in delaying the implementation of planned activities. Despite these challenges, there was a positive outcome regarding the reallocation of funds for the Variable Part that had initially not been achieved. The funding was successfully reallocated, leading to an achievement rate of over 90%, which greatly contributed to supporting and strengthening the sector.

Conditions Affecting the Project

Detailed Description

The implementation of GPE II demonstrated a strong capacity to adapt to external shocks, including the COVID-19 pandemic, while delivering significant improvements in teacher allocation, learning outcomes, and school infrastructure. The following conditions were noted:

a) Political and policy stability:

The political and policy environment in Zanzibar provided a relatively stable foundation for implementing GPE II. The government's commitment to improving access to and quality of education ensured that key

policy reforms, such as the approval of the Teacher Deployment Framework (TDF) and the integration of the Education Management Information System (EMIS), were supported at the highest levels. However, changes in leadership within the MoEVT during the program period introduced some delays in decision-making and policy continuity. Additionally, the alignment of GPE II with broader government strategies, including the ZEDP, facilitated consistency in implementation and reinforced stakeholder buy-in.

b) COVID-19 pandemic: The pandemic significantly disrupted the implementation of GPE II, particularly during the 2020–2022 period. School closures, restrictions on public gatherings, and travel limitations delayed key activities such as teacher training, assessment preparation, and infrastructure development. The pandemic also strained financial and human resources, as funds and personnel were redirected toward emergency response measures. Despite these challenges, the government's ability to adjust implementation timelines and sustain core activities (such as teacher allocation and monitoring) highlighted the program's resilience and adaptability.

c) Institutional capacity and coordination: The effectiveness of GPE II was influenced by the capacity of implementing agencies and the strength of inter-agency coordination. While MoEVT, ZEC, and ZIE demonstrated technical competence in managing program activities, gaps in institutional alignment and understanding of roles and responsibilities affected implementation efficiency. Notably, some implementing agencies lacked a clear orientation on GPE II activities and their corresponding mandates. For example, funds allocated for the procurement of special needs learning kits were intended to be managed by ZIE; however, ZIE mistakenly assumed that the funds were to be managed by the Inclusive Education Unit. This misunderstanding led to delays in the acquisition and distribution of critical learning materials, thereby slowing down progress in strengthening inclusive education. Similar coordination challenges were observed in teacher deployment, where discrepancies in communication caused occasional mismatches between teacher allocation targets and actual postings.

d) Timely and accurate data availability:

The successful production of the AESA has strengthened evidence-based planning and resource allocation. The integration of the EMIS has improved the accuracy of tracking teacher deployment, student enrollment, and resource distribution. However, initial challenges in harmonizing data sources and ensuring the timely submission of school-level data affected the early phases of implementation. Additionally, the effectiveness of data management and reporting was weakened by the absence of consistent and coherent monitoring practices among implementing agencies, particularly in tracking process-level data. While key achievements were recorded, the lack of systematic follow-up mechanisms after activity implementation limited the program's ability to assess progress and make timely adjustments. For instance, although a Pre-Primary to Primary Transition Program was introduced, there was limited post-implementation assessment to evaluate how effectively schools were adopting and utilizing the program. Similarly, learning assessments were conducted, but structured monitoring to assess how the findings were informing teaching strategies and curriculum adjustments was lacking.

e) Structural and administrative changes:

The implementation of GPE II was influenced by changes in the government's administrative structure, particularly the transition of education oversight from the MoEVT to the PO-RALGSD. The shift to a decentralized system (D-by-D) was intended to improve service delivery and accountability by bringing education management closer to the local level. However, the transition faced operational and structural challenges that affected program implementation and decision-making.

The decentralized approach led to longer decision-making chains and delayed implementation of key activities, as approval processes had to pass through multiple levels of government. Additionally, guidelines and operational frameworks (such as those for school inspectorate functions) were initially developed under the D-by-D structure and approved by the Board. When the government decided to revert to the original centralized system under MoEVT, these guidelines and frameworks had to be revised to align with the new administrative structure. This adjustment process created temporary gaps in the enforcement of standards and oversight, further slowing down implementation.

The structural changes also created confusion over roles and responsibilities between central and local authorities, particularly in teacher allocation, school inspection, and resource distribution. The misalignment of authority and responsibility affected the timely execution of some GPE II activities and required additional capacity-building and clarification of mandates to restore operational efficiency.

Lessons and Recommendations, Successful Practices and Innovative Interventions

Detailed Description

The implementation of the GPE II program in Zanzibar has provided critical insights into effective education programming, highlighting what worked well, the challenges encountered, and key lessons that can inform future initiatives.

Lesson Learnt

These lessons, drawn from program implementation, external monitoring reports, and end-of-project evaluations, demonstrate changes in processes, behaviors, and performance as a result of experience. They also serve as a foundation for strengthening education policies, strategies, and implementation frameworks in future programs.

Program inception

A well-structured program inception phase is essential to ensure clarity of roles, alignment of expectations, and effective coordination among implementing departments and agencies. Early engagement of all stakeholders (including MoEVT departments, district education offices, procurement units, financial management teams, and development partners) helps create a shared understanding of program objectives, implementation strategies, and accountability mechanisms.

Teaching and learning processes

Continuous professional development for teachers requires structured, institutionalized support mechanisms. The presence of cluster-based support systems with subject advisers and resource teachers has proven central to ensuring that training is not a one-time event but a sustained and embedded practice within the education system. The cluster-based model, where schools are grouped into clusters and supported by designated subject advisers and resource teachers, provided an effective way to deliver regular refresher training, peer learning opportunities, and ongoing professional guidance. This model allowed teachers to receive practical, hands-on support within their teaching environments, rather than relying solely on centralized training workshops. The cascade model of teacher training, where trained teachers mentored their peers at the district and school levels, expanded the reach of capacity-building efforts. This approach reduced training costs while ensuring knowledge transfer. However, variations in training quality across districts highlighted the need for standardized training materials and stronger supervision to maintain uniform implementation.

Material development process

Sustained investment in curriculum and material development requires equipping institutions such as the ZIE with the necessary human and technical resources. By ensuring that ZIE is well-equipped with skilled personnel, digital publishing tools, and modern printing equipment, the government can reduce reliance on external consultants and improve efficiency in material development. Additionally, strengthening coordination between ZIE, MoEVT, and teacher training institutions ensures that the materials developed align with pedagogical needs and classroom realities.

Community engagement

The active involvement of parents, community leaders, and local organizations contributed to increased student participation, improved reading habits, and greater school accountability. Through community-driven reading initiatives, SMCs, and parental awareness campaigns, the program successfully fostered a reading culture both at home and within the community. Schools that implemented home-based reading programs and community reading clubs recorded higher literacy gains compared to those with limited community engagement. This underscores the importance of strengthening partnerships between schools and communities to reinforce reading skills and sustain student learning beyond school hours.

Procurement processes

The complexity of centralized procurement processes often led to slow approvals and inefficiencies, impacting the timely execution of program activities. Establishing pre-qualified supplier lists, framework agreements, and decentralized procurement mechanisms can significantly improve responsiveness while maintaining financial oversight. Additionally, clear contract management procedures and risk mitigation strategies, such as supplier diversification and multi-year contracts, can help prevent supply chain disruptions and budget overruns.

Monitoring and reporting

Effective program reporting ensures that all stakeholders have access to accurate and up-to-date information for decision-making. Variations in reporting formats and delays in data consolidation across implementing agencies create challenges in tracking program results. Ensuring harmonized reporting templates, clear reporting timelines, and digitalized reporting systems can improve efficiency and ensure that data is readily available for sector-wide decision-making and progress reviews.

Impact Stories

Detailed Description

Impact Story #1

Nurturing a Culture of Systematic Evidence Generation in Zanzibar's Education System

When the GPE II programme was introduced in Zanzibar, the education sector grappled with systemic limitations in monitoring and data-driven planning. While national policies increasingly emphasized results-based management, practical bottlenecks, such as weak district-level data systems, limited analytical capacity, and a perception of data as an external reporting obligation, undermined the sector's ability to make informed decisions. GPE II's performance-based funding structure introduced a new dynamic. By tying a portion of funding to the achievement of verifiable indicators, the programme created not only financial incentives but also a cultural shift in how evidence was perceived and used. The focus expanded from activity completion to performance demonstration, encouraging a deeper interrogation of core questions related to outcomes, measurement, and accountability across all levels of implementation. At the outset, the pressure to meet indicator targets prompted an urgent response. District education offices were equipped with basic data tools, and local officials, particularly statisticians, were oriented on their roles in evidence generation. These steps marked the beginning of a shift toward embedding accountability and learning into implementation. As the programme progressed, the MoEVT institutionalized routine reflections on the results framework into management processes. Implementing departments and agencies, including district-level teams, began to recognise the strategic value of data, using it not only for upward reporting but increasingly for adaptive planning and performance monitoring. One of the more notable transformations was the attempt to decentralize monitoring and evaluation functions. By the end of GPE II, eight of Zanzibar's eleven districts had functioning education offices with trained statisticians and basic data infrastructure. These units, once passive recipients of directives from the centre, started to become active contributors to the education information system. However, the end-of-term evaluation indicated that integration with the national EMIS remained incomplete. Data inconsistencies and weak vertical integration limited the full operationalisation of a cohesive system. While district-level monitoring capacity had started to emerge, further investment would be required to enable seamless, real-time data collection and use across all levels. The programme also triggered a fundamental change in planning practices. Early implementation challenges, especially delays in procurement processes, revealed a lack of sequencing and risk anticipation. These issues catalysed a shift in mindset. Monitoring data began to be used not only to track outputs but also to understand implementation dependencies and adjust planning accordingly. While these planning adaptations were not uniformly applied, they marked the beginning of a more risk-aware and evidence-informed approach to programme management. A further shift occurred in how monitoring was distributed across the system. Previously confined to a central M&E unit, responsibility for data collection and use has been gradually extended to programme implementers in construction and renovation, teacher training, curriculum, and inclusive education. Education system actors (OCIE, ZIE, DPPE, DTE, teachers, SMC, among others) are increasingly engaged in collecting data on resource use, student progress, and learning outcomes. While this participatory approach improved responsiveness, the evaluation also revealed uneven coverage. Monitoring of inclusive education in particular remained weak, and delays in the procurement of materials for children with special needs limited the programme's ability to demonstrate impact in this area. Despite these gaps, the evaluation confirmed that GPE II had established a functional M&E system, rated very satisfactory by 80 percent of stakeholders. The system's structure, stakeholder engagement, and capacity-building activities all contributed to improved performance monitoring. However, the report also highlighted that data use remained largely focused on reporting rather than learning. Feedback loops between planning and monitoring were not always strong, and the system as a whole had yet to fully transition to predictive and adaptive data use. Overall, the M&E reforms introduced under GPE II represent an important step in Zanzibar's education sector development. The improvements observed during the programme, particularly the expansion of district capacity, the broader distribution of monitoring roles, and the growing use of data in planning, indicate a positive trajectory. While these changes did not fully mature within the programme period, they have begun to shift institutional practices and expectations. The results signal an emerging culture of evidence-informed decision-making that, with sustained investment and attention to system integration, holds potential to significantly improve education outcomes in future initiatives. GPE II's contribution to monitoring and evaluation in Zanzibar should be seen as part of a longer-term institutional transition. It has created foundational changes that are enabling the system to evolve—from one centred on compliance to one increasingly oriented toward performance, learning, and accountability. While more work remains to be done, particularly in strengthening vertical data flows and expanding monitoring to underrepresented areas such as inclusive education, the shifts already underway reflect meaningful progress toward a more responsive and resilient education system.

9 Impact Story #2

When Teachers Perform, Learners Achieve: Linking Teacher Effectiveness to Foundational Learning in Zanzibar

Zanzibar's education sector has taken deliberate steps to strengthen teacher effectiveness as a pathway to improved learning outcomes in the early grades. Through a combination of curriculum reforms, targeted professional development, and more responsive supervision, MoEVT has deepened the relationship between teacher competence and learner achievement in Reading, Writing, and Arithmetic. A major

achievement under GPE II was the institutionalization of curriculum reforms led by ZIE. More than 400 primary teachers, tutors, and inspectors contributed to consultations, ensuring that the curriculum reflected contextual realities. This curriculum review process was complemented by the development of lesson plans, schemes of work, achievement standards, and inclusive education guidelines, all of which provided a stronger instructional foundation for teachers. While TuTu Centres continued to serve as key learning environments for pre-primary learners, teacher capacity building was rolled out through decentralized, demand-responsive models. In-service training efforts were grounded in real-time classroom needs and supported by OCIE findings. For example, school inspections revealed that although many teachers possessed sound content knowledge, they often lacked the pedagogical strategies necessary for translating that knowledge into learner gains. In response, school-level coaching, resource teacher support, and targeted cluster-based training helped address the gaps. Learning assessment data provides clear signals that these efforts are beginning to yield results. In the most recent 3R national assessment (2023/24), there was an improvement in dictation scores in Standard III, marking progress in foundational literacy. Schools with strong inspection follow-up and structured teacher support reported better comprehension and fluency among learners. In numeracy, while 76% of learners still struggled with second-level arithmetic, schools where teachers had been coached on place-value instruction showed notable learner gains. Training on the use of new teaching materials and professional standards has also been integral. The development and partial rollout of the Teacher Professional Standards, alongside pre-service modules and continuous school-based support, are reinforcing a performance-oriented teaching culture. ZIE's internal capacity to lead materials development (including textbooks and guides) has further reduced external dependence and ensured greater alignment between curriculum, instruction, and assessment. OCIE also is piloting a performance-based inspection approach across 50 schools (10 per region), focusing on tracking learner progress and instructional adjustments. Rather than emphasizing compliance, this model recognizes incremental teacher improvements and supports continued learning. Preliminary findings show that learners taught by teachers who received sustained support demonstrated better retention and engagement, especially in Standard I classrooms. Parental engagement structures, such as UWAWA and UWAWAJA, further complemented teacher efforts by reinforcing the learning process at home. The 'Tucheze Tujifunze' radio initiative also helped promote early literacy practices among caregivers, thereby creating more conducive environments for learning. Importantly, while teacher performance is improving, sustained change will depend on institutionalizing capacity development processes. The Teacher Education Department, in collaboration with ZIE, DPPE and inspection units, continues to refine in-service training tools and ensure they are informed by classroom realities. Professional development is increasingly embedded within school routines, supported by improved monitoring, and informed by learner assessment data. The evidence is becoming clearer: where teachers are supported with practical tools, curriculum-aligned resources, and professional feedback, learners perform better. Although the education system is still on its journey toward full mastery of the 3Rs, the foundational link between teacher effectiveness and learning gains has been established. This institutional learning, rooted in GPE II-supported reforms, sets the stage for a more resilient and results-oriented education system under future programming.

10 Impact Story #3

Enabling National Leadership in Curriculum and Learning: The Transformation of Zanzibar Institute of Education

When the GPE II programme commenced in Zanzibar, the Zanzibar Institute of Education (ZIE) operated with limited visibility and capacity to fulfil its mandate in curriculum design, instructional material development, and education quality enhancement. Though its role was central to the education system, ZIE lacked the institutional tools, technical skills, and external recognition necessary to lead curriculum reforms or influence system-wide learning outcomes. Through the structured support of GPE II, ZIE transitioned from a relatively peripheral agency to a nationally and regionally recognized institution with growing influence on curriculum leadership and instructional transformation. What began as support for material development evolved into a more comprehensive institutional strengthening effort, one that embedded new capabilities, fostered autonomy, and built credibility for sustained technical leadership. A core area of transformation has been the development of internal technical capacity. GPE II investments enabled a series of professional development interventions that enhanced ZIE's expertise in curriculum review, textbook writing, quality assurance, and educational resource management. Prior to these interventions, textbook development was largely outsourced to external consultants. Today, ZIE staff can lead and complete full textbook development cycles, from conceptualization to producing camera-ready, print-quality materials. This shift has reduced external dependency and institutionalized critical competencies that will support ongoing and future curriculum delivery. These gains have also strengthened the sustainability of curriculum resources. With full ownership of intellectual property for GPE II-supported materials, ZIE can revise, update, and reprint learning materials as needed, without navigating additional licensing procedures. The availability of high-quality, print-ready content has also positioned ZIE to support Zanzibar's emerging virtual learning environment, ensuring flexible access to materials and timely adaptation to curriculum changes. The institution's visibility has increased significantly. Through strategic outreach and the demonstration of technical leadership, ZIE has expanded its recognition across national and regional platforms. Notably, its work on curriculum review, designed to meet Zanzibar's contextual needs, was showcased at a regional learning exchange, where it was cited as a promising practice. ZIE has since been invited to share its localized curriculum reform model at the African Curriculum Association (ACA) conference, a clear reflection of its rising profile. GPE II support also contributed to formal institutional partnerships, including a Memorandum of Understanding with the Tanzania Institute of Education (TIE). This agreement signals an important shift in status, acknowledging ZIE as a peer

technical institution and enabling collaboration on areas of shared interest, including teacher guides, textbook development, and learning assessment frameworks. Beyond curriculum and materials, ZIE's expanded role now includes the integration of cross-cutting issues into instructional content. Under GPE II, the institute successfully embedded themes such as sexual and reproductive health (SRH), gender-based violence (GBV), and HIV education into curriculum frameworks, ensuring that education content addresses learners' broader well-being and life skills in addition to academic performance. ZIE also led the operationalization of the Learning and Assessment Framework (LANAF), a system-wide tool that guides learner progress assessment. With support from GPE II, the framework was disseminated with practical implementation guides. These included classroom-based assessment tools, early childhood education checklists, and alignment protocols for instructional materials, reinforcing a more structured and consistent approach to monitoring learning outcomes.

While the full impact of GPE II support is still unfolding, the foundations laid are already shaping how ZIE operates, collaborates, and influences educational quality. The combination of technical capability, institutional recognition, and policy alignment has positioned ZIE to act as a driver of education system transformation. Its ability to mobilize partnerships, influence reform processes, and contribute to regional knowledge exchange represents a significant leap from its pre-GPE II status.

Multiplier Cofinancing

Cofinancing (in US$/€) expected to be mobilized at design	Cofinancing (in US$/€) actually mobilized	If the cofinancing wasn't mobilized fully, provide reasons why
2,500,000	2,500,000	NA

Assessment of Project Implementation: Efficiency

Overall Efficiency

Level of Efficiency 4

Substantial

Timeliness

Detailed Description

There is no formal lag between the GPE grant agreement signing and the start of the programme, as the agreement signing date is considered the programme effectiveness date. In principle, this implies that implementation should begin immediately upon signature.

However, in practice, government planning and reporting systems are aligned to the fiscal year (FY), which runs from July to June. As a result, the start of substantive implementation is often synchronized with the beginning of the FY to ensure coherence with national budgeting, planning, and reporting cycles. In the case of Zanzibar, although the programme effectiveness date was in February, actual implementation commenced in July, aligning with the start of the government fiscal year.

Delays at Project Start

The gap between effectiveness (February) and implementation start (July) was therefore not primarily due to administrative inefficiencies, but rather due to a combination of system-driven and procedural factors, including:

- Alignment with government fiscal year cycles, a standard practice to facilitate integration into national systems
- Budget execution considerations, ensuring that funds are programmed and spent within the official FY framework

- Post-signature fund disbursement processes, which require time both within the Ministry (e.g., preparation and approval of fund requests) and within the Grant Agent’s internal systems
- Planning and coordination processes, including finalization of annual work plans in line with government timelines
While this created a time gap of approximately five months, it was largely anticipated and structural, rather than an unplanned delay.

Remediation Measures
- To mitigate the impact of this gap:
- Preparatory activities (e.g., planning, coordination, initial procurement steps, and fund request processing) were undertaken between February and June
- Implementation was front-loaded from July onward to accelerate progress within the FY
- Close coordination with government counterparts and the Grant Agent helped streamline approvals and disbursement processes
These measures were effective in ensuring a smooth transition into full implementation, with limited long-term impact on overall project timelines.

Detailed Description
Timeliness in the delivery of planned services:
The efficiency of service delivery varied across program components. Teacher training and curriculum reforms were among the most successfully implemented activities. By 2021, 83% of targeted teachers had undergone professional training, improving instructional quality and classroom management. This was facilitated through a structured training calendar, ensuring minimal disruption to the school year while enabling teachers to upgrade their pedagogical skills. Conversely, delays in the distribution of learning materials and completion of infrastructure projects impacted the effectiveness of education service delivery. Despite the successful revision of curricula, the printing and distribution of textbooks remained slow, leaving students without essential learning resources for extended periods. Similarly, infrastructure activities progressed at a slower pace than expected due to logistical bottlenecks, labor shortages, and procurement-related inefficiencies. Activities were also delayed during the 2020 COVID pandemic where the complete lock down was about three months and later on after schools resumed gatherings were still prohibited and therefore affecting activities such as trainings to various stakeholders. The Government during 2017 to 2019 transitioned into Decentralization of education sector. This transition required time and resources to work with, orient and train the Presidents Office Regional Administration and local government who were mandated to implement at district and school level. Sida the Grant Agent invested financial resources through the rolling audit.

Corrective measures to address delays:
To mitigate implementation challenges, the government, in collaboration with the grant agent, the Embassy of Sweden, and other development partners, introduced corrective measures aimed at improving planning efficiency and accelerating delayed activities. One key intervention was the rescheduling of activities to align with available resources and optimize execution timelines. This ensured that textbook production, school renovations, and classroom constructions were prioritized during the program’s extension period.
Additionally, MoEVT engaged technical experts to strengthen procurement processes and financial management, reducing bureaucratic delays that had previously slowed implementation. The establishment of a Ministerial Task Force further streamlined decision-making, fund disbursement, and coordination among implementers. Capacity-building initiatives were also introduced to enhance financial and procurement management competencies, ensuring that similar inefficiencies are minimized in future interventions.
Failure to timely undertake Learning Assessment at the early grades resulted into lack of national representative data to assess student performance, but other partners undertook assessments such as USAID and UNICEF and the results shade light on how learning is happening at the lower primary level. the National assessment is now budgeted within the SCG grant and therefore the Ministry will now have these institutionalized for continuity and sustainability. During 2020 the decision to decentralize Education was revoked and therefore we remained with MOEVT as the implementor of the program which accelerated budget execution.

Grant Costs

Detailed Description

Nature of unit costs for delivering key outputs: The unit costs for program activities varied, with some components achieving cost efficiency, while others exceeded projected expenditures. The program maintained reasonable unit costs in teacher training, curriculum development, and classroom furniture procurement due to strategic cost-control measures. However, infrastructure development and textbook printing faced significant cost overruns, driven by inflation and procurement delays. For example, teacher training remained within the planned budget of TZS 35 million, benefiting from a cascading training model that reduced facilitation and logistics costs. Similarly, the curriculum development budget was slightly underspent, as local experts were engaged instead of international consultants, leading to savings of approximately TZS 4 million. However, infrastructure projects experienced cost overruns, with TuTu center renovations exceeding the planned budget due to higher labor and material costs.

Textbook procurement was one of the most financially challenging components. Initially, the program had allocated TZS 7.1 billion for printing and distribution, but global price hikes for paper and late contract approvals led to increased costs. The delays required expedited printing and distribution, and further inflation expenses. These cost variations highlight the need for more flexible financial planning and risk mitigation strategies in future programs.

Alignment and Harmonization

Detailed Description

The GPE II program was designed to align with national education policies, strategies, and institutional frameworks while ensuring harmonization with donor-supported interventions. The program aimed to strengthen national systems, improve coordination among education stakeholders, and leverage partnerships to enhance the quality and accessibility of education. A strong emphasis was placed on using data and evidence to inform decision-making and drive programmatic improvements.

Alignment with National Systems

The program was well integrated into national education planning and policy frameworks, aligning closely with the ZEDP and the Education Sector Performance Framework. The program supported key government priorities, including curriculum reforms, teacher professional development, school infrastructure expansion, and the provision of learning materials. Additionally, the program was institutionally embedded within the MoEVT, ensuring that interventions were implemented through government systems rather than parallel structures. This approach enhanced ownership, accountability, and long-term sustainability, as MoEVT led the planning, budgeting, and implementation of activities while receiving technical and financial support from development partners. The alignment with national financial management systems was also a key strength, as GPE II funding was channeled through government budget processes. However, challenges in fund disbursement and procurement execution occasionally disrupted the smooth implementation of activities.

Coordinated and Harmonized Mechanisms

The GPE II program operated within a coordinated framework, ensuring harmonization with other education sector initiatives and donor-supported interventions. The Annual Joint Education Sector Review (AJESR) served as the primary mechanism for coordinating education sector planning, monitoring, and evaluation, bringing together government agencies, development partners, and civil society organizations to review progress and address emerging challenges.

The program also benefited from inter-agency coordination mechanisms, such as the Education Sector Working Group (ESWG) and the Technical Working Groups (TWGs), which facilitated regular engagement between MoEVT, development partners, and implementing agencies. These platforms allowed joint planning, resource mobilization, and monitoring of program activities, reducing duplication of efforts and ensuring that GPE II interventions complemented other donor-funded programs.

However, despite these coordination efforts, fragmentation in donor funding and differences in reporting requirements created challenges in harmonization. Some development partners operated independently of the government’s financial and monitoring systems, making it difficult to ensure full alignment and integration of donor-supported interventions.

Partnerships

Detailed Description

NA

Use of Data and Evidence for Improvement

Detailed Description

Government officials and education managers emphasized that before the program, data collection and reporting mechanisms were inconsistent, making it difficult to track student enrollment, teacher deployment, and school performance. Through GPE II, enhancements to the EMIS have provided a more structured, real-time approach to data collection and analysis, enabling better decision-making at all administrative levels. Officials highlighted that the ability to track teacher distribution and student attendance trends has allowed for more equitable resource allocation, ensuring that schools in high-need areas receive appropriate support. Additionally, capacity-building initiatives for education managers have improved data utilization in planning and monitoring, aligning with Zanzibar's broader goal of evidence-based policy development.

A great example on the Variable tranche, the Teacher allocation Protocol

Use of GPE Processes

Detailed Description

The functionality of the Local Education Group (LEG) has faced challenges, particularly in maintaining consistency of meetings as planned. In practice, the Coordinating Agency (CA) often stepped in to convene development partners working in education through separate coordination meetings. This platform proved useful for joint strategizing, enabling partners to collectively advocate for the Ministry of Education to allocate time and space for formal LEG engagements and to address critical sector issues.

A key example was during the 2020 COVID-19 period, when coordination demands intensified. The CA played a pivotal role in establishing online platforms to sustain engagement during lockdowns. Partners worked together to mobilize resources for continuity of learning such as remote and alternative delivery mechanisms while also supporting health and safety measures, including the installation of WASH facilities in schools. The main actors involved included the Ministry of Education, CA, Grant Agent, development partners, and civil society organizations. The outcome was improved coordination under constrained circumstances, allowing for a more coherent response to both education continuity and school safety needs. What worked well was the CA's proactive facilitation and the flexibility of partners to adapt to virtual coordination mechanisms. These efforts helped maintain dialogue, align priorities, and pool resources during a crisis. However, the irregularity of formal LEG meetings limited broader sector-wide participation and slowed decision-making at times. To improve, there is a need to institutionalize a predictable LEG meeting schedule, strengthen accountability for attendance and follow-up actions, and better integrate virtual and in-person modalities to ensure continuity.

GPE processes, including Quality Assurance Reviews (QARs), CA coordination, and portfolio reviews, were incorporated into project management through partner consultations and periodic assessments. The CA ensured that reporting and review requirements were met and aligned with ongoing activities, even during disruptions. Compliance was maintained, though some processes experienced delays due to the shift in working modalities.

Overall, while GPE processes and coordination through the CA supported alignment and reduced duplication among partners, the inconsistent functioning of the LEG somewhat hindered timely implementation. Strengthening the LEG as a central, regularly convened platform would enhance coordination, improve efficiency, and ensure more inclusive and timely decision-making

Sustainability and Grant Management

Sustainability

Detailed Description

To ensure the long-term sustainability of GPE II interventions, the government has developed exit strategies that focus on integrating program components into national education planning and financing structures.

a) A key priority is the integration of GPE II-funded initiatives into the national education budget. The government has committed to continuing teacher training programs, school infrastructure investments, and learning material procurement using domestic financing. While donor funding remains essential in the short term, efforts are underway to increase domestic education financing and explore alternative funding sources, including public-private partnerships (PPPs).

b) The scaling up of successful pilot initiatives is also a critical exit strategy. The TuTu center model, which has proven effective in expanding pre-primary education access, will be expanded to additional districts using a combination of government funding and community contributions. Similarly, the EMIS improvements introduced under GPE II will be institutionalized across all districts, ensuring sustained data-driven education planning.

c) Another sustainability measure is enhanced community and stakeholder engagement. The government is promoting community ownership of education initiatives, particularly through SMCs. By increasing local participation in school development and maintenance, communities can help sustain early childhood education centers, school infrastructure, and teacher support programs.

d) Strengthening institutional capacity for financial and procurement management is also a key focus. MoEVT is working on enhancing procurement planning, training personnel in financial management, and streamlining disbursement processes. These measures will help prevent delays in program implementation and ensure better accountability in education funding.

e) Collaboration with development partners and private sector stakeholders is essential for sustaining the achievements of GPE II. The government is working closely with UNICEF, UNESCO, and USAID Jifunze Uelewe to continue supporting key education reforms, particularly in teacher training, curriculum development, and early childhood education. These partnerships will help bridge funding gaps and provide technical expertise to ensure continued progress. Additionally, the government is exploring opportunities for PPPs in areas such as school infrastructure development, digital learning innovations, and teacher training programs. Encouraging private sector investment in education can help reduce reliance on donor funding while expanding access to quality learning opportunities.

Grant Management and Use of Funds

Unspent Funds

Amount of funds that were not spent by grant closing

331,352

Detailed Description

Variable tranche contributes to a total of 69,750USD out of the total un spent balance. This was due to 98.45% of achievement of the Variable tranche. It was very helpful that the GPE approved for re planning and re allocation of the Variable Tranche during the request for extensions. The replanning has helped the government in leveraging the set up for the VT implementation and therefore boosted their performance and hence the re allocated funding reached 96.93% of results.

A total of 21,326USD unspent funds were also as a result of some savings on the verification of results for the VT component within the program.

The reminder amount of 240,276USD is a combination of savings for various activities within the Fixed Part.

Management Performance

Level of Management Performance [5]

Moderately Satisfactory (MS)

Detailed Description

The implementation of GPE II in Zanzibar followed a structured and multi-tiered approach, ensuring effective program delivery and institutional strengthening across different levels of government and education administration. The implementation framework was designed to leverage existing national systems while incorporating international best practices for program management, monitoring, and accountability.

The MoEVT was the primary implementing agency, responsible for leading and coordinating all aspects of the program, including policy formulation, execution of activities, and reporting. The President's Office – Regional Administration, Local Government, and Special Departments (PORALGSD) ensured oversight at decentralized levels, facilitating alignment between national priorities and district-level implementation through regional and local education offices.

The GPE Programme Steering Committee (PSC) served as the highest oversight body, responsible for setting program priorities, reviewing implementation progress, and approving key financial and programmatic decisions. The Zanzibar Education Sector Committee (ZESC), sitting at the Local Education Group (LEG) required by GPE to endorse GPE program-related decisions, ensured harmonization of GPE interventions with broader education sector strategies, promoting integration and policy coherence.

To manage financial aspects, the Grant Agent (SIDA) was responsible for fund disbursement, ensuring compliance with financial regulations, and providing technical assistance to MoEVT. The Coordinating Agency (UNICEF, USAID, UNESCO) played a crucial role in facilitating communication between government entities, development partners, and GPE, ensuring alignment with global education policies. Operational and monitoring mechanisms included Annual Joint Education Sector Reviews (AJESR) to assess program performance, identify key challenges, and propose corrective actions. A Program Implementation Unit (PIU) was established within MoEVT to oversee day-to-day project management, financial control, and reporting. To ensure accountability, an Independent Verification Team (IVT) was engaged to validate progress on DLIs before releasing VT funds. Additionally, capacity-building initiatives were conducted for school leaders, education officers, and community-based structures to enhance local ownership and sustainability.

The program was initially designed for implementation from 2018 to 2022 but was later extended to 2024 to accommodate outstanding activities and to accommodate the undisbursed DLI funds reallocated by the GPE. It aimed to strengthen pre-primary and primary education through interventions in infrastructure development, curriculum reforms, teacher training, and learning material distribution. While some components progressed as planned, others faced delays due to administrative bottlenecks, procurement inefficiencies, and external factors. These setbacks required strategic adjustments, including the program extension, to ensure all planned interventions were completed.

Despite these challenges, the program demonstrated moderate planning efficiency, particularly in its adaptability and structured implementation approach. Key interventions such as teacher training and curriculum development were completed within the original timeframe, contributing to improved education quality. However, interventions dependent on large-scale procurement and infrastructure development required additional time and resources due to delays in fund disbursement, supplier contracts, and community participation in construction projects.

Adherence to planned timelines: Core activities such as curriculum review, teacher training, and policy formulation were executed on schedule, reflecting strong coordination between MoEVT, development partners, and implementing agencies. However, procurement-heavy activities such as the printing and distribution of textbooks experienced significant setbacks. Delays in contract approvals, logistical challenges, and supplier inefficiencies pushed back delivery timelines beyond 2021, affecting students' access to updated learning materials.

Infrastructure activities, including the expansion of TuTu centres and classroom renovations and construction, also lagged due to limited local capacity, slow procurement processes, and inconsistent community engagement (contributed by no prior commitment from the community and limited engagement prior to material delivery). While construction materials were delivered on time, actual implementation stalled in several locations due to insufficient funds for labor and unanticipated logistical hurdles. Additionally, delays in fund disbursement to contractors further impeded progress of planned infrastructure projects.

Timeliness in the delivery of planned services: The efficiency of service delivery varied across program components. Teacher training and curriculum reforms were among the most successfully implemented activities. By 2021, 83% of targeted teachers had undergone professional training, improving instructional quality and classroom management. This was facilitated through a structured training calendar,

ensuring minimal disruption to the school year while enabling teachers to upgrade their pedagogical skills.
Conversely, delays in the distribution of learning materials and completion of infrastructure projects impacted the effectiveness of education service delivery. Despite the successful revision of curricula, the printing and distribution of textbooks remained slow, leaving students without essential learning resources for extended periods. Similarly, infrastructure activities progressed at a slower pace than expected due to logistical bottlenecks, labor shortages, and procurement-related inefficiencies.
Corrective measures to address delays: To mitigate implementation challenges, the government, in collaboration with the grant agent, the Embassy of Sweden, and other development partners, introduced corrective measures aimed at improving planning efficiency and accelerating delayed activities. One key intervention was the rescheduling of activities to align with available resources and optimize execution timelines. This ensured that textbook production, school renovations, and classroom constructions were prioritized during the program's extension period.
Additionally, MoEVT engaged technical experts to strengthen procurement processes and financial management, reducing bureaucratic delays that had previously slowed implementation. The establishment of a Ministerial Task Force further streamlined decision-making, fund disbursement, and coordination among implementing agencies. Capacity-building initiatives were also introduced to enhance financial and procurement management competencies, ensuring that similar inefficiencies are minimized in future interventions.
Failure to timely undertake Learning Assessment at the early grades resulted into lack of data to assess student performance.

Cofinancing (not related to the Multiplier)

Detailed Description
The Grant Agent, has provided technical support through rolling audit. This support aimed at specific tasks related to reviewing procurements for No objections, Capacity building in the areas of financial management inclusive of internal audit, financial and programme monitoring. The rolling audit objectives is to support the GA with some areas that require expertise for oversight, for example the procurement reviews involve;

Review and comment if relevant government regulations and procedures on procurement are being followed.
Check if the Government bid evaluation criteria were correctly done and followed.
Check the capacity of selected company in delivering the services requested by different ministries. This is limited to reviewing the evidence supplied by the bidders as part their bid. Where additional procedures are required, for example conducting reference checks and reviewing the existence of the bidder, these additional procedures will be agreed with the consultancy firm in writing and in advance. The work will not include an assessment of the technical capacity of bidders unless previously agreed, and where an appropriately qualified sub-contract is available to provide technical review.

The grant agent during the period of implementation of GPE II have contributed through the rolling audit a total of 3,295,172 USD. It should be note the significant amount is attributed to the centralization of education where the rolling audit scope expanded with hand son capacity building of local government education officials and working across three Ministries i.e Ministry of Education, Presidents Office Regional Administration and Local government and special departments PORALGSD and the Ministry of Finance.

Document Attachments

Tangible Outputs, Knowledge Products, and Results Framework

#	File Name	Document Type	Description
1	RGoZ MoEVT GPE II Completion Report.pdf	Results Framework	This a report from the Ministry inclusive of the Results framework and some further VT achievements
2	Final_GPE II Evaluation Report.pdf	Evaluation Report	

2	Improvement of Primary Education Access 2026.pptx	Knowledge Product	Analysis on sector development and GPEII contribution through Variable tranche
2	GPE Verification - final Report.pdf	Variable Part Confirmation	
2	Verification report 202324.pdf	Variable Part Confirmation	
2	Zanzibar ESPIG_GPE Verification - Final Report 1.pdf	Variable Part Confirmation	

The documents listed were submitted with the progress report. If you'd like access to them, please contact the grant operations officer for your country.

Annexes

Annex 1: List of Acronyms

Acronym	Description
ZIE	Zanzibar Institute of Education
ZESTP	Zanzibar Education Sector Transformation Plan

Annex 2: Global Numbers Reporting Template

Provide the data related to GPE's three global numbers for this reporting period below:

- Textbooks purchased and distributed
- Teachers trained
- Classrooms built or rehabilitated

Note: For cofinanced grants, please provide the proportion that can be attributed to GPE grant. For example, if the grant's financial contribution accounts for 50 percent of a teacher training activity, the proportion that can be attributed to GPE grant for the number of teachers trained through that activity would be 50%. If the unit of analysis in the indicator is the number of schools and not classrooms, please enter an estimated number of classrooms and provide an explanation in the comments box.

GPE Indicators

Textbooks purchased and distributed

#	Indicator	Actual Number Achieved (during this reporting period)	% attributed to this grant (for cofinanced grants)	Comments

1	Textbooks for the new curriculum printed and distributed	610,414	100	The textbooks printed are inline with the newly developed curriculum. These textbooks were printed and distributed for phase 1 of curriculum rollout. The printed books by class were as follows; Pre primary I (6 Subject Titles) Primary Standard I (6 Subject Titles) Primary Standard IV 172075 (8 Subject Titles) Primary Standard VII 172075 (8 Subject Titles)

GPE Indicators

Teachers trained

#	Indicator	Actual Number Achieved (during this reporting period)	% attributed to this grant (for cofinanced grants)	Comments
1	Pre Primary and primary teachers	6,557	100	Teachers trained for the New curriculum rollout

GPE Indicators

Classrooms built or rehabilitated

#	Indicator	Actual Number Achieved (during this reporting period)	% attributed to this grant (for cofinanced grants)	Comments
1	Number of TUTU centres established in high need areas	70	100	Activity completed
2	Completion and renovation of existing pre-primary and primaryclassrooms and TUTU centres	99	100	Activity completed.

Annex 3: Variable Part Reporting Template (During Implementation)

No Data Available

Annex 4: Cumulative Beneficiary Children / Other Students Reporting Template

Provide the cumulative number of children of pre-primary, primary and secondary school age (both in school and out of school) and other students (adolescents beyond secondary school age and adult learners participating in basic education programs), who directly participated in project activities, received project-supported incentives or services, or benefited from project interventions so far. Also provide relevant disaggregated values by sex (applicable to all grants).

If appropriate and available, provide disaggregated values by varied subgroups and by education level. Reporting beneficiary data cumulatively means counting all beneficiaries as a running total, adding up all beneficiaries since the start of the grant and up to the end of this reporting period. Data on beneficiaries are to be collected using the methods and tools proper to each project. It is understood that some disaggregated data will only be collected if a project expressly targets specific subgroups through their interventions and uses their own methods for counting beneficiary children/other students

NOTE: For cofinanced grants, please provide the numbers for the entire program and indicate the proportion that can be attributed to GPE grant. For example, if the grant's financial contribution accounts for 40 percent of the program that is cofinanced by GPE and other donors, enter 40% in the "% attributed to this grant.

	Pre-primary (optional)	Primary (optional)	Secondary (optional)	Others (optional)	Total	% attributed to this grant (for cofinanced grants)
Number of children who directly benefited from the project so far:	34,352	135,737			170,089	100
Of which, girls:	17,465	68,395			85,860	100
Of which, children with a disability (optional):						
Of which, refugee children (optional):						
Of which, internally displaced children (optional):						
Of which, out-of-school children, in school age (optional):						
Of which, children from marginalized ethno-cultural/ linguistic minorities: specify which ones (optional):						

Provide any comments on beneficiary children/students, if needed. This could include, for example, the definition employed by the project for a particular subgroup (including a more granular description of these subgroups), the approach/tool used to calculate the number of beneficiaries overall or by subgroup, any limitation of the approach/tool employed for this calculation and reasons why data on beneficiary children/students are unavailable. Please provide the number or proportion of girls for varied subgroups in the comment section below, if available.

Attribution of 100% is due to the reach with textbooks through the New Curriculum roll out

1 High-There were no shortcomings or at most minor shortcomings in the continued alignment between project activities and the needs of the beneficiaries, partners and the sector. The project provided clear

evidence of such alignment. If circumstances changed, the objectives were changed accordingly to keep objectives fully relevant. Substantial-TThere were moderate shortcomings in the continued alignment between project interventions and the needs of the beneficiaries, partners and the sector. The project provided generally sufficient information on such alignment. If circumstances changed, the objectives were changed accordingly to keep objectives fully relevant. Modest-There were significant shortcomings in the continued alignment between project interventions and the needs of the beneficiaries, partners and the sector. The project provided limited information on such alignment. If circumstances changed, the objectives were not changed accordingly to keep objectives fully relevant. Negligible -There were severe shortcomings in the continued alignment between project interventions and the needs of the beneficiaries, partners and the sector. The project differed from those current needs or did not provide information to assess such alignment. If circumstances changed, the objectives were not changed accordingly to keep objectives fully relevant.

2 High-The project exceeded or fully achieved its objectives (intended outcomes) or is likely to do so. Substantial-The project almost fully achieved its objectives (intended outcomes) or is likely to do so. Modest- The project partly achieved (or is expected to partly achieve) its objectives (intended outcomes). Negligible- The project barely achieved or did not achieve (minimal achievement, if any, or is expected to barely or not achieve) its objectives (intended outcomes).

3 The scale is as follows: Negligible – The component/objective did not achieve (minimal achievement, if any, or is expected to barely or not achieve) its intended outcomes. Modest – The component/objective partly achieved (or is expected to partly achieve) its intended outcomes. Substantial – The component/objective almost fully achieved its intended outcomes or is likely to do so. High – The component/objective exceeded or fully achieved its intended outcomes or is likely to do so.

4 High-Efficiency exceeded expectations. Substantial- Efficiency was what would be expected in the sector. Modest-Efficiency was below expectations in the sector. Negligible- Efficiency was very low compared to both the benefits (if any) and with recognized norms in the sector.

5 Highly Unsatisfactory – Overall grant management performance prevented the achievement of one or more grant outputs. Unsatisfactory – Overall grant management performance limited or jeopardized the achievement of one or more grant outputs. Moderately Unsatisfactory – Overall grant management performance delayed the achievement of one or more grant outputs, but issues were resolved during the grant life cycle. Moderately Satisfactory – Overall grant management performance supported the grant to achieve most of its major outputs efficiently with moderate shortcomings. Satisfactory – Overall grant management performance supported the grant to achieve almost all of its major outputs efficiently with only minor shortcomings. Highly Satisfactory – Overall grant management performance supported the grant to achieve or exceed all of the major outputs efficiently without significant shortcomings.