System Capacity Grant Completion Report Template

Status: Accepted

Country
Tanzania - Mainland

Grant ID
GPE0000924

Grant Agent
United Nations Children's Fund

Grant Type
SCG

Grant Effectiveness / Start Date
05/30/2023

Grant Closing Date
12/31/2025

Grant Amount
3,899,000 (USD)

Date of Report Submission
06/29/2026

Area(s) and activity group(s) covered by grant (check all that apply):

Window 1: Strengthen gender-responsive planning and policy development for system-wide impact

- Gender-responsive sector planning, including operational planning and budgeting
- Supporting policies and plans to identify and address multiple forms of exclusion (planning for children with disabilities, system resilience and inclusion of displaced children)
- Strengthening evidence-based diagnosis of critical implementation bottlenecks and identifying potentially scalable, transformative solutions

Window 2: Mobilize coordinated action and financing to enable transformative change

- Strengthening sector coordination, including local education groups, joint sector reviews and monitoring the effectiveness of the country-level partnership
- Establishing and operating pooled funding mechanisms
- Strengthening budget processes and ministry of finance engagement; identifying opportunities to improve the equity and efficiency of education expenditure, including processes toward gender equality

Window 3: Strengthen capacity, adapt, and learn, to implement and drive results at scale

- Strengthening data systems, including on improving the availability and use of sex-disaggregated data, and data on children with disabilities
- Training and support for government staff and central and decentralized levels, including on the uptake and use of data and evidence
- Support for implementation capacity, including sector plan implementation monitoring, gender responsiveness of the sector and evaluation of sector plans and policies/programs in priority areas; assess monitoring, evaluation and learning capacity, including use of evidence in policy process

Grant Implementation

Assessment of Grant Implementation: Relevance

Overall Relevance

Level of Overall Relevance 1

High

Detailed Description

The System Capacity Grant (SCG) was highly relevant to Tanzania Mainland's education sector priorities and remained strategically well positioned throughout implementation. At the design stage, the grant was firmly anchored in the national education policy and planning framework, including the Education and Training Policy (ETP 2014, version 2023), the Education Sector Development Plans (ESDP

2021/22–2025/26 and ESDP 2025/26–2029/30), the 2021 Education Sector Analysis (ESA), the Sector Note 2024, Annual Education Sector Performance Reports (AESPR), the GPE Enabling Factors Analysis (EFA), and the Partnership Compact. The selected interventions directly responded to the enabling factor bottlenecks identified through the EFA and ITAP review process. These bottlenecks related particularly to gender-responsive sector planning, data and evidence systems, sector coordination, and the volume, equity, and efficiency of domestic education financing.

The relevance of the SCG was further reinforced by its clear alignment with the four priority reform areas of the Partnership Compact, namely teacher workforce planning and management; gender equality and inclusion; the school teaching and learning environment; and governance, management, and accountability. The grant directly supported the enabling conditions necessary for the successful implementation of these reform areas by strengthening sector planning, data systems, coordination mechanisms, and financing dialogue. In this context, the SCG did not operate in isolation but functioned as a foundational instrument within the broader system transformation agenda.

The grant design demonstrated strong relevance in the way it translated sector diagnostics into practical system-strengthening actions. Persistent bottlenecks highlighted in the ESA and EFA, including coordination gaps between central and decentralised institutions, fragmented education data systems, limited evidence use in planning and budgeting, inequitable teacher deployment, and insufficient integration of gender and inclusion in sector planning, were directly reflected in the three financing windows. Support to the review and operationalisation of the ESDP, development of the Education Sector Gender Strategy, strengthening of simulation and financial projection models, teacher workforce assessment, harmonisation of EMIS sub-systems, and strengthening of joint sector review processes responded directly to the identified sector needs rather than introducing parallel or externally driven priorities.

In addition, the grant made a significant contribution to strengthening coordinated financing within the education sector. Interventions such as the finalisation of the Wadau Portal, establishment of stakeholder mapping and follow-up mechanisms, and strengthening sector coordination platforms enhanced transparency and alignment of partner contributions. These efforts improved visibility of financing flows across subsectors and levels, reduced duplication of interventions, and reinforced government leadership in coordinating development partner support. As a result, the grant supported more coordinated and efficient resource allocation, ensuring that financing was better aligned with national priorities and the reform agenda outlined in the Partnership Compact.

The grant strengthened national capacity to implement results at scale through targeted training in M&E, data use, and policy implementation at both central and decentralised levels. A number of education leaders across all 26 regions were trained, improving their ability to apply results-based approaches and use data for decision-making. In addition, key decision-makers participated in a benchmarking and capacity-building visit to Rwanda, gaining practical insights into effective system implementation. Evidence indicates that participants are already applying and cascading these skills, contributing to more coordinated and scalable implementation of education sector priorities nationwide.

The relevance of the SCG strengthened further during implementation as sector reforms evolved. Activities linked to the preparation of ESDP 2025/26–2029/30, curriculum and policy review, updated census-based projections, teacher workforce analytics, and real-time monitoring systems became increasingly important as the sector advanced implementation of the Partnership Compact, the Teachers Support Programme, and EPforR II. In this respect, the grant remained responsive not only to the original bottlenecks identified at appraisal, but also to emerging system demands associated with broader reform momentum.

A major strength of the SCG's relevance was its catalytic role within the broader GPE financing architecture. Rather than financing downstream service delivery, the grant focused on the institutional and technical foundations required for larger reforms to succeed. Investments in sector coordination, stakeholder financing mapping, domestic resource mobilisation dialogue, teacher workforce analytics, and data harmonisation created important enabling conditions for the implementation of the System Transformation Grant (STG), Multiplier Grant (MG), and wider sector programmes such as Education Program for Results (EPforR II). In this sense, the SCG functioned as a systems-enabling instrument that reinforced the policy, evidence, and coordination foundations upon which subsequent grant investments depended. This linkage further underscores the SCG's role as a critical enabler of performance-based financing and accountability within the education sector.

Equity considerations were also strongly embedded in the grant's design and implementation approach, further enhancing its relevance. Gender equality was integrated across all financing windows through interventions aligned with education sector transformation priorities, including the gender mainstreaming study that informed the development of the gender equality framework for the education sector and its implementation strategy, as well as the integration of gender considerations into curriculum and learning materials, gender-responsive planning and budgeting, and strengthened gender-disaggregated data systems. The grant also responded to broader dimensions of exclusion through support to planning for out-of-school children and youth, children with disabilities, and improved identification of rural–urban and geographic disparities in resource allocation and education outcomes. This broad equity lens was fully consistent with both Compact priorities and ESA findings on persistent inequalities in access, transition,

and learning.

The overall scope and funding envelope of US$3.899 million were appropriate for the grant's purpose as a capacity-strengthening instrument. While the range of activities was broad, covering policy reform, sector coordination, financing dialogue, teacher workforce analysis, data harmonisation, and monitoring systems, the activities were guided by a coherent strategic logic centred on strengthening the enabling conditions for system transformation. Nevertheless, the breadth of the portfolio introduced some risk of dispersion within a relatively modest financing envelope, particularly given the complexity of policy processes and the cross-institutional nature of implementation. In practice, however, this risk was largely mitigated by the grant's strong anchoring within existing government systems and alignment with ongoing sector reform milestones.

The SCG is assessed as highly relevant. Its design was closely aligned with nationally owned priorities, including support for the review of ETP (2014, version 2023), which influenced policy decisions such as the review of the Education Act of 1978 and its amendments of 1995, preparation for the double cohort, engagement of PPPs in education financing, support for the operationalisation of the Tanzania Teachers' Professional Board and implementation of the internship programme, the review of the ESDP, and GPE enabling factors. It remained responsive to evolving reform needs during implementation. The grant also made a catalytic contribution to strengthening the institutional foundations required for larger transformation investments in Tanzania's education sector. This assessment is based on the strong alignment between SCG-supported interventions and nationally identified enabling factor bottlenecks, as well as the demonstrated integration of grant activities within ongoing sector reform processes.

Beneficiaries' Views on Relevance

Detailed Description

The strong relevance identified in the assessment of grant implementation was consistently validated by beneficiaries and key implementers of the System Capacity Grant. Feedback collected through activity reports, impact stories, stakeholder consultations, and the beneficiary feedback questionnaire indicates that the SCG was widely perceived as highly relevant, timely, and responsive to the priority bottlenecks facing the sector. Across beneficiary groups, including MoEST and PO-RALG (currently PMO-RALG) technical teams, school leaders, Ward Education Officers, inclusive education personnel, Local Government Authorities, and sector coordination structures, respondents consistently highlighted that the grant directly addressed practical constraints in policy implementation, planning, coordination, data use, financing analysis, and monitoring of sector reforms. Responses from the administered questionnaire were overwhelmingly positive, with most respondents indicating that SCG support contributed significantly to key areas such as gender-responsive planning, sector policy reform, and inclusion, while also strengthening data systems and financing processes. Beneficiaries consistently reported improved capacity to apply data, monitor performance, and implement sector reforms.

A major theme emerging from beneficiary feedback was the relevance of the SCG in bridging national reform priorities with frontline implementation needs, reinforcing the findings of the main relevance assessment. School leaders and Ward Education Officers reported that support to the Education and Training Policy (2023 Edition), re-entry guideline orientations, and ESDP operationalisation helped translate high-level reforms into practical actions at school and local government levels. Beneficiaries noted that, prior to the grant, there were significant gaps in understanding how reforms such as the competency-based curriculum, 10 years of compulsory education, and learner re-entry should be operationalised in practice. The SCG was therefore viewed as highly relevant because it reduced the policy-to-practice gap and improved implementation confidence at school and local government levels.

Beneficiaries also confirmed the relevance of the grant's focus on equity, inclusion, and system resilience, which had been identified as a major strength in the main relevance analysis. Communities, school heads, stakeholders responsible for gender, and inclusive education personnel particularly valued activities related to gender-responsive planning, learner re-entry, early identification of children with disabilities, identification of learners at risk of dropout, climate-responsive preparedness, and the student unit cost study incorporating household contributions. School heads reported increased responsiveness from parents and communities to formal re-entry pathways, while inclusive education personnel emphasised that the training and assessment tools directly addressed long-standing operational gaps in identifying and supporting learners with disabilities. Similarly, beneficiaries involved in the student unit cost study appreciated that the grant formally recognised the hidden financial burden borne by households, making financing discussions more realistic and equity-focused.

Technical and managerial beneficiaries within the Ministry of Education, Science and Technology (MoEST), President's Office – Regional Administration and Local Government (PO-RALG), Education Management Information System (EMIS)/Education Sector Management Information System (ESMIS) units, M&E teams, and ICT teams consistently reported that the SCG was highly relevant to their professional responsibilities. Participants in RBME, SPSS, dashboard development, data harmonisation, KPI design, and financing tracking activities indicated that the support directly strengthened routine functions such as report preparation, data validation, indicator tracking, simulation modelling, financing analysis, and evidence-based planning. The developing M&E dashboard and harmonisation of education data categories were especially valued because beneficiaries viewed them as direct responses to fragmented datasets, delayed reporting, and weak interoperability across systems. Several respondents also noted that the shift from manual reporting toward digital visualisation and near real-time analytics improved their ability to support senior management decision-making and institutional learning.

Stakeholders involved in sector coordination and financing governance, including LEG/ESDC members, Technical Working Groups, development partners, CSOs, and private sector actors, also confirmed the relevance of the SCG. This was largely attributed to its role in strengthening practical spaces for collective action and mutual accountability, further reinforcing the relevance findings under Window 2 of the System Capacity Grant. Beneficiaries specifically valued the AJESR, AESPR validation, LEG self-assessment, financing mapping, and stakeholder contribution tracking work, noting that these interventions improved follow-up on agreed actions, visibility of financing flows, and alignment between sector dialogue outcomes and annual plans and budgets. A strong cross-cutting message from both narrative feedback and questionnaire responses was the high demand for continuation and scale-up, particularly for dashboard deployment, capacity building, data harmonisation, and financing tracking systems. This sustained demand strongly confirms that beneficiaries regarded the SCG as directly relevant to both current operational needs and future system transformation priorities.

Assessment of Grant Implementation: Efficacy

Overall Efficacy

Level of Overall Efficacy 2

High

Detailed Description

The System Capacity Grant (SCG) was highly efficacious in achieving its intended objective of strengthening the enabling conditions required for education system transformation in Tanzania Mainland. Across the three capacity windows, the grant successfully delivered all planned activities by closure, fully absorbing the allocated USD 3.899 million (100 percent utilisation), with no no-cost extension required, and translated these investments into practical institutional gains in policy reform, sector coordination, financing dialogue, data governance, and adaptive implementation systems. This represents a strong level of achievement for a grant designed to strengthen system capacities and enabling factors rather than directly finance service delivery outcomes. The grant also reduced systemic barriers affecting girls and vulnerable learners by strengthening gender-responsive planning, re-entry implementation, disability identification, and data systems, thereby improving the sector's capacity to deliver more inclusive and equitable education.

A major indicator of efficacy is that the SCG not only produced studies, frameworks, and tools, but also ensured that these outputs became embedded within core national reform processes and sector decision-making structures, supporting their sustained use beyond the grant lifecycle. Under Window 1, the grant strengthened the sector's strategic and policy architecture through successful delivery of the gender study, development of the Education Gender Framework and its implementation strategy, completion of key policy review processes, and major technical contributions to the review, costing, and validation of ESDP 2025/26–2029/30. The updated simulation modelling and financial projections, aligned to the 2022 Population Census, improved the credibility of sector planning assumptions, implementation sequencing, and financing scenarios. These outputs enhanced the Ministry's long-term planning capacity and continued to inform subsequent GPE and government reform investments.

The grant was also highly efficacious in strengthening the system's responsiveness to exclusion and equity challenges. Key interventions included the completion of OOSCY re-entry plans, support to IPOSA and ICBAE, orientation of head teachers and local government officials on circular implementation, and strengthened capacity for early identification of children with disabilities. In addition, the development of domestic resource mobilisation and financing efficiency capacities culminated in a resource mobilisation strategy that now provides a stronger basis for dialogue on sustainable education financing, efficiency,

and equity.
Under Window 2, the SCG made a substantial contribution to strengthening sector coordination, mutual accountability, and financing transparency systems. The successful conduct of successive AJESRs, AESPR validation processes, field monitoring visits, Education Sector Development Committee (ESDC/LEG) self-assessment, and technical coordination meetings reinforced the institutionalisation of annual performance review and collective decision-making across all subsectors. The increasingly inclusive participation of government, development partners, faith-based organisations, civil society, private sector actors, and student voices improved ownership and strengthened sector-wide accountability. In parallel, the mapping of stakeholder financing contributions and establishment of the Wadau Portal financing mechanism improved visibility of education financing flows and laid the groundwork for stronger alignment of partner resources with ESDP priorities.

Under Window 3, the grant was highly efficacious in strengthening data systems, analytics, technology-enabled monitoring, and adaptive learning capacities. The completion of teacher workforce assessment and simulation modelling directly informed the design of the subsequent System Transformation Grant and strengthened evidence-based teacher deployment and workforce planning. Additional gains included the expansion of the student unit cost study to incorporate household contributions, which improved the realism and equity sensitivity of the national education financing model. This output is particularly valuable for future policy dialogue on household contributions, capitation reforms, targeted subsidies, and financing efficiency.

Another important result under Window 3 was the development and near completion of the technology-enabled real-time Monitoring and Evaluation Dashboard, together with harmonisation of EMIS sub-systems, improved gender-disaggregated data availability, revised disability and dropout data categories, and strengthened institutional capacities for data governance and regulation. Collectively, these outputs established a strong technical foundation for continuous implementation monitoring, faster evidence use, and more adaptive decision-making at scale. This aligns closely with GPE's emphasis on strengthening country systems for data, learning, and implementation.
A particularly important indicator of overall efficacy is that the major policy documents, including the ESDP and ETP, as well as frameworks, studies, tools, and strategies developed through the SCG, were reviewed through relevant Technical Working Groups and subsequently endorsed by the Education Sector Development Committee (ESDC), the highest technical review and decision-making platform in the sector. This supports confidence that grant outputs moved beyond completion to institutional acceptance, practical use, and sustained reform relevance.

Implementation delays were experienced in a limited number of activities, particularly the development of ESDP 2025/26–2029/30, the gender study, and procurement of disability assessment kits, mainly due to the highly consultative nature of the work, shifting policy timelines, and temporary national administrative slowdowns during the election period. These delays led to somewhat higher-than-anticipated expenditure on selected activities. However, these timing adjustments did not materially reduce the efficacy of the grant. All activities were ultimately completed within the original implementation period, all funds were fully utilised, and no extension was required.
Overall, the SCG is assessed as highly impactful. It achieved its intended system-capacity objectives, generated outputs that are actively shaping sector reforms and subsequent GPE investments, and made a catalytic contribution to gender-responsive planning, ESDP III implementation, teacher workforce reform, financing dialogue, sector coordination, and education data system strengthening. For a system capacity grant, this represents a strong level of achievement against intended objectives and expected catalytic effects.

Efficacy by capacity area window

Detailed Description
Capacity Area Window 1: Strengthen gender-responsive planning and policy development for system-wide impact
Achievement level: High
This capacity area window achieved a high level of efficacy in strengthening the Government's capacity for gender-responsive policy reform, strategic planning, and evidence-based system analysis. The grant successfully translated diagnostics into policy and operational tools, moving from evidence generation to institutionalised reform processes in line with the objectives of the SCG window.
A major achievement under this window was the effective sequencing from the gender mainstreaming study to the development of the Education Gender Framework and its implementation strategy, ensuring that analytical findings on barriers such as early marriage, adolescent pregnancy, low STEM participation among girls, and school-level gender risks were translated into actionable sector reforms. The

integration of these priorities into the Education Sector Development Plan (ESDP) 2025/26–2029/30 strengthened the Ministry's ability to mainstream gender, disability, and equity considerations within national planning and budgeting systems. This contributed to improved identification and targeting of barriers affecting girls and vulnerable learners, including early pregnancy, exclusion from STEM pathways, and inequitable access to educational resources.

This window also demonstrated strong efficacy through support to strategic sector modelling and financing analysis. The teacher workforce assessment and simulation modelling enhanced the Ministry's ability to undertake anticipatory teacher demand forecasting, deployment analysis, and scenario-based workforce planning. In parallel, the student unit cost study was expanded to include household contributions, generating a more realistic Total Cost of Education framework that captures both public and private expenditure burdens. This improved the Government's ability to identify hidden household costs, analyse equity implications, and strengthen financing policy responses for vulnerable learners.

In addition, targeted capacity development on Results-Based Monitoring and Evaluation (RBME), SPSS-based quantitative analysis, and leadership use of evidence strengthened the technical competencies required to operationalise these reforms. While some policy processes required extended consultation timelines, the overall contribution of this window to strengthening policy architecture, planning quality, and gender-responsive reform capacity justifies a High efficacy rating.

Capacity Area Window 2: Mobilise coordinated action and financing to enable transformative change

Achievement level: High

This capacity area window achieved a high level of efficacy in strengthening sector coordination systems, mutual accountability, financing transparency, and institutional mechanisms required to drive education system transformation. The results under this window strongly align with the GPE objective of strengthening coordinated action behind priority reforms.

A major systems gain was the strengthening of the Education Sector Development Committee (ESDC/LEG) through a participatory self-assessment process involving stakeholders across Government, Development Partners, CSOs, FBOs, and the Secretariat. This process improved role clarity, identified operational bottlenecks, strengthened the functionality of Technical Working Groups (TWGs), and generated actionable recommendations to improve follow-up on AJESR resolutions and strengthen sub-national coordination linkages.

This window also demonstrated strong efficacy through the mapping of education stakeholders' financial contributions and development of a financing tracking mechanism, which established the foundation for a national system to capture external, domestic, and stakeholder in-kind contributions. This was a significant institutional achievement because it reduced fragmentation in education financing information, improved visibility of resource flows across subsectors and regions, and strengthened MoEST's ability to align partner financing with ESDP priorities. It also strengthened the alignment of financing with equity priorities, including support for girls' education and vulnerable groups.

The implementation of AJESR, AESPR validation processes, field monitoring visits, and SCG coordination review meetings significantly reinforced sector dialogue and accountability. These platforms improved the translation of policy dialogue outcomes into annual plans, budgets, and implementation roadmaps, while strengthening evidence-based collective decision-making across national and sub-national levels.

In addition, targeted capacity development of MoEST and PO-RALG staff on M&E systems, SPSS analytics, and leadership oversight improved implementation monitoring and strengthened the institutional follow-up architecture required for ESDP delivery. Despite some persistent challenges related to follow-up on agreed actions and local-level coordination, the overall contribution of this window justifies a High efficacy rating.

Capacity Area Window 3: Strengthen capacity, adapt and learn, to implement and drive results at scale

Achievement level: High

This capacity area window achieved a high level of efficacy in strengthening adaptive implementation systems, data governance, digital monitoring infrastructure, and institutional learning capacities required for large-scale reform delivery. It represents one of the strongest examples of system strengthening under the SCG.

The most significant achievement was the development and near completion of the Monitoring and Evaluation Dashboard, which established the technical backbone for real-time monitoring of the implementation of the Education and Training Policy, sector programmes, and strategic projects. The completion of the Key Performance Indicators (KPI) framework, metadata standards, system architecture, dashboard interface, data integration protocols, and testing preparations demonstrates substantial institutional progress toward a sustainable technology-enabled performance monitoring system.

This window also significantly strengthened the Ministry's ability to manage, regulate, harmonise, and use education data systems. Important progress was made in revising data tools and redefining data categories, particularly for children with disabilities, dropout, and rural–urban school distinctions, thereby improving the validity, reliability, and policy usefulness of education statistics for gender-responsive and equity-focused planning.

Another major contribution was the strengthening of adaptive planning analytics, particularly through the use of simulation models for teacher workforce planning and the expanded student unit cost model. These tools significantly improved MoEST's capacity for policy scenario analysis, financing simulations, and resource optimisation.
A major contribution of this window was the institutionalisation of continuous learning and adaptation mechanisms. Through dashboard intelligence, harmonised data systems, revised classifications, and simulation tools, the Ministry is now better positioned to refine implementation decisions, track reform performance, and respond to emerging bottlenecks at scale.
Although final deployment and full operationalisation of some digital systems remain underway, the level of systems strengthening achieved under this window fully supports a High efficacy rating.

Contribution to system capacity to deliver reforms

Detailed Description

Implementation of the System Capacity Grant made a high contribution to strengthening Tanzania's system capacity to deliver priority education reforms, in line with GPE's objective of strengthening country capacity for system transformation through stronger planning, coordination, budget processes, data systems, and adaptive implementation.
A major contribution of the grant was the transition of several reform priorities from policy intentions into operationally manageable systems and institutional routines. Across the three strategic windows, the grant strengthened the Ministry's ability to identify reform bottlenecks, design evidence-based responses, coordinate stakeholders around shared priorities, and monitor implementation progress through improved data and accountability systems.
A particularly strong contribution was made to strategic reform planning and policy delivery capacity. The gender study provided the evidence base that shaped the development of the Education Gender Framework and its mainstreaming strategy, while support to the operationalisation of the Education and Training Policy 2023, development of the Education Sector Development Plan 2025/26–2029/30, teacher workforce assessment and simulation modelling, and expansion of the student unit cost framework strengthened the overall reform architecture.
As a result, the Ministry is now better positioned to design and implement reforms based on realistic evidence and financing assumptions, with clearer alignment to gender, equity, and broader system priorities. For example, teacher workforce simulation has already informed more targeted deployment strategies to address shortages in underserved areas, while the inclusion of household contributions in the student unit cost framework is strengthening equity-focused financing decisions, including improvements in capitation planning and targeted support for vulnerable learners. These outputs strengthened the technical basis for key policy decisions, particularly in relation to teacher deployment, capitation financing, and equity planning.

The grant also contributed to strengthening institutional coordination and collective reform delivery systems. Alignment among government, development partners, civil society, faith-based organisations, and private sector actors with ESDP priorities was reinforced through the LEG/ESDC self-assessment, AJESR, AESPR validation, Technical Working Group processes, and stakeholder financing mapping. This contributed to more structured and results-oriented sector dialogue, including the development of guidelines for education sector dialogue, improved follow-up on agreed actions, and stronger linkage between sector discussions, planning, and budgeting processes. One important outcome was the improved alignment between sector dialogue decisions and annual institutional plans, budgets, and monitoring commitments.
Another important contribution was the strengthening of implementation oversight, adaptive management, and evidence-use capacity. The Ministry now has more robust systems for monitoring reform progress using harmonised indicators and digital visualisation tools, enabling more timely and data-driven decision-making. As a result, the quality of monitoring reports has improved, evidence is more consistently used during AJESR and AESPR processes, and senior leadership is better able to identify implementation bottlenecks early and take corrective action. For example, performance insights generated through the M&E dashboard and KPI frameworks are now being used to track progress on ESDP priorities and inform follow-up actions agreed during AJESR and AESPR reviews, leading to more responsive and effective reform delivery.
The contribution to system capacity was equally evident in data governance and institutional learning systems. Support to harmonisation and integration of education data systems, including revision of data categories related to disability, dropout, and rural–urban distinctions, improved the validity and policy usefulness of sector data. These improvements strengthened the Ministry's ability to learn from implementation evidence and continuously adapt reform delivery approaches, consistent with GPE's emphasis on learning and adaptation at scale.

Importantly, the grant also strengthened the frontline and decentralised institutional capacity required for reforms to succeed beyond the central ministry. Capacity-building for school heads, Ward Education Officers, inclusive education personnel, regional and council teams, and local education stakeholders improved the system's ability to operationalise reforms at the service delivery level. This was particularly

evident in the implementation of re-entry guidelines, early identification of children with disabilities, identification of children at risk of dropout, validation of financing and data systems at local levels, and improved follow-up on AJESR actions.
A further system-level contribution was the strengthening of inter-ministerial governance and accountability mechanisms. The grant improved coordination on planning, monitoring, workforce analysis, financing dialogue, and sector review processes, helping to strengthen harmonisation between central policy design and local implementation oversight. This bridging role improved the institutional coherence required to deliver reforms consistently across the education system.

The contribution to the system's capacity to deliver reforms is assessed as highly efficacious. The grant substantially strengthened Tanzania's institutional capacity to plan reforms more realistically, mobilise coordinated action, improve financing transparency, use data more effectively, and adapt implementation based on evidence. This strengthened reform execution capacity is one of the clearest indicators that implementation successfully fulfilled the intended system transformation purpose of the GPE System Capacity Grant.

Conditions which Affected the Grant

Detailed Description
Implementation of the System Capacity Grant was influenced by a combination of favourable institutional conditions and operational constraints, many of which are inherent to upstream system reform work. These conditions include both internal and external factors that either facilitated or constrained achievement of grant results.
A major enabling condition was the strong institutional ownership and sustained leadership commitment demonstrated by MoEST, PO-RALG, UNICEF as the Grant Agent, and sector stakeholders throughout implementation. The existence of established coordination structures, including the Education Sector Development Committee, Local Education Group, Technical Working Groups, the SCG National Task Force, and AJESR platforms, created a supportive environment for technical review, validation, and endorsement of key outputs. This institutional architecture facilitated completion of complex reform products such as the Education Sector Development Plan, the gender framework and strategy, teacher workforce simulation, stakeholder financing mapping, student unit cost study, and the M&E dashboard.
Another important enabling condition was the high level of stakeholder participation across national and sub-national levels, which strengthened both relevance and ownership of outputs. The broad engagement of Regional Secretariats, LGAs, school leaders, development partners, research institutions, civil society organisations, and technical experts improved the technical quality of studies and helped ensure that grant outputs were grounded in operational realities.
At the same time, one structural condition affecting implementation was the institutional coordination interface between MoEST and PO-RALG. While MoEST leads policy design and strategic planning, many implementation responsibilities are managed through PO-RALG and local government structures. This division of functions is a normal feature of the sector architecture, but in several activities it required additional consultation, alignment meetings, and validation processes to ensure that policy outputs translated into implementable sub-national actions. This condition particularly influenced the pace of ESDP dissemination, re-entry guideline operationalisation, AJESR follow-up, and M&E capacity-building activities.

A further condition affecting implementation was the time required for extensive technical consultation and validation processes, especially for highly analytical outputs such as the ESDP review, gender study, teacher simulation, financing mapping, and student unit cost study. While these iterative processes extended timelines, they also improved technical robustness, policy coherence, and ownership of the final outputs.
Another important factor was the availability and timing of critical datasets required for reform analytics. Several grant-supported activities depended on integration of the 2022 Population Census, EMIS, BEST, Household Budget Survey, and other sector datasets. Delays in accessing, cleaning, reconciling, and validating these data sources affected the timing of simulation modelling, ESDP projections, household expenditure analysis, and data harmonisation work. However, alignment of outputs with the latest datasets ultimately strengthened their credibility and future usability.
Implementation was also affected by resource and budgeting conditions within the broader education system. Some sector plans and reform processes required recalibration to align technical ambitions with available financing envelopes, implementation capacity, and realistic timelines. This was particularly relevant for activities related to financing simulations, workforce planning, and dashboard deployment, where implementation had to be phased according to available fiscal and human resource capacity.

Administrative and procurement conditions also affected selected activities. As documented in the progress reports, procurement delays related to disability assessment kits and temporary national administrative slowdowns during the election period affected the timing of selected outputs. These conditions were temporary, and mitigation measures through close follow-up and revised sequencing enabled completion within the grant period.
A final important condition was the fiduciary and risk-management requirements associated with grant procedures, which required partner capacity assessments and risk mitigation measures before disbursement and implementation. While these processes added time to some partnership arrangements, they strengthened accountability, fiduciary assurance, and implementation quality, particularly for activities involving multiple institutions and technical service providers.

Despite these conditions, a notable strength of the grant was its adaptive management capacity. Technical teams responded through additional validation workshops, revised implementation sequencing, strengthened stakeholder engagement, and extended technical consultations, allowing all planned activities to be completed without requiring a no-cost extension.
Overall, the conditions affecting the grant were largely those expected in ambitious system reform work involving multiple institutions, evolving datasets, fiduciary safeguards, and highly consultative policy processes. While some of these factors constrained implementation, they also contributed positively to the quality, legitimacy, and sustainability of the final outputs.

Lessons and recommendations, successful practices and innovative interventions

Detailed Description

Lessons

Implementation of the System Capacity Grant generated important lessons on the requirements for translating education reform from policy ambition into system-wide action. Across the three financing windows, a key lesson was that reforms deliver stronger and more sustainable results when evidence generation, policy dialogue, capacity development, financing analysis, and monitoring systems are intentionally connected as a unified reform pathway rather than treated as separate technical activities. The grant demonstrated that system transformation is strengthened when these elements are designed to reinforce one another from the outset.
One important lesson from implementation was the value of beginning with strong diagnostics before moving into policy design. This sequencing proved effective across several reform areas. The gender mainstreaming study provided the evidence base that informed the development of the Education Gender Framework and its implementation strategy. Similarly, the teacher workforce assessment and simulation modelling provided the Ministry with realistic projections for teacher deployment, staffing gaps, and future workforce scenarios. Expanding the student unit cost framework to include household contributions also provided a clearer understanding of the financial pressures faced by households, including costs related to uniforms, transport, meals, and learning materials. This improved the realism of financing discussions and strengthened the equity dimension within sector planning.
A second key lesson is that technical outputs become more effective when they are embedded within strong sector dialogue, validation, and endorsement platforms. The ESDC self-assessment, AJESR, AESPR validation, Technical Working Groups, and the Gender Task Force all played an important role in transforming studies, tools, and frameworks into sector-owned instruments. This was achieved not only through the production of technical outputs, but also through structured processes for discussion, refinement, validation, and endorsement within recognised policy and technical coordination structures. This strengthened ownership, improved legitimacy, and increased the likelihood that the outputs would continue informing reforms within Government systems.

Another important lesson is that sub-national uptake determines whether reforms achieve implementation fidelity at scale. Some of the strongest results emerged where Regional Education Officers, Council Education Officers, Ward Education Officers, school heads, and local education teams were directly engaged in orientations, dissemination workshops, and validation processes. This was particularly evident in learner re-entry, early disability identification, identification of learners at risk of dropout, AJESR follow-up, and ESDP operationalisation. The experience demonstrated that reforms gain stronger traction when local implementation actors understand both the policy intent and their operational responsibilities in implementation.

It was also confirmed that capacity development is most effective when directly linked to routine institutional responsibilities. The most effective capacity-building activities were those that participants could immediately apply in their daily work. Monitoring and Evaluation officers directly applied SPSS and RBME skills in sector reporting and performance analysis. Inclusive education personnel applied disability

screening tools for early identification, while school heads and Ward Education Officers translated re-entry guideline orientations into practical school-level action, which in turn led to direct requests from communities for learner reinstatement. These experiences confirmed that adult learning in system reform settings is most effective when new skills can be immediately integrated into existing institutional responsibilities.

Finally, the experience reinforced the lesson that resilience and reform delivery need to be planned as one integrated agenda. The work on preparedness, response, and continuity planning demonstrated that emergency readiness becomes more sustainable when embedded within mainstream sector systems such as school planning, infrastructure development, local government coordination, and monitoring arrangements. This lesson is becoming increasingly important in the Eastern and Southern Africa context, where climate-related shocks and other disruptions are placing growing pressure on learner participation, continuity, and overall system stability.

Recommendations

Going forward, the first priority should be to fully institutionalise the digital systems, analytical tools, and coordination mechanisms developed under the grant. These include the M&E dashboard, KPI framework, stakeholder financing tracking mechanism, harmonised education data architecture, and simulation models. These system assets now require sustained operational budgets, clearly assigned ownership, user support arrangements, maintenance pathways, and full integration into annual planning, budgeting, AJESR, and sector review cycles to ensure that they continue functioning as routine Government systems rather than project outputs.

A second recommendation is to establish continuous professional development pathways for technical staff across core system functions, particularly in Monitoring and Evaluation, ICT, planning, inclusive education, and policy analysis. The consistently high demand for refresher support in dashboard use, data quality assurance, statistical analysis, and disability assessment indicates that one-off trainings should evolve into institutional learning systems supported through regular coaching, peer learning, and refresher modules embedded within Ministry structures.

A third recommendation is to strengthen sub-national operationalisation as the critical bridge between policy intent and implementation fidelity. Future investments should place greater emphasis on AJESR follow-up, local financing reporting, data validation, disability identification tools, and school-level policy implementation. Experience from the grant demonstrated that reforms gain stronger traction when Regional Secretariats, LGAs, Ward Education Officers, and school leaders are fully equipped and supported to translate sector reforms into routine implementation practices.

A fourth recommendation is to maintain the routine use of simulation models, financing maps, total cost frameworks, and dashboard evidence as active decision-support tools rather than allowing them to remain one-time studies. Their greatest value lies in informing annual planning, domestic resource mobilisation dialogue, teacher deployment decisions, capitation and equity discussions, and the design of future GPE-supported reforms. Sustained use of these tools will help ensure that evidence remains central to sector decision-making and adaptive reform management.

Successful Practices

Several practices emerged as particularly successful during implementation.

The sub-national dissemination model, in which Regional Education Officers, Council Education Officers, school heads, and Ward Education Officers were directly engaged in workshops and validation processes, significantly improved local ownership of reforms such as ESDP implementation, policy operationalisation, and learner re-entry.

The use of participatory validation workshops and technical task forces, particularly for the ESDP, gender framework, financing mapping, dashboard design, and student unit cost study, strengthened both technical quality and institutional ownership of the outputs.

The use of school leaders as frontline reform champions, particularly in re-entry implementation and community sensitisation, helped translate national guidance into trusted school-level action and strengthened community confidence in the reforms.

The Rwanda benchmarking visit also emerged as an effective peer-learning practice, allowing Tanzanian officials to observe functioning digital systems and practical implementation models before adapting relevant lessons to the local context.

Innovative Interventions
The grant introduced several notable innovations.
One of the most transformative innovations was the technology-enabled M&E dashboard linked to ESMIS and other government systems, which is supporting the Ministry's transition from fragmented retrospective reporting toward near real-time performance monitoring.

The stakeholder financing mapping mechanism and proposed financing dashboard also represent important innovations in sector transparency, enabling the Ministry to better visualise partner, government, NGO, private sector, and household contributions.
The Popular Version of the ESDP, including its Swahili version, was another practical innovation that made a highly technical planning document more accessible to non-technical stakeholders, including communities and local implementers.

Digital dissemination through QR codes and web-based policy access during the rollout of the Education and Training Policy (2014, version 2023) also proved effective in widening access while reducing printing costs.
Finally, the Total Cost of Education model, which integrates both public and household contributions, represents a major financing innovation that will continue to improve realism and equity in future budgeting and reform dialogue.

An important lesson from the SCG is that system transformation accelerated when diagnostics, policy reform, practical capacity building, local implementation support, and digital evidence systems were connected within a continuous learning cycle. This integrated approach should continue to inform future sector reforms and subsequent GPE investments in Tanzania.

Impact stories

Detailed Description
The System Capacity Grant generated several stories of change demonstrating how investments in policy reform, institutional capacity, data systems, and sector coordination translated into practical improvements for education actors and learners. Beyond the completion of technical outputs, one of the most important emerging impacts is the extent to which the grant contributed to observable changes in behaviour, decision-making, coordination, and access to services. The stories below illustrate how the SCG is strengthening the education system's ability to deliver more inclusive, evidence-based, and responsive reforms at scale. This approach reflects the emphasis on capturing meaningful changes experienced by beneficiaries and institutions.

1. Transforming Social Norms and Restoring Second Chances for Learners

One of the most visible human-centred impacts emerged from support to learner re-entry and out-of-school children. Before the intervention, many school heads, Ward Education Officers, and local government teams had limited confidence in interpreting and operationalising the government circular on learner re-entry, particularly for boys and girls who had dropped out due to pregnancy, poverty, or early marriage. Through targeted orientations and capacity-building, frontline education leaders were equipped to translate the guideline into practical school-level action. This contributed to a visible shift in community trust and acceptance of re-entry pathways. Schools began receiving direct phone calls, letters, and visits from parents, religious leaders, and traditional elders requesting the reinstatement of learners who had previously been considered permanently excluded from education.

An illustrative example is the story of Joan Benard Machange, a young woman from Dar es Salaam who dropped out of school in Form Two due to pregnancy. After joining the alternative pathway programme under the Institute of Adult Education, she successfully completed her studies, passed her national examinations with Division II, and is now continuing with advanced secondary education. Her experience reflects a broader shift in social attitudes, where re-entry is increasingly recognised as a legitimate second-chance pathway for learners. At the same time, the experience highlights the growing need to expand access to vocational pathways for re-entry learners.

This change demonstrates a transition from policy to practice. Re-entry is no longer viewed solely as a policy guideline, but increasingly as an operational and socially accepted education pathway. For affected learners, this has expanded opportunities for reintegration into education. At the system level, it has strengthened the role of school leaders as frontline reform actors and reinforced the principle that exclusion from education should not be permanent.

A related story of inclusion emerged through strengthened capacity among Educational Support and Resource Assessment Centre personnel. With practical skills in using tools such as Snellen charts and audiometers, professionals are now able to identify visual and hearing impairments earlier and more accurately. This is helping reduce the misclassification of learners with disabilities as low performers and improving their placement into more appropriate inclusive learning environments.

2. From fragmented reporting to real-time data-driven governance

A major systems-level impact story is the Ministry's transition from delayed manual reporting toward real-time performance visibility. Previously, monitoring of policy implementation, programmes, and projects depended on fragmented reporting from multiple units, which often delayed management decisions and weakened follow-up on implementation bottlenecks.

The SCG-supported development of the Monitoring and Evaluation Dashboard helped address this challenge. By integrating KPI frameworks, metadata standards, data flows, and dashboard visualisation into the Education Sector Management Information System architecture, the Ministry now has the foundation for near real-time monitoring of reforms, programmes, and institutional performance.

Even before full deployment, changes in professional practice are already visible. M&E officers reported increased confidence in applying statistical analysis and RBME tools to produce stronger monitoring reports, while senior management highlighted the usefulness of performance summaries and visual dashboards in guiding implementation decisions.

This reflects an important institutional shift from anecdotal decision-making toward results-based management, where resource allocation, follow-up, and corrective action are increasingly informed by evidence rather than delayed narrative reporting.

3. Making the true cost of education visible for fairer financing decisions

One of the most important policy impacts of the SCG emerged from the expansion of the Student Unit Cost Study to include household contributions. Previously, financing discussions focused largely on government expenditure, leaving less visible the substantial burden families continue to bear through uniforms, transport, meals, learning materials, tutoring, and other school-related contributions.

The grant allowed the Ministry to create a more practical Total Cost of Education framework by incorporating household expenditure into the national student unit cost model. The quality of policy discussions on equity, capitation grant adequacy, household financial load, and targeted support for vulnerable learners has improved as a result.

The impact is particularly important for future financing reforms because it enables policymakers to better identify which learners and households face the greatest affordability barriers and where public subsidies or financing adjustments may generate the strongest equity gains.

In practical terms, what was previously treated largely as anecdotal evidence is now incorporated into a structured financing model capable of informing future budget and policy decisions.

4. Stronger coordination machinery for reform follow-through

The grant also generated an important system-level impact through strengthened sector coordination. Through the LEG/ESDC self-assessment, AJESR, AESPR validation, Technical Working Groups, and stakeholder financing mapping, the Ministry and sector partners improved the extent to which annual dialogue processes feed into institutional plans, budgets, and follow-up actions.

An important outcome of this strengthened coordination is the development of the National Guidelines for Education Sector Dialogue (2026), which provide a clear and standardised framework for the conduct of sector dialogue, including roles, processes, timelines, and accountability mechanisms across all levels. These guidelines directly address previously identified challenges related to follow-up on ESDC

deliberations and decisions, coordination gaps, and limited alignment between dialogue outcomes and implementation.

A particularly important change is the stronger alignment emerging between sector deliberations and implementation commitments at national and sub-national levels. Regional and Council Education Officers, local authorities, development partners, civil society, and private sector actors increasingly use AJESR and ESDC resolutions as reference points for planning and budgeting.
This has strengthened the education sector's coordination mechanisms by improving the translation of sector dialogue decisions into workplans, financing discussions, and monitoring actions. The long-term significance is the emergence of a stronger culture of shared accountability and reform follow-through, which is essential for sustaining ESDP implementation and future GPE investments.

These stories demonstrate how the SCG translated system-level investments into tangible improvements in access, equity, and collective decision-making across the education sector.

Other Effects

Detailed Description

Tangible outputs and knowledge products

#	File Name	Document Type	Description
1	Progress Report June 2026.docx	Knowledge Product	Progress Report
2	AESPR Report.pdf	Knowledge Product	Annual Education Sector Performance Report
2	AJESR REPORT.pdf	Knowledge Product	Annual Joint Sector Review Report
2	Data Integration Activity Report.pdf	Knowledge Product	Activity Report
2	ESMIS Dashboard Development Report.doc	Knowledge Product	Activity Report
2	GPE LEG Self-Assessment Report.pdf	Knowledge Product	Assessment Report
2	High Level MoEST PMORALG Meeting Minutes.doc	Knowledge Product	Activity Report
2	Interministrial Coordination Activity Report.doc	Knowledge Product	Activity Report
2	M E Capacity Building Activity Report.docx	Knowledge Product	Activity Report
2	PPP Resource Mobilisation Activity Report.doc	Knowledge Product	Activity Report
2	Programme Coordination Activity report.doc	Knowledge Product	Activity Report

2	Re-entry Activity Report.doc	Knowledge Product	Activity Report
2	Resource Mobilisation Capacity Building Activity Report.pdf	Knowledge Product	Activity Report
2	Rwanda Visit Report.pdf	Knowledge Product	Activity Report
2	Stakeholders Meting and AJESR Report.pdf	Knowledge Product	Activity Report
2	Signed ESDC Minutes Report Approval.pdf	Knowledge Product	Signed LEG (ESDC) Minutes

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.

Efficiency, Sustainability and Grant Management

Assessment of Project Implementation: Efficiency

Overall Efficiency

Level of Overall Efficiency 3

High

Detailed Description

Overall, the System Capacity Grant demonstrated high efficiency in converting catalytic financing into broad-based system-strengthening gains across policy reform, sector coordination, financing analytics, capacity development, and digital monitoring systems. A major efficiency strength was the deliberate use of existing Government structures and reform platforms, including MoEST and PO-RALG technical teams, the National Task Force, the Education Sector Development Committee, Technical Working Groups, AJESR, AESPR validation platforms, and existing ESMIS structures. This significantly reduced duplication, transaction costs, and the need for parallel project systems.

Efficiency was further strengthened through the strategic sequencing of outputs, whereby a single investment generated multiple downstream reform benefits. For example, the gender study informed the development of the Gender Framework and its mainstreaming strategy; teacher workforce simulation informed workforce gap planning and later STG design; the student unit cost study strengthened financing reform dialogue; and the dashboard architecture is supporting broader sector M&E reforms. This high level of output reuse substantially increased value for money.

A further efficiency gain came from the use of national institutions and local expertise, including REPOA (Research on Poverty Alleviation), universities, and sector technical specialists, rather than over-reliance on international consultancy structures.

Despite overall strong efficiency, some activities experienced minor delays due to extended consultation processes, data availability constraints, and procurement procedures. However, these delays were generally short-term and contributed to improved quality, validation, and ownership of outputs. Overall, the grant maintained a high level of implementation efficiency without requiring a no-cost extension.

Timeliness

Detailed Description

Timeliness at the start of grant implementation was assessed as satisfactory, with a few unavoidable timing pressures affecting early-stage activities. These were particularly evident in activities that depended on complex preparatory processes, including harmonisation of 2022 Census data with ESMIS datasets, extensive stakeholder consultations for the current sector plan, validation of the Gender Framework, dashboard development, and procurement processes for disability assessment tools. These activities required significant technical alignment, multi-stakeholder consensus-building, and procedural clearances, which placed pressure on the initial implementation schedule.

While these conditions contributed to minor delays at the start, they were effectively managed through adaptive implementation measures, including revised activity sequencing, intensified technical consultations, and strengthened coordination among implementing institutions. As a result, the delays did not significantly affect overall grant delivery, and implementation proceeded in line with planned objectives.

Detailed Description

During implementation, timeliness improved to a satisfactory-to-high level, supported by strong evidence of adaptive acceleration where delays emerged. Implementation teams responded effectively through adaptive management measures, including resequencing of activities and integration of delayed outputs into existing sector processes such as AJESR, AESPR validation, and technical workshops. These efforts were further supported by the June 2025 National Task Force acceleration plan and strengthened follow-up through technical coordination meetings.

This proactive management approach ensured that all major activities were completed within the grant life cycle, and no extension was required.
A particularly positive timeliness indicator during this phase was the timely delivery of large-scale capacity-building activities. Training for M&E officers, school leaders, REOs, CEOs, and inclusive education personnel was completed early enough to support rollout of the Education and Training Policy (2014, version 2023) and ESDP implementation, thereby strengthening the operational readiness of the sector.

Grant costs

Detailed Description
Grant cost efficiency was strong, with the total allocation of USD 3,899,000 managed with prudent fiscal discipline and strategic flexibility. Resources were concentrated on activities with high multiplier effects, particularly studies, simulation models, training cascades, coordination systems, and digital tools that will continue generating value beyond grant closure.

A strong example of cost optimisation was the Ministry’s decision to shift from full hard-copy printing of major policy documents toward digital dissemination and simplified public-facing versions, including QR code access and the ESDP Popular Version. This preserved budget space while expanding reach and accessibility.

Similarly, the use of shared workshops and integrated missions enabled multiple outputs to be advanced simultaneously. For example, field visits supported both AJESR validation and sub-national reform monitoring, while financing studies informed planning, budgeting, and equity discussions concurrently. This integrated approach significantly improved cost efficiency.

Budgeting and implementation were based on Government-approved rates and standard costing norms, which served as the benchmark for assessing costs and ensuring value for money. As the grant primarily supported system-strengthening activities and government-led processes, efficiency was assessed against approved cost norms, budget ceilings and delivery of planned outputs. UNICEF's established financial management and oversight systems provided an additional layer of due diligence through regular budget reviews and expenditure monitoring. Costs remained broadly in line with the approved rates throughout implementation.

Partnerships and Inclusive Dialogue

Detailed Description

Implementation efficiency was significantly strengthened through strong partnerships and inclusive sector dialogue mechanisms. The grant effectively leveraged UNICEF as Grant Agent, UNESCO as Coordinating Agent, REPOA, the Open University of Tanzania, development partners, civil society organisations, faith-based organisations, and private sector stakeholders.

The ESDC self-assessment, which engaged 69 stakeholders, strengthened the functionality of sector dialogue by clarifying roles, improving Technical Working Group coordination, and strengthening follow-up mechanisms for sector decisions.

An additional efficiency gain emerged from the way partnerships reduced duplication. Rather than institutions separately generating evidence, financing data, or monitoring outputs, the SCG supported shared sector platforms for joint evidence generation, validation, and review, thereby improving both efficiency and institutional ownership.

Use of data and Evidence for Improvement

Detailed Description

This was one of the strongest efficiency dimensions of implementation. The grant systematically used data and evidence to improve both implementation decisions and resource allocation.
The student unit cost study significantly improved financing realism by integrating household expenditure into the national cost model, enabling policymakers to better understand the total cost of education and strengthen capitation and equity discussions.

The development of the M&E Dashboard further improved efficiency by shifting the Ministry from fragmented manual reporting toward near real-time KPI tracking and digital performance summaries. By linking the dashboard to ESMIS and related systems, the grant reduced reporting duplication, improved the speed of analysis, and enabled senior leadership to identify implementation gaps more quickly.

The use of teacher workforce simulation, financing mapping, and harmonised data categories for disability and dropout also improved the efficiency of future planning decisions by reducing reliance on fragmented datasets.

Use of GPE Processes

Detailed Description

Implementation remained closely aligned with GPE operational standards, reporting structures, and country-level processes, which strengthened procedural efficiency and reduced compliance risks.

The LEG self-assessment followed GPE dimensions relating to strategic value, collaborative capacity, and organisational capacity, while all activities were clearly aligned with the three SCG financing windows. This ensured strong coherence between grant implementation and GPE’s enabling factors framework.

The consistent use of AJESR, ESDC, National Task Force meetings, and formal validation structures also ensured that implementation remained aligned with GPE’s emphasis on country ownership, mutual

accountability, and learning-oriented grant delivery.

Sustainability

Detailed Description

Sustainability is assessed as high, with outputs embedded within existing Government systems, sector processes, and medium-term reform frameworks rather than stand-alone project structures. This institutional anchoring significantly increases the likelihood that gains achieved through the System Capacity Grant will continue generating value beyond grant closure.

A major sustainability strength lies in the human capital investments made across multiple levels of the system. The training of M&E champions, school leaders, Regional Education Officers, District Education Officers, inclusive education personnel, and technical officers ensured that critical competencies in monitoring, evidence use, policy operationalisation, and implementation oversight are now embedded within Government institutions. Because these capacities are held by permanent system actors rather than temporary project staff, they can continue to be cascaded through future orientations, refresher training, sector reviews, and routine management processes beyond the grant period.

Sustainability has also been strengthened through the development of reusable institutional tools and frameworks, including manuals, operational guidelines, metadata frameworks, dashboard architecture, simulation tools, financing templates, implementation roadmaps, and technical documentation. These assets reduce future start-up costs for related reforms and provide the Ministry with a foundation for continued system strengthening in areas such as data harmonisation, financing analysis, teacher workforce planning, and real-time monitoring.

Most importantly, several of the grant's highest-value outputs are now integrated into the Government's medium-term planning, budgeting, and reform cycle. These include the Gender Framework, the ESDP 2025/26–2029/30, financing studies, teacher workforce simulation analytics, stakeholder financing tracking mechanisms, and the technology-enabled dashboard structures. Their incorporation into core planning and annual review processes significantly strengthens long-term institutional sustainability because their continued use is now linked to routine Government decision-making and budget processes.

A particularly strong sustainability indicator emerging from implementation is the continued ownership demonstrated by both Government and UNICEF beyond the grant envelope. The mobilisation of complementary resources by UNICEF outside the SCG budget to sustain technical momentum and support completion of key outputs reflects strong confidence in the relevance and durability of the reform agenda. Similarly, the Ministry's continued use of SCG-generated tools and studies in ongoing sector processes indicates that the reforms have moved beyond project outputs into routine system functions.

These factors indicate that the sector is now well positioned not only to sustain the gains achieved, but also to benefit from a future phase focused on scale, deeper institutionalisation, and continuous adaptive learning should additional catalytic support become available. This is a strong indication that the SCG successfully established durable foundations for longer-term system transformation aligned with national priorities and GPE objectives.

Grant Management and Use of Funds

Unspent Funds

Amount of funds that were not spent by grant closing

0

Detailed Description

Grant management and use of funds are assessed as highly satisfactory, supported by strong fiduciary discipline, technical oversight, and responsive management structures.

UNICEF's role as Grant Agent provided robust fiduciary assurance through the Harmonized Approach to Cash Transfers (HACT), including micro-assessments, risk mitigation measures, financial verification, and continuous monitoring of partner capacity. This was particularly important for activities involving multiple technical partners and national research institutions.

The joint oversight arrangement involving UNICEF, UNESCO, MoEST, PO-RALG, and the National Task Force created a strong balance between financial accountability and technical quality assurance. Regular review meetings, particularly the June 2025 performance review and National Task Force sessions, enabled close tracking of expenditure, timely budget adjustments, and responsive reallocation of resources where necessary.

Importantly, the grant closed with full utilisation of allocated resources and without requiring an extension, which is a strong indicator of sound financial management, disciplined implementation planning, and efficient use of available funds.

There were no unspent funds at grant closure, with the full USD 3,899,000 System Capacity Grant allocation fully utilised (100 percent absorption) in line with the approved workplan, budget categories, and grant objectives. A small portion of the allocation remained under financial commitment for the procurement of assessment kits that had already been contracted, with payment to be completed upon delivery. Delivery timelines were affected by global shipping and supply chain disruptions, which delayed the shipment of the kits. The procurement and associated payment are expected to be completed prior to financial closure of the grant. Full utilisation was achieved through diligent financial management, close technical oversight, and continuous alignment of expenditure with implementation priorities across all three financing windows.s.

To support the timely and high-quality completion of critical system-strengthening deliverables, UNICEF mobilised complementary resources from its own programme funds outside the SCG envelope. These supplementary resources were strategically used to support emerging operational and quality-assurance requirements, including additional consultation processes, technical backstopping, implementation follow-up, and dissemination-related costs such as wider circulation of the ESDP Popular Version. These contributions were fully separate from the GPE allocation and were not charged to the SCG budget.

The zero-balance closure therefore reflects a high level of absorptive and allocative efficiency, whereby all available GPE resources were fully translated into completed outputs, while complementary UNICEF co-financing further strengthened implementation quality and sector reach. The additional UNICEF contribution should therefore be understood as partner co-financing that enhanced implementation value rather than overspending against the grant.

Overall, the grant closed with a nil unspent balance, full compliance with GPE financial reporting requirements, and strong evidence of efficient resource utilisation and partner leverage.

Management Performance

Level of Management Performance 4

Highly Satisfactory (HS)

Detailed Description

Management performance is assessed as highly satisfactory, reflecting the strong governance architecture, effective inter-institutional coordination, adaptive implementation oversight, and robust fiduciary management that underpinned successful delivery of the System Capacity Grant. The management model combined Government leadership with partner-supported technical and fiduciary assurance, enabling the Ministry of Education, Science and Technology (MoEST), PO-RALG, UNICEF as Grant Agent, UNESCO as Coordinating Agent, and the National Task Force to maintain strategic oversight while ensuring compliance with GPE standards and timely resolution of implementation bottlenecks. This management arrangement was instrumental in ensuring that all planned outputs were completed within the grant period without requiring an extension.

A major strength was the multi-tier governance structure, which provided clear oversight at strategic, technical, and operational levels. At the core of implementation was the National Task Force, which served as the primary technical management mechanism bringing together MoEST, PO-RALG, UNICEF, and key sector specialists. This arrangement ensured that major outputs, including the gender study that informed the development of the Education Gender Framework and its mainstreaming strategy, the current ESDP, LEG self-assessment, teacher workforce simulation, student unit cost study, financing tracking mechanism, and M&E dashboard, remained technically sound and aligned with national priorities. At the strategic level, management decisions were reinforced through existing sector governance structures, particularly the Education Sector Development Committee, Technical Working Groups, AJESR, and AESPR validation sessions, which strengthened country ownership and reduced reliance on parallel project systems.

A particularly strong management feature was the formal collaboration between MoEST as policy lead and PO-RALG as implementation lead. Given the historically recognised coordination gap between policy development and sub-national implementation, the deliberate inclusion of both institutions in technical reviews, validation workshops, and performance review sessions significantly strengthened the implementability of grant outputs. This was especially important for reforms requiring school and LGA uptake, including re-entry guideline operationalisation, disability assessment systems, policy dissemination, AJESR follow-up, and validation of financing and data systems.

UNICEF’s performance as Grant Agent was highly effective, particularly in fiduciary oversight, risk mitigation, and adaptive grant management. The consistent application of the Harmonized Approach to Cash Transfers (HACT), including partner micro-assessments, risk-based verification, and capacity strengthening where necessary, ensured strong accountability and integrity in fund utilisation. Financial management was closely linked to technical review processes through regular performance meetings, particularly the June 2025 Annual Performance Review and National Task Force sessions, where expenditure progress, implementation bottlenecks, and acceleration measures were jointly reviewed. This strengthened management responsiveness and ensured strong alignment between disbursement, workplans, and output delivery.

UNESCO’s role as Coordinating Agent also added significant management value through support to inclusive dialogue and procedural discipline around GPE processes. Its facilitation of the ESDC platform, support to the self-assessment process, and reinforcement of stakeholder participation standards ensured that development partners, civil society organisations, faith-based organisations, and private sector actors remained meaningfully engaged in implementation oversight and strategic decision-making. This strengthened the legitimacy and collective ownership of management decisions across the sector.

Technical quality assurance was another strong dimension of management performance. Major deliverables consistently underwent multi-stage peer review, technical validation, and stakeholder endorsement, reducing the risk of low-utility outputs. The AESPR validation process, AJESR deliberations, dashboard design consultations, financing validation workshops, and policy review sessions all demonstrate a strong management culture centred on technical rigour and usability. Equally important, the management of national consultants and technical partners, including REPOA, the Open University of Tanzania, and specialised research teams, was deliberately paired with Government technical teams to strengthen on-the-job knowledge transfer and reduce the risk of stand-alone consultancy outputs.

Another positive feature was the shift toward results-based and learning-oriented management. The grant moved beyond activity tracking toward active use of evidence from field visits, dashboard KPI development, AJESR findings, beneficiary feedback, data harmonisation reviews, and financing studies to inform management decisions. This created a strong feedback loop between implementation evidence and operational adjustment, improving both efficiency and output quality throughout the grant period.

Therefore, management performance is rated highly satisfactory because the grant combined strong Government ownership, effective inter-ministerial coordination, disciplined fiduciary oversight, robust

technical quality assurance, and adaptive problem-solving. Beyond successful delivery of outputs, the management arrangements themselves strengthened institutional confidence in managing complex, multi-stakeholder reforms through country systems, representing an important and lasting system-capacity gain aligned with the objectives of the System Capacity Grant.

Annexes

Annex 1: List of Acronyms

Acronym	Description
AESPR	Annual Education Sector Performance Report
AJESR	Annual Joint Education Sector Review
ANFE	Adult and Non-Formal Education
ATC	Arusha Technical College
BEST	Basic Education Statistics in Tanzania
CAMIS	Comprehensive Assessment Management Information System (Rwanda)
CEO	Council Education Officer
COSTECH	Tanzania Commission for Science and Technology
CSEE	Certificate of Secondary Education Examination
CSOs	Civil Society Organisations
CSSF	Comprehensive School Safety Framework
DIT	Dar es Salaam Institute of Technology
DPP	Directorate of Policy and Planning
DPs	Development Partners
DQA	Data Quality Assurance
DSA	Daily Subsistence Allowance
EMIS	Education Management Information System
ESDC	Education Sector Development Committee
ESMIS	Education Sector Management Information System

ESDP	Education Sector Development Plan
ESRAC	Educational Support and Resource Assessment Centre
ESSP	Education Sector Strategic Plan (Rwanda)
ETP	Education and Training Policy
FBOs	Faith-Based Organisations
FGDs	Focus Group Discussions
FYDP III	Third Five-Year Development Plan
GBV	Gender-Based Violence
GPE	Global Partnership for Education
HACT	Harmonized Approach to Cash Transfers
HBS	Household Budget Survey
HESLB	Higher Education Students' Loans Board
HLIs	Higher Learning Institutions
IAE	Institute of Adult Education
ICT	Information and Communication Technology
IPRC	Integrated Polytechnic Regional College (Rwanda)
KII	Key Informant Interview
KPI	Key Performance Indicator
LEG	Local Education Group
LGAs	Local Government Authorities
M&E	Monitoring and Evaluation
MDAs	Ministries, Departments and Agencies
MEAL	Monitoring, Evaluation, Accountability and Learning
MoEST	Ministry of Education, Science and Technology
MoF / MoFP	Ministry of Finance and Planning

MUST	Mbeya University of Science and Technology
NACTVET	National Council for Technical and Vocational Education and Training
NBS	National Bureau of Statistics
NECTA	National Examinations Council of Tanzania
NESA	National Examination and School Inspection Authority (Rwanda)
NM-AIST	Nelson Mandela African Institution of Science and Technology
OOSCY	Out of School Children and Youth
PMO-RALG / PO-RALG	President's Office – Regional Administration and Local Government
PPP	Public Private Partnership
PSLE	Primary School Leaving Examination
RBME	Results-Based Monitoring and Evaluation
REB	Rwanda Basic Education Board
REO	Regional Education Officer
REPOA	Research on Poverty Alleviation
RTB	Rwanda TVET Board
SCG	System Capacity Grant
SDG 4	Sustainable Development Goal 4 (Quality Education)
SPSS	Statistical Package for the Social Sciences (IBM SPSS Statistics)
STEM	Science, Technology, Engineering and Mathematics
STI	Science, Technology and Innovation
TCU	Tanzania Commission for Universities
TEA	Tanzania Education Authority
TENMET	Tanzania Education Network / Mtandao wa Elimu Tanzania
TIE	Tanzania Institute of Education
ToR	Terms of Reference

TVET	Technical and Vocational Education and Training
TWGs	Technical Working Groups
UDOM	University of Dodoma
UDSM	University of Dar es Salaam
UNESCO	United Nations Educational, Scientific and Cultural Organization
VETA	Vocational Education and Training Authority
WEO	Ward Education Officer

Annex 2: Efficacy by Grant Window

Capacity Area Window
Window 1: Strengthen gender-responsive planning and policy development for system-wide impact

Level of Achievement at End of Grant
High

Detailed Description:
This capacity area window achieved a high level of efficacy in strengthening the Government's capacity for gender-responsive policy reform, strategic planning, and institutional coordination for sector implementation. The activities under this window supported improvements in policy coherence, planning quality, operationalisation of sector reforms, and institutional capacity to integrate gender and equity considerations within sector planning and implementation processes. Overall, the sequencing of activities from policy review and evidence generation to dissemination, operational planning, and capacity strengthening contributed to stronger alignment between sector priorities and implementation arrangements.

An important achievement under this window was the undertaking of the Gender Mainstreaming Study and subsequent development processes for the Education Sector Gender Framework and implementation strategy. Initially designed as a curriculum-focused gender audit, the activity was later expanded into a broader education sector gender assessment following Government guidance that a more comprehensive review of gender mainstreaming across the sector would provide greater system value. The curriculum audit component was considered less necessary given that the curriculum had recently undergone review and reform processes through which gender considerations had already been mainstreamed within curriculum content and learning materials. This adjustment strengthened the relevance of the exercise by allowing the assessment to examine wider systemic barriers affecting girls and vulnerable learners, including early marriage, adolescent pregnancy, gender-based violence, low participation of girls in STEM-related pathways, and school-level protection risks.

The study process itself strengthened participation and institutional learning through engagement of Government officials, teachers, learners, parents, community representatives, and development partners across six regions and twenty-four schools. Findings from the assessment informed integration of gender-responsive priorities within sector planning discussions and strengthened the Ministry's ability to mainstream gender, disability, inclusion, and equity considerations within planning, budgeting, and monitoring processes. The establishment of the Gender Study Task Force and the use of consultative review processes also strengthened technical ownership and coordination around gender-related reforms.

The review, validation, dissemination, and operationalisation of ESDP III also represented an important area of progress under this window. The process involved sustained collaboration between MoEST, PO-RALG, IIEP-UNESCO, Technical Working Groups, and sector stakeholders over an extended period, creating practical learning opportunities for national technical teams in sector analysis, costing,

implementation planning, and results-based management. Dissemination workshops involving Regional Education Officers, Council Education Officers, school inspectors, and education managers from all regions and LGAs strengthened understanding of implementation priorities and institutional responsibilities at all levels. Development of implementation manuals and operational action plans further supported translation of strategic priorities into operational practice.
Support to the review and dissemination of the Education and Training Policy 2014 (2023 Edition) and the review of the Education Act also strengthened the broader policy and legislative environment supporting sector reforms. The launch and dissemination processes brought together Government institutions, development partners, private sector actors, faith-based organisations, civil society organisations, and education practitioners, helping strengthen awareness and ownership of the reform agenda. Stakeholder consultations during the Education Act review generated important inputs on issues related to learner re-entry, compulsory basic education, teacher professionalisation, curriculum implementation, and Public-Private Partnerships in education. While the legislative review process required longer timelines due to the consultative nature of legal reform, the grant strengthened technical dialogue and preparedness for future policy implementation processes.

The activities under this window also strengthened sector responsiveness to vulnerable learners and emergency situations. The re-entry policy review generated evidence on reintegration pathways for learners who had dropped out of school, particularly adolescent mothers and out-of-school children, and youth. Findings highlighted the growing use of counselling, mentorship, flexible learning arrangements, and community support approaches to facilitate reintegration. In addition, the development of preparedness, response, and recovery operational plans strengthened institutional readiness to respond to emergencies affecting education systems, including flooding, landslides, and disease outbreaks. These interventions strengthened the sector's capacity to respond more systematically to risks.

Several activities under this window reflected important innovations and promising practices in sector planning and policy development. These included the integration of gender-responsive planning within ESDP III processes, use of digital dissemination approaches for policy documents, establishment of multi-stakeholder technical review structures, and incorporation of emergency preparedness planning within broader sector management processes. The study also identified promising practices within schools and institutions, including gender desks, re-entry support mechanisms, and gender-responsive teacher support approaches that may inform future scale-up efforts.
The level of accomplishment varied across activities. Policy review processes, dissemination activities, operational planning, and technical studies progressed relatively well and generated outputs that were integrated into ongoing sector reforms. However, some activities experienced delays due to dependencies between reform processes, extensive stakeholder consultations, procurement timelines, and sequencing considerations linked to curriculum rollout and policy review processes. Development of the Gender Strategy, for example, depended on completion and validation of the expanded gender assessment process. Additional implementation pressures also emerged from harmonisation of stakeholder inputs, administrative procedures, and temporary slowdowns during the election period.

These implementation challenges were addressed through revised sequencing of activities, continued technical consultations, integration of activities into existing sector review platforms, and strengthened coordination through the National Task Force and Technical Working Groups. Some activities also benefited from complementary UNICEF technical and financial support outside the SCG funding envelope, which helped sustain implementation momentum and continuity of technical processes. Despite these adjustments, activities under this window were completed within the grant lifecycle without requiring a no-cost extension.

Implementation under this window remained aligned with the original grant design and intended use of funding. At the same time, some activities were adaptively refined in response to evolving sector priorities and implementation realities. Most notably, the curriculum-focused gender audit evolved into a broader education sector gender assessment to strengthen its practical relevance and usefulness for sector-wide planning and reform processes. These refinements improved the operational value of the outputs while remaining consistent with the intended objectives and financing purpose of the grant.

Capacity Area Window	**Level of Achievement at End of Grant**
Window 2: Mobilize coordinated action and financing to enable transformative change	High

Detailed Description:
This capacity area window achieved a high level of efficacy in strengthening sector coordination, collective accountability, financing transparency, and institutional follow-up mechanisms supporting

implementation of education sector reforms. The activities implemented under this window contributed to improving how Government institutions, Development Partners, CSOs, FBOs, private sector actors, and other education stakeholders coordinate, review progress, monitor implementation, and align support behind the priorities of the Education Sector Development Plan (ESDP). The results achieved under this window were largely consistent with the intended objectives of strengthening sector governance and improving coordinated implementation of reforms across national and sub-national levels.

One of the important achievements under this window was the strengthening of the Education Sector Development Committee (ESDC/LEG) and related coordination structures through participatory review and dialogue processes. The sector coordination analysis and review of ESDC/LEG Terms of Reference helped identify operational gaps affecting follow-up, accountability, participation, and communication across sector structures. Through these processes, stakeholders reflected jointly on the effectiveness of Technical Working Groups (TWGs), reporting arrangements, and coordination between MoEST, PO-RALG, Development Partners, and other actors involved in sector implementation. This contributed to improved clarity around institutional roles and strengthened ownership of sector coordination processes.

Implementation of the Annual Joint Education Sector Reviews (AJESR), AESPR validation meetings, dialogue sessions, and joint monitoring visits further strengthened mutual accountability within the sector. These platforms created opportunities for stakeholders to jointly review sector performance, discuss implementation bottlenecks, and agree on priority follow-up actions. Production and dissemination of AJESR reports and Aide Memoires strengthened continuity between annual review cycles by improving documentation and tracking of agreed recommendations. The development of the National Guidelines for Education Sector Dialogue also helped strengthen consistency in stakeholder engagement and provided a clearer framework for coordination, consultation, and follow-up across the sector.

Another important area of progress under this window was the mapping of stakeholder financing contributions and the establishment of mechanisms for tracking education sector financing flows. Through the financing mapping exercise and development of the Wadau Portal, the Ministry strengthened its ability to capture information on Government financing, Development Partner support, NGO contributions, private sector investments, and other forms of support to the education sector. The financing tracking system established an important institutional foundation for improving financing transparency, reducing fragmentation of financing information, and strengthening alignment of partner support with ESDP priorities. The process also created stronger opportunities for future analysis of financing equity and resource allocation across underserved regions and vulnerable groups.

The activities under this window also strengthened institutional capacity for monitoring implementation and use of evidence within sector management processes. Capacity development initiatives targeting MoEST and PO-RALG staff improved understanding of monitoring and evaluation systems, results-based management approaches, and data analysis for sector performance monitoring. The use of practical training approaches, including SPSS-based analytics and participatory monitoring exercises, strengthened technical confidence among participants and improved awareness of the importance of evidence-based decision-making within implementation processes. Involving leadership teams in monitoring and evaluation discussions also helped strengthen institutional ownership of performance monitoring and follow-up processes.

The contribution of this window to girls and vulnerable learners was mainly systemic rather than directly service-oriented. Stronger coordination and financing transparency mechanisms improved the sector's ability to monitor implementation of priorities related to girls' education, learner re-entry, disability inclusion, and equitable resource allocation. In addition, the strengthened dialogue platforms created greater space for organisations working on gender equality, inclusive education, and community-level support interventions to participate more actively in sector review and accountability processes. While these gains may not yet translate immediately into direct learner-level outcomes, they strengthened institutional conditions necessary for more coordinated implementation of equity-focused reforms.

Several promising practices and institutional innovations emerged under this window. These included the participatory LEG/ESDC self-assessment approach, integration of AJESR findings into planning and budgeting discussions, and development of the Wadau Portal financing mechanism to improve visibility of financing flows within the sector. The increasing use of structured dialogue platforms and joint review processes also strengthened institutional learning and continuity between sector review cycles. These approaches helped move sector coordination processes beyond periodic consultation towards more structured follow-up and collective accountability.

The level of accomplishment varied across activities. AJESR processes, dialogue meetings, monitoring visits, and coordination reviews progressed relatively well and became more embedded within sector governance structures. However, some activities experienced delays due to dependencies on broader sector planning processes and institutional coordination requirements. For example, operationalisation of

the financing tracking mechanism required alignment with the revised ESDP and wider sector financing frameworks. Some monitoring and evaluation strengthening activities also required additional time due to competing institutional priorities, recruitment processes, and scheduling constraints across participating institutions. Administrative slowdowns during the election period also affected implementation timelines for selected activities.
These challenges were managed through revised activity sequencing, continued technical consultations, integration of delayed outputs into existing coordination platforms, and use of established sector structures such as TWGs and AJESR follow-up mechanisms to sustain implementation momentum. Strong Government ownership and continued engagement of sector stakeholders also helped maintain continuity of implementation despite delays affecting some components.

Implementation, therefore, remained aligned with the original grant design and intended use of funding. At the same time, some activities were refined and sequenced differently in response to evolving implementation realities, particularly the need to align financing tracking systems, coordination mechanisms, and monitoring processes with the finalised ESDP and broader sector reform timelines. These adjustments strengthened the practical relevance and sustainability of the outputs.

Capacity Area Window	**Level of Achievement at End of Grant**
Window 3: Strengthen capacity, adapt, and learn, to implement and drive results at scale	High

Detailed Description:
This capacity area window achieved a high level of efficacy in strengthening adaptive implementation systems, education data governance, digital monitoring infrastructure, and institutional learning capacities required to support large-scale reform implementation. Efforts under this window focused on improving the Ministry's ability to generate, harmonise, analyse, and apply education data more effectively within planning, implementation monitoring, policy review, and decision-making processes. Taken together, the interventions helped establish a more coherent foundation linking data systems, digital monitoring, analytical planning tools, and technical capacity development to support adaptive sector management and reform implementation at scale.

A significant area of progress under this window was the development of the technology-enabled Monitoring and Evaluation Dashboard intended to support real-time monitoring of implementation of the Education and Training Policy, ESDP priorities, and strategic education programmes. Considerable progress was made in development of the Key Performance Indicators framework, metadata standards, dashboard architecture, data integration protocols, interface design, and system testing preparations. The dashboard work represented an important shift towards more integrated and responsive performance monitoring systems within the sector. The process also strengthened institutional understanding of how digital monitoring systems can support more timely identification of implementation bottlenecks and improve management oversight.

The window also supported important progress in harmonisation and integration of education data systems. Reviews of existing data collection tools and information systems identified inconsistencies, duplication, and interoperability gaps affecting reliability and comparability of education statistics. As part of this process, revisions were made to data categories and reporting tools, particularly those related to disability, dropout, and distinctions between rural and urban schools. These changes strengthened the quality and usefulness of education data while improving the sector's ability to generate more disaggregated information for planning and monitoring purposes. The work on harmonisation also strengthened the foundation for more coordinated data governance across education institutions and subsectors.

Another important area strengthened under this window was the Ministry's capacity for analytical planning and evidence-based decision-making. The Teacher Workforce Assessment and simulation exercises improved institutional capacity to analyse teacher demand, deployment patterns, staffing gaps, and future workforce requirements. The simulation process also supported broader discussions around teacher management and informed planning considerations linked to implementation of sector reforms. Similarly, expansion of the student unit cost study to include household contributions provided a more realistic picture of the actual costs associated with participation in education. This strengthened understanding of household expenditure pressures related to transport, meals, uniforms, learning materials, and other

education-related costs that affect participation of vulnerable learners.

Institutional learning and adaptive management processes within the sector were further strengthened through improvements in data systems, dashboard development, revised classifications, simulation exercises, and targeted capacity development initiatives. These efforts enhanced the Ministry's ability to monitor implementation progress, identify emerging challenges, and apply evidence more consistently in implementation and planning decisions. Capacity strengthening activities focusing on monitoring and evaluation systems, data analytics, and results-based management approaches also improved technical confidence and competencies among staff responsible for planning, monitoring, and reporting functions. In addition, the benchmarking and learning visit to Rwanda provided practical exposure to integrated education management systems, digital transformation approaches, and decentralised implementation practices relevant to ongoing reforms within Tanzania.

Equity considerations were strengthened under this window mainly through improvements in how education data is collected, categorised, analysed, and used within sector planning and monitoring processes. Revisions to disability classifications, stronger gender-disaggregated reporting, improved tracking of dropout patterns, and clearer differentiation between rural and urban school contexts provided the sector with more reliable information on disparities affecting girls, learners with disabilities, out-of-school children, and other underserved groups. Expanding the student unit cost analysis to capture household spending on education also provided deeper insight into the financial pressures facing vulnerable families and the extent to which hidden education costs continue to affect participation and retention. The systemic improvements achieved under this window strengthened the sector's capacity to make more informed and equity-sensitive planning, financing, and implementation decisions.

Several innovations and promising practices emerged under this window. These included development of the digital M&E Dashboard linked to ESMIS architecture, integration and harmonisation of fragmented education data systems, introduction of revised data categories for disability and dropout analysis, and use of simulation modelling to support workforce planning and resource allocation discussions. The gradual movement away from fragmented and retrospective reporting towards more integrated digital monitoring systems represented an important institutional shift in how implementation performance information is generated and used across the sector.

The level of accomplishment varied across activities. Analytical studies, simulation exercises, technical system design activities, and capacity development initiatives progressed relatively well and generated outputs that were integrated into ongoing reform processes. However, some digital and systems integration activities required additional implementation time due to institutional coordination requirements, sequencing dependencies between reform processes, and the need to align harmonised data systems and monitoring tools with ongoing ESDP implementation processes. Operationalisation of harmonised data systems also depended on completion of interoperability assessments and integration protocols across institutions. Additional implementation pressures emerged from competing institutional priorities and temporary administrative slowdowns during the election period.

These implementation challenges were addressed through phased system development approaches, adjustments in activity sequencing, continued technical consultations, and integration of emerging outputs into existing Ministry structures and technical working arrangements. Reliance on existing Government systems and progressive alignment with ESMIS architecture also helped minimise duplication and supported longer-term institutional sustainability of the reforms being introduced. The work completed under this window established an important foundation for more responsive implementation management and strengthened the use of data and evidence within the education sector.
The design of the grant was not changed at all. As implementation progressed, some activities were reorganised and refined to better fit emerging sector needs and ongoing reform processes, particularly in relation to integration of digital monitoring tools, harmonised data systems, and analytical platforms within the final ESDP framework. These adjustments helped ensure that the systems and tools being developed were more practical, better integrated within existing sector structures, and more sustainable beyond the grant period.

---

1 High - There were no shortcomings or at most minor shortcomings in the continued alignment between grant activities and the capacity needs/priorities. The grant provided clear evidence of such alignment. If circumstances changed, the objectives were changed accordingly to keep objectives fully relevant. Substantial - There were moderate shortcomings in the continued alignment between grant activities and the capacity needs/priorities. The grant provided limited 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 grant activities and the capacity needs/priorities. 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 grant activities and the capacity needs/priorities. The grant 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) its objectives (intended outcomes).

[3] 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 recognized norms in the sector.

[4] Highly Unsatisfactory – Overall grant management performance prevented the achievement of one or more outputs. Unsatisfactory – Overall grant management performance limited or jeopardized the achievement of one or more outputs. Moderately Unsatisfactory – Overall grant management performance delayed the achievement of one or more 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.