**GLOBAL PARTNERSHIP FOR EDUCATION**

# LITERACY AND NUMERACY EDUCATION SUPPORT (LANES) PROGRAMME

## Mainland Tanzania

**September 2013**

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## ABBREVIATIONS

| | |
|---|---|
| 3Rs | Reading, Writing and Arithmetic |
| ACCC | Association for Canadian Community Colleges |
| ACSEE | Advanced Certificate for Secondary Education Examination |
| ADEM | Agency for Development of Education Management |
| AE/NFE | Adult and Non-Formal Education |
| AESR | Annual Education Sector Review |
| AfDB | Africa Development Bank |
| BE-MIS | Basic Education Management Information System |
| BEST | Basic Education Statistics for Tanzania |
| BRN | Big Results Now! |
| CA | Coordinating Agency |
| CAG | Controller and Auditor General |
| CBET | Competence Based Education and Training |
| CBET | Competency Based Education and Training |
| CBO | Community Based Organization |
| CCI | Cross Cutting Issues |
| CDOs | Community Development Officers |
| CG | Capitation Grant |
| CIS | Chief Inspector of Schools |
| COBET | Complementary Basic Education in Tanzania |
| CR | Completion Rate |
| CSEE | Certificate for Secondary Education Examination |
| CSO | Civil Society Organization |
| DAEO | District Adult Education Officer |
| DAO | District Administrative Officer |
| DCDO | District Community Development Officer |
| DFID | Department for International Development |
| DG | Development Grant |
| DPP | Director of Policy and Planning |
| ECD | Early Childhood Development |

| | |
|---|---|
| ED-DPG | Education Development Partners Group |
| EE | Enrolment Expansion |
| EFA | Education For All |
| EMIS | Education Management Information System |
| ERC | Education Reform Compact |
| ESDC | Education Sector Development Committee |
| ESDC-TF | Education Sector Development Committee Task Force |
| ESDP | Education Sector Development Programme |
| ESMIS | Education Sector Management Information System |
| ESPR | Education Sector Performance Report |
| ESRAC | Education Support Resource and Assessment Centers |
| ETP | Education and Training Policy |
| FBO | Faith Based Organization |
| FDC | Folk Development College |
| FE | Folk Education |
| FEDP | Folk Education Development Programme |
| FE-MIS | Folk Education Management Information System |
| FIDP | Five Year Development Plan |
| FRA | Fiduciary Risk Assessment |
| FY | Financial/Fiscal Year |
| GBS | General Budget Support |
| GDP | Gross Domestic Product |
| GER | Gross Enrolment Ratio |
| GIR | Gross Intake Rate |
| GoT | Government of Tanzania |
| Govt | Government |
| GPE | Global Partnership for Education |
| GPE-IP | Global Partnership for Education Implementation Programme |
| GPI | Gross Parity Index |
| GPI | Gender Parity Index |
| HEDP | Higher Education Development Programme |
| HE-MIS | Higher Education Management Information System |
| HESLB | Higher Education Students Loans Board |

| | |
|---|---|
| HLM | High Level Meeting |
| IA | Internal Audit |
| IAE | Institute of Adult Education |
| ICT | Information Communication Technology |
| IECD | Integrated Early Child Development |
| ILFE | Inclusive Learning Friendly Environment |
| IMIS | Inspectorate Management Information System |
| IMSC | Inter Ministerial Steering Committee |
| IN-SET | In-service Training |
| JAST | Joint Assistance Strategy for Tanzania |
| JESR | Joint Education Sector Review |
| JESWG | Joint Education Sector Working Group |
| KCMC | Kilimanjaro Christian Medical Centre |
| KPIs | Key Performance Indicators |
| LACIC | LANES Activities Coordination and Implementation Committee |
| LANES | Literacy and Numeracy Education Support |
| LEG | Local Education Group |
| LGAs | Local Government Authorities |
| LIC | LANES Implementation Committee |
| LL-MIS | Life Long Learning Management Information System |
| M&E | Monitoring and Evaluation |
| MAFS | Ministry of Agriculture and Food Security |
| MCDGC | Ministry of Community Development Gender and Children |
| MCST | Ministry of Communication Science and Technology |
| MDAs | Ministries Department and Agencies |
| MDGs | Millennium Development Goals |
| MDU | Ministerial Delivery Unit |
| MHSW | Ministry of Health and Social Welfare |
| MIC | Medium Income Country |
| MICS | Ministry of Information Communication and Sports |
| MIS | Management Information System |
| MKUKUTA | Mpango wa Kukuza Uchumi na Kupunguza Umaskini Tanzania |
| MKUZA | Mpango wa Kupunguza Umaskini Zanzibar |

| | |
|---|---|
| MLEYD | Ministry of Labor, Employment and Youth Development |
| MoEVT | Ministry of Education and Vocational Training |
| MOF | Ministry of Finance |
| MOFEA | Ministry of Finance and Economic Affairs |
| MoHEST | Ministry of Higher Education, Science and Technology |
| MoU | Memorandum of Understanding |
| MP 3 | Digital Audio Player |
| MP 4 | Digital Audio Visual |
| MTEF | Medium Term Expenditure Framework |
| NAOT | National Audit Office Tanzania |
| NER | Net Enrolment Ratio |
| NFE | Non-Formal Education |
| NGO | Non-Governmental Organization |
| NSAs | Non State Actors |
| NSGRP | National Strategy for Growth and Reduction of Poverty |
| OC | Other Charges |
| OOS | Out Of School |
| PDB | Presidential Delivery Bureau |
| PE | Primary Education |
| PEDP | Primary Education Development Programme |
| PER | Public Expenditure Review |
| PETS | Public Expenditure Tracking Survey |
| PFM | Public Financing Management |
| PGDE | Post Graduate Diploma in Education |
| PMO-RALG | Prime Minister's Office - Regional Administration and Local Government |
| PPE | Pre Primary Education |
| PPP | Public Private Partnership |
| PR | Pass Rate |
| PRE-SET | Pre-Service Training |
| PSLE | Primary School Leaving Examinations |
| PTBR | Pupil Text Book Ratio |
| QI | Quality Improvement |
| QITWG | Quality Improvement Technical Working Group |

| | |
|---|---|
| RACEF | Resource Allocation Cost Efficiency and Financing |
| RAEO | Regional Adult Education Officer |
| RAS | Regional Administrative Secretary |
| RISE | Radio Instruction to Strengthen Education |
| RR | Repetition Rate |
| RVTSCs | Regional Vocational and Training Service Centers |
| SDL | Skills Development Levy |
| SE | Supervising Entity |
| SEDP | Secondary education development Programme |
| SIDA | Swedish International Development Agency |
| SLO | Statistics ad Logistics Officer |
| STD I/II | Standard One /Two |
| STEP | Student Teacher Enrichment Programme |
| SWASH | School Water, Sanitation and Hygiene |
| TAMONGSCO | Tanzania Managers of Non-Government Schools and Colleges |
| TC | Teachers' Colleges |
| TCU | Tanzania Commission for Universities |
| TDMS | Teacher Development Management Strategy |
| TEN/MET | Tanzania Education Network/Mtandao wa Elimu Tanzania |
| TET | Technical Education and Training |
| TIE | Tanzania Institute of Education |
| ToR | Terms of Reference |
| TPR | Teacher Pupil Ratio |
| TR | Transition Rate |
| TRCs | Teacher Resource Centers |
| TVEDP | Technical and Vocational Education Development Programme |
| TVET | Technical and Vocational Education and Training |
| TWG | Technical Working Group |
| TWS | Technical Working Session |
| UDSM | University of Dar es Salaam |
| UN | United Nations |
| UNESCO | United Nations' Educational, Scientific and Cultural Organization |
| UNFPA | United Nations Funds for Population Agencies |

| | |
|---|---|
| UNICEF | United Nations Children's Fund |
| USAID | United States Agency for International Development |
| URT | United Republic of Tanzania |
| VAC | Violence Against Children |
| VET | Vocational Education and Training |
| VETA | Vocational Education and Training Authority |
| VET-MIS | Vocational Education Training-Management Information System |
| VTC | Vocational Training Centre |
| WB | World Bank |
| WBUCHS | Weill Bugando University College of Health Sciences |
| WEC | Ward Education Coordinator |
| WFP | World Food Programme |
| ZUMM | Zungumza na Mtoto Mchanga/Talk to your Baby |

## ACKNOWLEDGEMENT

***For Tanzanian Children; those who have had less opportunity to learning…***

# EXECUTIVE SUMMARY

## 1. Introduction

Tanzania Mainland has been in the process of applying for Programme Implementation Grant of $94.8 million from the Global Partnership for Education (GPE) since mid 2012 following GPE's indication that Tanzania Mainland and Zanzibar were eligible for a Grant of up to $100 million[1]. Since mid 2012 various discussions were held with stakeholders in the Education Sector Development Committee (ESDC) in its capacity as the Local Education Group (LEG) to deliberate on priority areas for the GPE implementation programme.

The discussions were led by the Ministry of Education and Vocational Training (MoEVT) and the Swedish Agency for International Development (SIDA) in its capacity as the GPE Supervising Entity, involving Prime Minister's Office Regional Administration and Local Government (PMO-RALG), Ministry of Community Development, Gender and Children (MCDGC), Ministry of Finance (MoF), Development Partners (DPs) and Non State Actors-NSAs (Civil Societies and the Private Sector).

The ESDC agreed that a programme be developed focusing on Literacy and Numeracy for children of pre primary and lower primary ages and to be called "***Literacy and Numeracy Education Support*** (LANES)" programme. It was also agreed that the components of the programme pay special attention on activities targeting marginalized children, particularly those in hard to reach and to service areas, as reflected in the Primary Education Development Programme (PEDP III), Adult and Non Formal Education Development Programme (ANFEDP and Folk Education Development Programme (FEDP).

## 2. Rationale and Programme Alignment

The development of LANES programme has taken into account achievements and challenges identified by the sub sector programmes (PEDP, ANFED and FEDP) particularly those resulting from the rapid expansion of primary education in the past 15 years. These include poor literacy and numeracy skills at the lower grades limiting achievement of required skills in higher grades hence poor performance in the Primary School Leaving Examinations.

LANES has therefore drawn its objectives and outputs directly from the sub sectors three year action plans in order to ensure there is direct linkage on what the sub sectors plan to achieve in the next three years and what the GPE Grant will support.

The LANES also follows up on the Education Reform Compact (ERC) which is a Government and Development Partners' intent to fast track some priorities from within the existing Education Sector programmes aimed at achieving faster results in the following areas:

[1] The Grant was split into two parts at which Mainland Tanzania was allocated $94.8mil. and Zanzibar $ 5.2 Million.

- Improving teacher incentives, support systems, and professionalism giving more attention to motivational issues that affect teacher relocation, attendance and effort in the classroom.

- Enhancement of student assessment through provision of valuable feedback to accountable officers, teachers and learners on areas to improve overall learning outcomes; and that Student assessment would becomes a way to monitor and measure progress and impact of a reform at national level to guide the broader policy dialogue.

- Accountability through strengthening parental and citizen engagement to review, monitor and influence school/teacher performance and hence increase stakeholders' participation, especially at the local and school level to help improve accountability in education service delivery and thereby learning outcomes of students.

Further to the Education Reform Compact, a government wide presidential initiative on fast tracking learning achievements particularly in Basic Education (Big Results Now!-BRN), contributed to the direction taken towards arriving at the LANES outputs. The Big Results Now! Initiative for achieving fast results was launched in January 2013 as a Presidential Initiative based on Malaysia experience to achieve fast results in 6 sectors where Education was chosen as one. The BRN initiative observes that accountability at all levels in the primary education system is a key area which will need to be focused on to ensure improved learning achievements. The BRN emphasizes on:

- Effective system for holding education actors at all levels accountable;
- Increased transparency of school performance, and hence suboptimal decision making and support to schools;
- Resource availability for timely school inspection and feed back;
- Improved capacity of school heads to manage schools; and
- Improved functions of school committees to hold heads of schools accountable.

Three key elements of realizing accountability for the BRN areas have been identified as:

- Performance transparency of each school to the public based on a school Ranking System which will in turn provide schools, DEOs, REOs and policy makers with insightful information on performance for evidenced planning and management at all levels;
- Rewarding successful Schools, particularly those which will manage to improve results by providing monetary and non-monetary incentives; and
- Supporting Low Performing Schools focusing on pupil extra instructional hours, school managerial and resource support.

The LANES programme is also in line with 4 out of the 5 GPE Strategic Objectives for 2012-2015 which are:

- All girls in GPE-endorsed countries successfully complete primary school and go to secondary school in a safe, supportive learning environment.
- Dramatic increase in the number of children learning and demonstrating mastery of basic literacy and numeracy skills by Grade 3.
- Improve teacher effectiveness by training, recruiting and retaining teachers and supporting them to provide a good quality education.
- Expand the volume, effectiveness, efficiency and equitable allocation of external and domestic funding and support to education in GPE-endorsed countries.

## 3. Coverage and Focus of the LANES Program

The LANES programme will be implemented as a national program aimed at improving acquisition of reading, writing and numeracy skills among children in and out of school, targeting especially children in difficult, hard to reach areas, and those in vulnerable and marginalized environments. The age group is 5 through 11 years with a consideration of 2 to 4 year old children in day care centers; and 9 to 13 year old children in Non Formal Education Programmes.

## 4. LANES Programme Principles

The LANES priorities will be guided by the following principles:

i. Kiswahili and English will be the official medium of instruction and languages in which literacy is to be measured and achieved;

ii. Build on and improve upon existing Literacy and Numeracy initiatives, curricula and other interventions in Tanzania;

iii. Enhancement of pre-primary and lower primary school teachers' capacity and motivation for greater impact and sustainability;

iv. Motivate teachers to pursue cost-effective and continuous professional development;

v. Devise ways of cascading the LANES programme implementation approaches at Ward level;

vi. Require the participating schools and wards to make a firm commitment, undertaking wholeheartedly to incorporate the approaches on a sustainable basis in exchange for the training and learning materials;

vii. Incentivize the participating schools to improve the attainment of literacy and numeracy skills at early grades;

viii. Apply similar strategic principles to out-of-school children and to the CSOs supporting them, so that LANES becomes a one integrated intervention based upon close and creative coordination between all key implementers.

## 5. LANES Programme Components

### I. Improvement of Mastery Skills in Literacy and Numeracy in Pre and Primary schools with specific focus on the following:

a) Providing In Service Training to teachers on 3Rs to enhance learning achievement at early grades through:

- Conducting STD II 3Rs Midline and Endline Assessments;

- Training 6167 STD I and II Teachers on 3Rs skill annually; and
- Scaling-up of the School based INSET programme to all STD III and IV teachers in 25 councils (a total of 9,416 teachers annually

b) Ensuring provision of adequate teaching and learning materials for quality primary education by 2016 through:
- Establishment of School Incentive Scheme to award 2000 lower half improving Primary Schools annually;
- Provision of 3Rs Learning Kits to 15,525 primary schools;
- Provision of Teaching and learning Materials for 3Rs to 22 Grade A Government Teacher Colleges; and
- Establishment of Literacy Clubs in 5 schools in each of the 168 councils.

c) Ensuring that Education is inclusive to all school age children through:
- Training 6167 STD I and II Primary School Teachers annually on the use of the Inclusive Learning Friendly Environment (ILFE) Tool Kits;
- Launching of the LANES Programme to ensure community involvement;
- Conducting Pre enrolment assessment of children to determine learning needs at the beginning of each year of STD I in 25 Councils;
- Sensitizing communities to participate in improvement of the learning environment; and
- Sensitization of communities to ensure provision of School meals in 15, 525 primary schools.

d) Review and revise the Primary Education and Grade A Teacher Training Curricula:
- By delivering e-content learning materials in Kiswahili, Math, and English using Bridge IT Model in 864 primary schools; and
- By developing and distributing National Literacy Development Guide for Primary Education.

**II. Improvement of Mastery Skills in Literacy and Numeracy in Non-Formal Basic Education**

The component aims at increased participation of children aged 9-13 years in non-formal education Centers through implementation of the following:
- Increasing mastery of literacy and numeracy skills to over 100,000 children in Non Formal settings;
- Sensitize communities on participation in both formal and non-formal education for OOS children age 5-13;
- Conduct Midline and Endline 3Rs Assessment in NFE Centers;
- Establishing 500 Satellite centers for out of school children in areas with hard to service schools (reaching up to 30, 000 children annually;
- Provision of Radio Instruction to Strengthen Education (RISE) through outreach interventions reaching up to 10, 000 children with no access to learning centers;

- Establish Literacy Clubs in 5 NFE centers and in 5 schools in 168 councils;
- Adapt YES I CAN teaching and learning methodology for OOS children aged 7-13 to reach all 1680 learning centers learners;
- Scaled Up NFE in collaboration with 11 Non State Actors-NSAs (CSO, PPP, CBOs);
- Support 168 community based interventions (learning centre facilities) to improve NFE services for OOS children aged 9-13; and
- develop Programme for awareness raising and sensitization of school communities on Violence Against Children (VAC).

**III. Promotion of Early Childhood Development for enrolment at pre primary level**

a) Promote Early Childhood Development in 55 Folk Education Colleges.
   - By training 30 Day Care Centers Facilitators; and
   - Improved the Teaching and learning environment of FDCs Day Care centers.

b) Parenting education programme (Zungumza na Mtoto Mchanga-ZUMM) implemented to improve communication of young children
   - By conducting Research on Parent-Child Communication by 2014; and
   - Designing ZUMM programme for scaling up.

**IV. Institutionalization and mainstreaming of effective ways of promoting literacy and numeracy skills acquisition**

This components aims at supporting evidence based planning and management through performance assessment, data management, research and evaluation with specific focus on the following:

- Publication and dissemination of official school ranking to ensure school level data on performance is effectively used in planning and management annually;
- Establishment of Basic Education Management Information System at 92 councils in 25 regions;
- Scaling up LL-MIS in 157 Councils;
- conduct 9 Action Oriented research studies on Literacy and Numeracy;
- provision of Sponsorship for research on Literacy and Numeracy to 9 Researchers;
- Hold three Conferences to share experience on Literacy and Numeracy;
- Conduct PEDP III Impact Evaluation and developing PEDP IV;
- Conduct ANFEDP Impact Evaluation and develop ANFED II; and
- Conduct ESDP Impact Evaluation and revise it.

**V. Strengthen Capacity of the education system and its Human Resources for improved coordination, planning and management in quality education delivery.**

This component aims at enhancing existing capacities and building new skills and capacities of the human resource contingent within the education sector in management and implementation of the LANES programme. This will include:

- Capacity building to all school committees (15,525) on school level planning and management skills through cascade training.
- Capacity building of all 3,337 Ward Education Coordinators (WECs) in supervision, monitoring and evaluation of the PEDP III, NFEDP and FEDP action plans. WECs will also be provided with motorcycles to enable them to visit each school within their Wards at least twice a year.
- Providing 36 vehicles to School Inspectors in identified councils.

**VI. Effective structure for management, reporting, information sharing, collaboration and M&E of the sub sector plans including the LANES programme.**

This will involve putting in place structures and systems for effective management, collaboration and implementation of the sub- sector Action Plans including the LANES programme. In particular this will ensure that:

- At least 2 Field Monitoring Visits are held annually to follow up on implementation of the LANES components;
- Technical Working session to review progress of Action Plans implementation is held annually;
- LANES implementation Committee for Steering the programme is established;
- National Programme Coordination Unit for the LANES is established to Coordinate implementation;
- LANES activities coordination and implementation committees (LACIC) at regional, council, ward and school/centre levels are established; and
- Support is given to responsible Departments ( Primary Education (MOEVT), Basic Education(PMORALG), ANFE and Folk Education Departments for effective implementation and coordination of the programme.

## 6. LANES Programme Management Arrangements

The LANES programme management arrangements are built on the principle that the programme will work through the existing education sector governance and dialogue structures and operate through the decision-making mechanisms and procedures already in place for implementation of similar programmes.

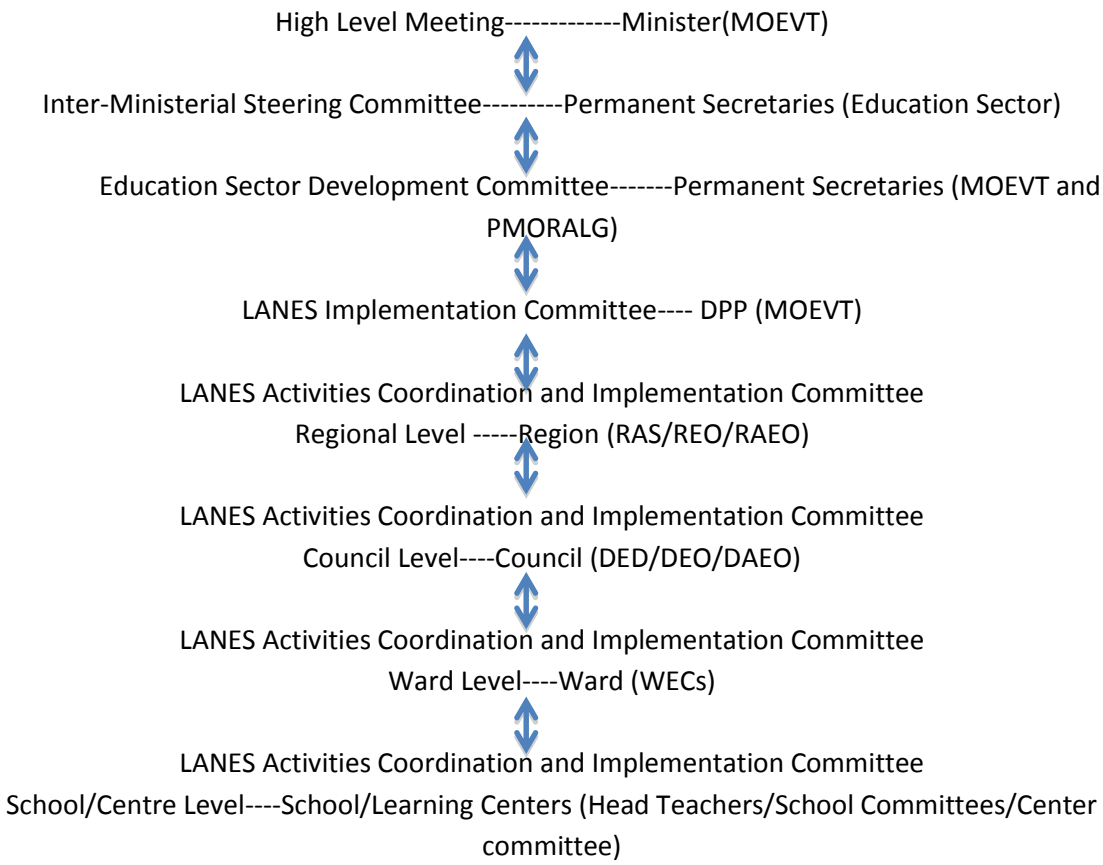
Management responsibilities will be handled at four main levels namely, national, Council (under the oversight of Regional Secretariat), ward and school/centre levels. The Education Sector Development Committee (ESDC), whose membership, roles and responsibilities are stipulated in the main document, will have the overall national oversight responsibility at policy level for the LANES programme.

The day-to-day overall management of the program will be vested in the office of the Director of Policy and Planning in the MOEVT, which will have the coordination responsibility. There will be established a LANES Implementation Committee (LIC) with its Secretariat chaired by the MoEVT DPP with representations from relevant government ministries, civil society, academia and Development Partners. The implementation of LANES' activities will be mainstreamed to the respective departments across Ministries to ensure sustainability.

The LANES programme incorporates three out of the nine "Big Results Now- BRN" initiatives _ objectives which are in alignment with the thrust of the programme. The initiative will be coordinated by the Ministerial Delivery Unit (MDU) and reporting directly to a higher level Inter-Ministerial Committee through the Minister for Education and Vocational Training. The LIC will, however, still be responsible for ensuring the execution of the respective activities under the BRN.

At Regional, council, Ward and School/Centre levels a LANES program Activities Coordination and Implementation Committee (LACIC) will be established to oversee the level-specific day-to-day operations. These committees will report on quarterly basis to the upper level committee as shown in Figure 11. Guide lines on membership, roles and responsibilities will be provided during the establishment of the committees.

**Figure 11:LANES programme reporting, oversight and responsibility structure**



## 7. LANES Program Monitoring and Evaluation

The LANES programme will be monitored within the context of the agreed Annual Joint Education Sector Reviews (JESR). The JESR will carry a special agenda reporting status of implementation of the LANES programme . Timely available and reliable education data and information, essential for effective program management, will be generated through regular inspection and supervision visits and reports (notably by WECs, but also by DEOs, DAEOs and School Inspectors), activities related to ESMIS, impact and cost-benefit studies, NGO/CSO evaluations, a mid-term review in 2015 and an external *ex post* evaluation scheduled for 2017.

Sweden/SIDA as the **Supervising Entity** (SE) will provide expert assistance in monitoring progress in programme implementation, and in assessing on-going programme achievements. It will coordinate regular reviews of LANES with specific reporting tools agreed between the Coordinating Agency (CA) and stakeholders, under the overall guidance of ESDC. The ESDC will agree on the mechanisms and frequency of **information sharing** with the rest of the stakeholders on progress, delays and changes in the implementation of the activities. The participation of civil society in these, as in all LANES programme activities, will be actively promoted.

The SE will also keep the GPE Secretariat informed on the implementation progress of the grant. This information will include submission of an annual implementation progress report, as well as copies of all supervision reports prepared as part of the internal work of the SE. The SE will review the overall progress of the grant with the GPE Secretariat at least once every six months.

A Monitoring and Evaluation Framework to ensure systematic follow up of the program targets is in place. A Financial Performance Framework has also been developed to provide for periodic and annual expenditure-tracking. Implementing departments will also use the frameworks to report on quarterly, bi-annual and annual expenditures and achievements of targets.

## 8. Financing and Sustainability

The LANES programme document provides a review of budgetary allocations to the education sector in the past 5 years which indicates significant increase in allocation. This is in line with the stated government policy to increase access for primary education. In absolute terms the allocation to education has increased from TZS 1,107,437 million in 2007/8 to TZS 2,415,211 million in 2011/12. Basic education alone increased from TZS 839,880 million in 2007/8 to TZS 1,614,486 million in 2011/12.

The Education sector is projected to grow in budgetary endowment at rates that shall not be drastically different from the recent history. It is anticipated that the share of the Education Budget in the national budget shall stabilize at about 17.5% in the next four years. Growth rates will be maintained as in the past but taking account of single digit inflation. Although the national resource envelope is expected

to grow substantially due to oil and gas fields development prospects these expectations will not be realized in the planning horizon of the LANES Programme.

**Sub sector Financial Projection for Departments Implementing PEDP III and ANFEDP- 2014/15 – 2017/18 [TZS million]**

| Sub sector | 2014/15 | 2015/16 | 2016/17 | 2017/18 |
|---|---|---|---|---|
| Primary Education | 1,183,817 | 1,209,552 | 1,286,757 | 1,389,698 |
| Other Basic Education (including ANFE) | 939 | 959 | 1,021 | 1,102 |
| Teacher Education – MoEVT | 44,353 | 45,317 | 48,210 | 52,067 |
| Inspectorate – MoEVT | 23,515 | 24,027 | 25,560 | 27,605 |
| Commissioner For Education MoEVT | 11,314 | 11,560 | 12,297 | 13,281 |
| Administration – MoEVT | 45,771 | 46,766 | 49,751 | 53,732 |
| Public Serv. Comm.(Teachers Service) | 5,719 | 5,843 | 6,216 | 6,713 |
| Folk Development | 9,243 | 9,444 | 10,047 | 10,851 |
| **Total** | **1,324,671** | **1,353,468** | **1,439,859** | **1,555,049** |

The budgetary increase, however, was incommensurate with the rapid expansion in access hence the need to improve the delivery of quality education specifically in mastery of literacy and numeracy skills.

In an effort to ensure sustainability, the LANES programme is derived from the existing sub-sector action plans. The programme implementation is mainstreamed into the respective departments within the sub-sector and the overall management of the programme falls under the existing sector dialogue structure which draws representation from the government, Development Partners and Non State Actors. Being a priority, the education sector will continue to enjoy the increased budgetary allocation.

The Tanzania Education Sector Development Committee on its capacity as the 'Local Education Group' is in agreement that these funds be applied to the Literacy and Numeracy Education Support (LANES) program and that the focus should be on disadvantaged and vulnerable girls and boys of pre-primary and lower primary education both, formal and non formal.

## 9. LANES Budget and Costing

The process of generating unit costs started initially with identification of specific activities that were needed to accomplish implementation of all components. Some of the activities were identified as desk based and could be executed using existing human resources and within office times. These were considered but they were not costed and hence are excluded from the Budget Summary of the LANES Programme.

**Table 14: LANES Budget Allocation by Component ($ thousands)**

| | | ANNUAL BUDGET | | | TOTAL |
|---|---|---|---|---|---|
| SN | COMPONENT | 2014/15 | 2015/16 | 2016/17 | 2014/17 |
| 1 | Improvement of Mastery Skills in Literacy and Numeracy for children aged 5 – 11 years in formal Basic Education | 22,838,140 | 14,769,756 | 20,661,058 | 58,268,954 |
| 2 | Improvement of Mastery Skills in Literacy and Numeracy for children aged 5 – 13 years in non formal Basic Education | 4,443,132 | 3,487,884 | 2,927,106 | 10,858,121 |
| 3 | Promotion of Early Childhood Development for enrolment at pre primary level | 396,620 | 148,160 | 132,769 | 677,549 |
| 4 | Institutionalization and mainstreaming of effective ways of promoting literacy and numeracy skills acquisition. | 2,439,389 | 995,067 | 1,283,291 | 4,717,747 |
| 5 | Strengthen Capacity of the education system and its Human Resources for improved coordination, planning and management | 9,456,568 | 4,273,889 | 4,169,608 | 17,900,065 |
| 6 | Effective structure for management, reporting, information sharing, collaboration and M&E of the sub sector plans including the LANES programme is in place. | 1,004,088 | 675,338 | 675,338 | 2,354,763 |
| **GRAND TOTAL** | | **40,577,937** | **24,350,094** | **29,849,169** | **94,777,199** |

Graphical demonstrations (Figure 1) indicates that Component 1 which is on Improvement of Mastery Skills in Literacy and Numeracy for children aged 5 – 11 years in formal Basic Education has taken the largest share of budget at 61% (equal to $58,27mil.). In-Service Teacher Training has been allocated 11% (9.96mil.) of the total component budget while Teaching and learning Materials has been allocated 40% ($37.54mil.). Inclusive Education and Grade A Teacher Training and Primary Education curricular revision have been allocated 3% and 8% respectively.

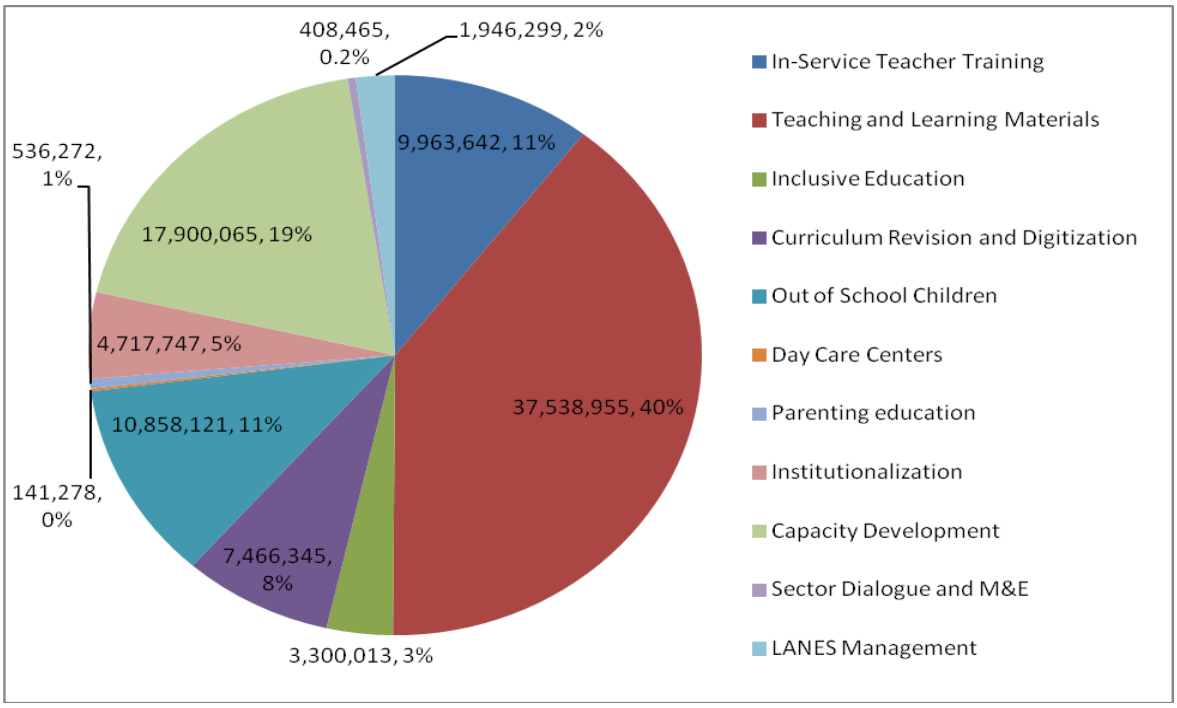
Component 2 on Improvement of Mastery Skills in Literacy and Numeracy for children aged 5 – 13 years in non formal Basic Education carries 11% ($10.86mil) of the budget while component 3 on Promotion of Early Childhood Development for enrolment at pre primary level has taken 1% ($0.68mil).

Components 4 on Institutionalization and mainstreaming of effective ways of promoting literacy and numeracy skills acquisition has been allocated 5% ($4.72mil) while Component 5 on

Strengthening Capacity of the education system and its Human Resources for improved coordination, planning and management has been allocated 19% ($17.90mil).

Management, reporting, information sharing, collaboration and M&E of the sub sector plans including the LANES programme has been allocated 3% ($2.35mil).

**Figure 8: LANES Budget by Component**



# CHAPTER 1

## INTRODUCTION

Literacy and Numeracy Support Programme for Tanzania (LANES) is a Global Partnership for Education Implementation Programme (GPE IP) designed based on indicative Grant allocation of $94.8million.

The programme has a 3 year (2013/14 to 2016/17) timescale with a national coverage aimed at improving acquisition of reading, writing and numeracy skills among children aged between 5 to 11 in and out of school. LANES was designed based on three education sector Programmes Action Plans which are the Primary Education Development Programme-PEDP III, Adult and Non Formal Education Development Programme-ANFEDP and Folk Education Development Programme-FEDP).

LANES targets children in hard to serve areas based on where hard to serve schools are located. Likewise it puts emphasis on disadvantaged and marginalized areas, which are councils on the lower band, half of all 15525 schools based on PSLE performances. A focus is also given to disadvantaged and marginalized children including those living in hard to reach areas, children with special learning needs, children with disabilities, orphans and vulnerable children (OVC) and children from poor families.

LANES Objectives and outputs have been set within six components which are:

i. **Improvement of Skills in Literacy and Numeracy in Pre and Primary schools focusing on early Grades (STD I to IV).**
   The biggest part of this component is on In-Service Teacher Training and Teacher and Learning Materials. The component also focuses on inclusive education including teacher training on Inclusive Learning Friendly Environment, pre enrolment assessment, and community sensitization and advocacy on the importance of supporting the provision of education. The component also provides for revision of the Primary Education and Grade A Teacher Training Curricula including digitization and delivery through E-content based on the Bridge IT Model.

ii. **Improvement of Mastery Skills in Literacy and Numeracy in Non- Formal Basic Education**
   This component focuses on community sensitization in participation in non-formal education for out of school children age 5-13. In order to identify 3Rs skills of out of school children Midline and Endline 3Rs Assessment in NFE Centers following on a baseline assessment to be conducted in 2014. Focus has also been given to children in areas with spatial distribution of schools where 500 Satellite centers will be established in 500 Wards. Outreach programmes will also be conducted to through radio programmes to reach out to children who will not be able to access learning centers. The component also provides for establishment of Literacy Clubs; adaptation of the YES I CAN teaching and learning methodology for children aged 7-13; scaling up of NFE in collaboration

with 11 Non State Actors including supporting community based interventions to improve provision of NFE services; and development of a programme for awareness raising and sensitization of school communities on Violence Against Children.

**iii. Promotion of Early Childhood Development**

Promote Early Childhood Development within this component will be done through 55 Folk Education Colleges and will including training of Facilitators and improvement of teaching and learning spaces for children aged 2 to 4. The Parenting education based on the Parenting Education Programme (*Zungumza na Mtoto Mchanga*-ZUMM) will also be delivered to FDCs Learners and learners in NFE Centers to improve their communication skills with young children.

**iv. Institutionalization and mainstreaming of effective ways of promoting literacy and numeracy skills acquisition**

This component includes support to publication and dissemination of the Official School Ranking booklets to ensure school level data on performance is effectively used in planning and management annually. It also supports scaling up of the Life Long Learning Management Information System (LL-MIS) and proper maintenance of the Basic Education Management Information System (BE-MIS). Action Oriented research studies on Literacy and Numeracy will also be supported throughout the course of the programme while provision of Sponsorship for long term research on Literacy and Numeracy will be given to prospective Researchers. Also three conferences to share experience on Literacy and Numeracy to be conducted annually will be given support through the LANES programme. Towards the end of their implementation Impact Evaluation and development of new plans will be done through LANES support giving special emphasis on sector wide costed plan.

v. **Strengthen Capacity of the education system and its Human Resources for improved coordination, planning and management in quality education delivery**

LANES support to capacity development will be provided through the training of school committees and Ward Education Coordinators (WECs) on school level planning and management skills through cascade training and on supervision, monitoring and evaluation of the PEDP III, NFEDP and FEDP action plans. Given that the programme focuses on hard to reach/serve areas, WECs will be provided with transport facilities to enable them to frequently visit schools within their Wards. Likewise transport facilities will be provided to identified Councils to enable them to make frequent visits to schools.

**vi. Monitoring, Evaluation and Coordination of the Sub Sector Plans and the LANES programme**

The LANES programme will be monitored within the context of the agreed Education Sector Dialogue Structure and the Annual Joint Education Sector Reviews (JESR). Timely available and reliable education data and information, essential for effective program management, will be generated through regular inspection and supervision visits and reports (notably by WECs, but also by

DEOs, DAEOs and School Inspectors). At least 2 Field Monitoring Visits will be conducted annually and a Technical Working Session to review progress of Action Plans implementation will also be held annually. Specific to the LANES programme a LANES' implementation Committee (LIC) for Steering the programme will be established along with a National Programme Coordination Unit. LANES activities coordination and implementation committees (LACIC) will also be formed at regional, council, ward and school/centre levels. Likewise support will be given to responsible Departments (Primary Education (MOEVT), Basic Education (PMORALG), ANFE and Folk Education Departments for effective implementation and coordination of the LANES programme.

The total budget for implementation of the LANES programme is $94.8million which is the indicative amount allocated to Tanzania by the GPE. The budget has been prepared based on the agreed LANES components and its objectives and outputs.

Component 1 which has taken the largest share of the budget at 61% while Component 2 carries 11% of the budget. Component 3 on Promotion of Early Childhood Development level has taken 1% and the fourth component 5%. Component 5 and 6 have been allocated 17% and 3% respectively.

## CHAPTER 2

## COUNTRY SOCIOPOLITICAL AND ECONOMIC CONTEXT

### *2.1 Geography*

Tanzania (Figure 1)is located between latitude 1° S to 12° S and longitude 29° W and 41°E with a total area of 947,300 sq. km (land**:** 885,800 sq. km and water**:** 61,500 sq. km). Tanzania borders eight other countries (Burundi, the Democratic Republic of Congo and Rwanda to the West; Kenya and Uganda to the North; Malawi, Mozambique; and Zambia to the South). The Indian Ocean is to the East. Mainland Tanzania is divided into 25 administrative regions and 164 District Councils.

**FIGURE 1: ADMINISTRATIVE MAP OF TANZANIA**



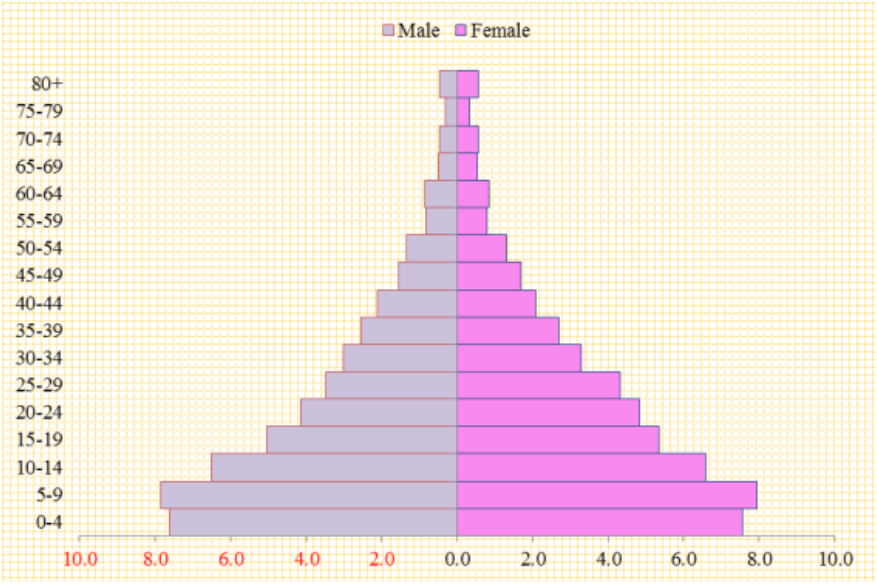

**Source: National Bureau of Statistics 2012**

Zanzibar, which is part of the United Republic of Tanzania, operates its own basic education system and is not part of this programme.

## *2.2 Demography*

Tanzania's population profile (Figure 2) has a high proportion of young people - it is estimated that 50% of the population are under 18 years of age. This is of specific relevance to the Education Sector because a large proportion of its population need significant resources to be expended towards its education.

**FIGURE 2: POPULATION PROFILE OF TANZANIA**




***Source: Tanzania in Figures 2012.***

According to the National Bureau of Statistics, however, the total population was 43,625 354 in the 2012 Census, compared to only 7,650,000 in 1950. The proportion of children below the age of 5 were 15.2%;children below 15 years 44.2%, and youth population 15-35 was 34.9% as indicated in Table 1.

**Table 1: The 2012 Population and Housing Census Tanzania Mainland**

| S/N | Population | %/ratio |
|---|---|---|
| 1. | Total Population (million) | 43.6 |
| 2. | Children Population <5 years | 15.2 |
| 3. | Young Population < 15 years | 44.2 |
| 4. | Youth Population 15-35 years | 34.9 |
| 5. | Working Age Population 15-64 years | 52 |
| 6. | Elderly Population >60 years | 5.5 |
| 7. | Elderly Population >65 years | 3.8 |
| 8. | Women of the Reproductive Age 15-49 years | 47.1 |
| 9. | Sex Ratio (males per 100 females) | 95 |

| | | |
|---|---|---|
| 10. | Annual Growth Rate | 2.7 |

**Source: Tanzania in Figures 2012.**

The annual population growth rate of Tanzania, according to the 2012 census, was calculated to be 3%. The total population is expected to grow by 32 per cent between 2010 and 2020. Over the same period, the under-15 years age-group will remain constant at 44.2 per cent of the total. The primary school-aged population (seven to thirteen years) is projected to reach 10.2 million by 2020.

The population distribution in Tanzania is extremely uneven. Density varies from 1 person per square kilometer in arid regions to 51 per square kilometer in the mainland's arable land.

Life expectancy at birth was 51 years in 2012. The maternal mortality rate was 430 deaths per 100,000 live births (2010) while the total fertility rate was 4.2 children born per woman.

The Tanzania population consists of more than 120 ethnic groups. Generally, each ethnic group has its own language, but the national language is Kiswahili, which is a blend of Bantu languages with Arabic influence, and more recently borrowing from the English language. English is used as the second official language.

The adult literacy rate [defined as the proportion of those aged 15 and over can read and write Swahili, English, or Arabic] was 77.5% for males and 62.2% for females; the World Bank's Development Indicators (based upon 2009 Household Survey Data) state that the Tanzania Adult Literacy Rate is at 72.90%.

## *2.3 Economy*

The World Bank reports[2] the Tanzanian economy as having continued to post impressive growth with a rate of more than 6 per cent in 2012, in addition to a marked reduction in the fiscal deficit, despite a difficult external environment. This impressive performance resulted from the Government of Tanzania's (GoT) flexibility in utilizing fiscal and monetary policies, especially amidst the surge in inflation experienced from the past 10 years reaching 7.60 in June 2013 (NBS 2013) from an all time high of 19.80 Percent in December of 2011 and a record low of 3.40 Percent in February of 2003.

The World Bank notes further that with a GDP growth rate of 6.5 per cent during 2011/12 and manageable fiscal and current account deficits, Tanzania performed better than most developed countries and better than many fast emerging economies, including India, and Brazil.

[2] *Spreading the Wings: From Economic Growth to Shared Prosperity',* Tanzania Economic Update of 1st November 2012, World Bank

The strong fiscal performance exhibited by Tanzania is further attributed to high tax collection and to the GoT's effort to restrain non-priority expenditures. Such adjustment did not apply to development expenditures, which continued to expand with the objective of addressing existing infrastructure gaps nationwide.

Furthermore, with this performance despite persistent high inflation, "Tanzania should continue to enjoy positive prospects with a forecast GDP growth of 6.5 to 7.0 per cent through 2014 "for as long as it is not impacted upon by other external shocks including commodity and food price fluctuations". Over the 2000-08 period, the average annual economic growth rate was estimated at 7.1 per cent, a higher figure than the African low-income countries' average, of 6.2 per cent. This trend is likely to strengthen given that average GDP per capita (about US$ 565 in 2010) remains lower than the African low-income countries' average (US$ 800)".

However, the World Bank Report states that Tanzania's strong economic growth has "continued to elude rural households which constitute approximately two thirds of the total population and 80 per cent of the poor and who continue to survive in appalling conditions. Facilitating the inclusion of rural households into the country's growth process should" the WB report observes, "be at the core of the policy debate in Tanzania".

According to the World Bank Report, "over the next few years the private sector's expansion is expected to remain biased toward capital-intensive sectors with the exception of the construction sector which will benefit from the Government's infrastructure program and from increasing FDI in the extractive industries".

Tanzania's Five Year Development Plan3 (FYDP) states that "the relatively high growth rate that was enjoyed over the last ten years was mainly due to economic and financial reforms and prudent monetary and fiscal policies; all of which promoted domestic and foreign investment. This impressive growth did not, however, have a significant impact on poverty reduction (although) the poor have increased their access to publicly provided social services such as education and health; indicating that some benefits of growth have been re-distributed in favor of the poor. The challenge ahead is to ensure that the economy continues to register impressive growth and to make sure that such growth is also pro-poor, either inherently or through growth and re-distribution". This proposal targets the primary schools and folk education sub sectors that are predominantly rural.

[3] *Five Year Development Plan 2012/13-2015/16*, Government of Tanzania, June 2012.

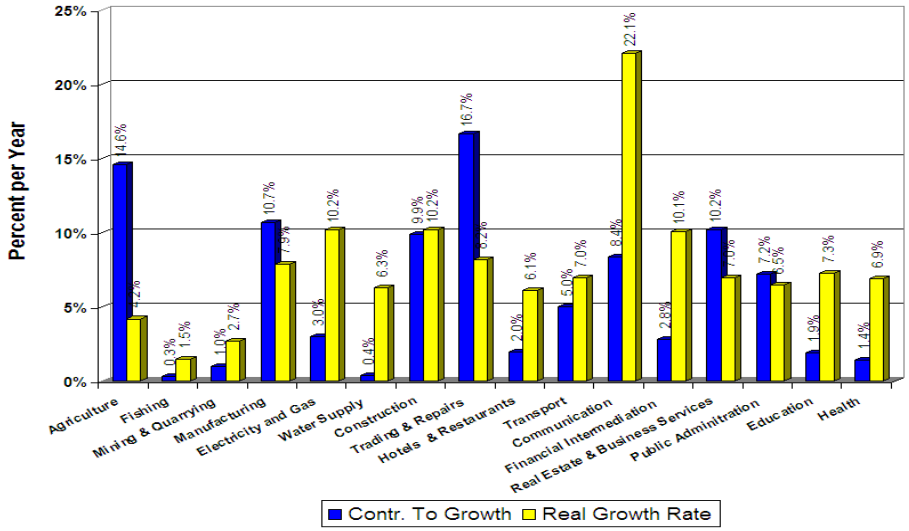
Between 2002 and 2010, annual inflation averaged 7 per cent; for 2008 and 2009, it reached 10.3 and 12.1 per cent, respectively. These spikes of high inflation were due to the global food and energy crises and the droughts in neighboring countries. If the years 2008 and 2009 are excluded from the period, the average annual inflation from 2002 to 2010 was 5.6 per cent. Prudent monetary and fiscal policy pursued during this period explains the achievement in containing inflation. Food constitutes 47.8 per cent of the CPI basket, which shows that food prices are very significant in the determination of the inflation trend. The vagaries of weather and energy supply also have a bearing on inflation. Given the fact that global demand for fossil fuel is expanding continuously, it is likely that inflationary pressures due to energy costs will continue to be felt. Additionally, domestic supply bottlenecks, particularly due to poor infrastructure, contribute to such pressures.

The average domestic revenue to GDP ratio from 2001/02 to 2009/10 was 12.2%. This rate is quite low and has necessitated reliance on budgetary support from Development Partners. Starting from a low base of 11.8 per cent in 2004/05, the ratio improved to 15 per cent by 2009/10. Even though the situation is improving, the objective is to expand the tax base, particularly by including the informal sector in the formal economy. Other measures include reducing tax exemptions, particularly discretionary exemptions, and maximizing the rents collected by the GoT from the exploitation of natural resources such as minerals and forest products.

Containing Government expenditure will contribute towards ensuring that macro-economic stability is maintained. This will require enhancing expenditure control and accountability as well as ensuring value for money. One important area of expenditure is wages and salaries. Consolidation of most of the fringe benefits such as housing, transport and allowances into salaries and wages will be fundamental in creating an appropriate incentive structure.

Although in recent years the contribution of agriculture in GDP growth has shown a declining trend as compared to other sectors (Figure 3), it remains the single highest ranking employer in the country. In 2010, agriculture contributed 14.6% of the GDP but absorbed 74% of the labor force. From 2002 to 2010, annual agricultural growth averaged 4.2%, which is below the national average of about 6.7 per cent over the same period. For any growth to be inclusive and pro-poor, it must involve substantial growth of agricultural productivity and allow most of the rural population to benefit from such growth through selling the increased produce on domestic and export markets. On the other hand communication contributed 22.1% to GDP growth, which was the highest in 2010.

**FIGURE 3: REAL GDP GROWTH AND CONTRIBUTION BY ACTIVITY (2010)**




**Source: URT 2011, Macro-economic Policy Framework for the Five Year Development Plan/Budget 2011/12-2015/16**

Development of science, technology and innovation capabilities are critical in bolstering the country's competitiveness. The goals and targets discussed in Vision 2025 that are especially relevant to competitiveness are: promotion of science and technology; education; and promotion of Information and Communication Technologies. ICT will play a crucial role in the transformation process from a resource-based to a skills- and technology-based economy in order to transform the country's production structure. The main challenge therefore is to establish and use modern ICT by availing communication networks to the public to meet the domestic demand as well as the regional and international requirements.

## *2.4 Human Resources*

The quality of human capital remains the most important asset to propel sustainable development in today's world. Human capital is the stock of skills, competences, knowledge and personality attributes which enhances the efficiency of labour. Human capital development has proven to be a key ingredient in the overall socio-economic development of nations and is one of the key considerations for investors when selecting potential investment locations. Tanzania envisages being a nation whose people are ingrained with a development mind-set and competitive skills. Such a skilled labour force is critical in order to effectively utilise and mobilise domestic resources for assuring the provision of people's basic needs and economic growth.

Tanzania Development Vision 2025 aims at achieving a strong competitive economy through creativity, innovativeness and a high level of quality skills in order to respond to development challenges and adapt to the changing market and technological conditions in the regional and global economy. Tanzania's human capital development has not been adequate to meet the growing development challenges and to enable the search for solutions to the development problems the country faces. In particular, education has been geared neither towards integrating individuals into the competitive markets, both at local and international levels, nor towards innovatively engaging Tanzanians in entrepreneurship and self-employment activities.

The estimated gap in highly-skilled workers required for Tanzania to realise the Middle Income Country (MIC) status is enormous (Table 2). Calculations based upon Tanzania's 2007 Integrated Labour Force Survey, show that in the education sector alone more than 900,000 qualified teachers have to be employed, from the current level of 238,000. In terms of managers, senior professionals, technicians, skilled and clerical workers, Tanzania lags far behind the workforce proportions of the average of MICs. In contrast, while over 80% of Tanzania's workforce is engaged in agriculture, the figure for MICs is below 50%.

It is estimated that some 2.4 million individuals are currently unemployed, which is equivalent to 10.8 per cent of the labor force (National Bureau of Statistics, 2010). Currently, the total labor force is estimated at around 22.2 million, of whom 19.8 million are employed, including around 2.6 million estimated engaged in informal sector activities. To gain further insight into the labor market situation, the Government is planning to conduct the Integrated Labor Force Survey in year 2013 and the results are expected to update the information. International Labor Organization data for 2010 suggest that 36.9 per cent of children between 10 and 14 years were engaged in some form of economic activity.

As set out in the Five Year Development Plan[4] (FYDP), the education sector's focus will be on improving quality at each level, whilst facilitating access to the people most in need. Concerning skill development, there will be a "re-orientation of the human capital development towards achieving the development goals in the key productive sectors (agriculture, mining, and manufacturing) and economic infrastructure (energy, ICT, transport and tourism)". Operational Objectives comprise:

- Creating a conducive environment for teaching and learning;

[4] First Five Year Development Plan, Government of Tanzania, 2012.

- Training adequate number of teachers and instructors;
- Increasing enrolment and retention at every education level; and
- Developing the skills necessary to implement the interventions in the priority sectors.

The FYDP Goal is to re-orient human capital development towards achieving the national development goals in the key productive sectors.

**Relevant strategic interventions comprise:**

- Improving accessibility and equity at all levels of education;
- Improving quality at all levels of education; and
- Increasing student enrolment in science and engineering, education, agriculture and the health profession.

**Table 2: Skills Needed in Contemporary Tanzania**

| Occupational Category | Target 2015 |
|---|---|
| Physical scientists and related technicians | 26,000 |
| Architects, engineers and related technicians | 88,000 |
| Life scientists and related technicians | 22,000 |
| Medical, dental, veterinary and related workers | 64,000 |
| Health assistants/workers | 80,000 |

| Profession | Number |
|---|---|
| Statisticians, mathematicians, systems analysts, related technicians | 4,000 |
| Economists & Economics related professionals | 30,000 |
| Accountants & Financial sector professionals | 63,000 |
| Jurists & legal professionals | 16,000 |
| Teachers | 320,000 |
| Authors, journalists and related writers | 5,000 |
| Administrative and managerial workers | 130,000 |
| Government executive officials | 84,000 |

**Source: Tanzania Five Year Development Plan, 2012**

The LANES Programme certainly accords with these FYDP objectives, recognizing that an educated populace is a prerequisite of our becoming a Middle Income Country, to which that plan aspires.

### *2.5 Gender*

Gender inequality is still a major challenge to socio-economic and political development in Tanzania. Women constitute over 50 per cent of the country's population. About 90 per cent of those living in rural areas engage in agriculture and livestock keeping for their livelihood and economic survival, and are hence vulnerable to poverty. Many studies [some of which are cited in the FYDP] have shown that gender inequality is one of the underlying causes of poverty, as most women do not have equal rights to assets (including land) and have limited access to finance and education.

Sustainable social and economic development cannot be realized without ensuring gender equality, which is why it has been given special emphasis in the FYDP. As with the other issues considered in this background chapter, seriously addressing gender inequality will be an integral feature of LANES. Females make up half of primary school pupils but this proportion significantly drops in secondary and tertiary education. The focus of this proposal on numeracy and literacy eventually seeks to enhance skills in primary education that will improve overall pass rates.

# CHAPTER 3

# EDUCATION SECTOR ANALYTICAL DESCRIPTION

## *3.1 Planning and Management*

### 3.1.1 Institutional Arrangements.

Planning and management of the Education Sector is administered by three main Ministries (Ministry of Education and Vocation Training-MOEVT), Prime Minister's Office-Regional Administration and Local Government-PMO-RALG) and the Ministry of Community Development, Gender and Children-MCDGC. The Education Sector is further sub-divided into four sub-sectors namely: (i) Basic Education (Pre-Primary, Primary, Secondary, Teacher and Adult and Non-Formal Education); (ii) Folk Education, (iii) Higher Education, and (iv) Technical and Vocational Education and Training. The Ministry of Finance is responsible in managing and providing funding for the Ministries functions hence is key in the success of education strategies as it determines the funding allocation for the Ministries.

**Ministry of Education and Vocational Training-MOEVT**

The MOEVT is the parent Ministry with the following roles:

- Education policy formulation, provision of regulations and guidelines, setting standards, quality control and assurance, assessment, curriculum development and teacher education.
- Conducts monitoring and evaluation of the Basic, Technical, Vocational and Higher Education performance.
- Undertakes educational research, planning, coordination of education programmes and capacity building for education managers and practitioners for quality education delivery.
- Provides post primary and secondary education training opportunities and skills development required for working in different sectors of the economy. The opportunities lead to careers as skilled workers, technicians and professionals.

**Prime Minister's Office, Regional Administration and Local Government- PMO RALG**

As a result of decentralization by devolution , PMO RALG was assigned the roles of coordinating administration and management of Pre-Primary, Primary and Secondary Education starting 2007 with the main functions outlined in the PMO RALG 2011 Organization Structure as follows:

- To coordinate and supervise the delivery of Pre-Primary, Primary, and Secondary Education services;
- To monitor and evaluate administration and management of Pre-Primary, Primary and Secondary Education services;

- To oversee and take remedial measures on management and administration of Pre-Primary, Primary and Secondary Education services;
- To prepare and disseminate operational guidelines and circulars on management and administration of Pre-Primary, Primary and Secondary Education services; and
- To create, update and maintain database on Pre-Primary, Primary and Secondary Education services.

**Ministry of Community Development, Gender and Children-MCDGC**

MCDGC participation in the education sector has been in the area of Folk Education and particularly responsible for policy formulation, inspection, curriculum development, facilitation of Folk Education provision and monitoring and evaluation.

Folk Education provides technical knowledge and skills on one hand; and development and advancement of adult knowledge, skills and abilities on the other, which enable communities to participate in, social, political, economic and cooperative endeavors in the areas of agriculture, carpentry, masonry, mechanics, handcraft, domestic science, business, market, entrepreneurship, credit referrals and other income generating activities.

Recently, the MCDGC engagement in Early Childhood Development (ECD) has become strengthened with stakeholders interest in seeing more attention given to ECD as it contributes substantially to achievement of learning at lower pre and primary school levels. The MCDGC is therefore developing a Policy to provide guidance to stakeholders involved in ECD.

### 3.1.2 Policies Guiding the Education Sector.

The provision of education in Tanzania is guided by National Macro-policies, plans and strategies, Sector Education Policies, Programmes and Strategic Plans. The macro-policies include the Tanzania Development Vision (2025), the National Strategy for Growth and Reduction of Poverty (NSGRP/MKUKUTA) and the Tanzania Five Year Development Plan of 2010 to 2015. The National policies/plans are further supplemented by sector policies and programmes which include:

- The Education and Training Policy (1995) which is currently under review,
- The Technical Education and Training Policy (1996) currently under review
- The Higher Education Policy (1999).
- Community Development Policy (1996) currently under review
- The Child Development Policy (1996).

The main focus of sector policies is to transform the education sector into an efficient, effective, outcome-based system which would facilitate the achievement of

the educational goals as delineated in the Tanzania Development Vision 2025. Specifically, the objectives are to:-

- address levels of performance across the sector, thus improving resource utilization and bringing better targeting of resources in the sub-sectors;
- achieve properly managed, better performing and a more motivated teaching force as key catalyst to attain quality outcomes;
- ensure out of school children and adults access the basic learning opportunities;
- ensure the youth, adults, out of school children and vulnerable groups (both men and women) access folk and vocational skills;
- promote teaching and learning of science, mathematics and languages at all levels;
- improve teaching and learning environment including school/college infrastructure;
- ensure adherence to policy, laws, regulations, norms and standards in the provision of quality education at all levels;
- ensure training of qualified teachers to cater for all levels of education; and
- ensure quality assurance in the entire system of administration, supervision, governance and management of education.

Achievement of the sector wide priorities is further guided by the Education Sector Development Programme (ESDP) first developed in 1997 and revised in 2001 and 2008 stretching through to 2017. Based on the framework of what the ESDP aims at achieving, various sub sector development programmes and strategies were developed and these are:

- Primary Education Development Programme whose first phase was in 2001 to 2006, revised in second in 2007 to 2011 and the current phase 2012 to 2017;
- Secondary Education Development Programme- First phase was in 2004 to 2009 and second phase 2010-2014;
- Teacher Development and Management Strategy (TDMS) 2007 -2012 also under review;
- Folk Education Development Programme (FEDP) 2007 – 2012, under review;
- Adult Education and Non-formal Education Strategy; 2003/4-2007/8 which lead to development of the Adult and Non Formal Education Development Plan of 2012 to 2017.
- Higher Education Development Programme (HEDP) 2010-2015; and
- Technical and Vocational Education Development Programme - TVEDP 2012 to 2017;

In order to ensure that Cross Cutting Issues (CCI) are mainstreamed within the education sector planning and programming exercises, strategies for each CCI were developed to guide departments on incorporation of CCIs in their plans. Current CCI strategic plans are:

- Gender Strategic Plan (2010/11 – 2014/15);
- HIV/AIDS Strategic Plan (2008/09 – 2011/12);
- Environmental Education Strategy (2010-2014);
- Human Rights Education Strategy (2012-16); and
- Inclusive Education Strategy (2009-2017).

### 3.1.3 The Education Sector Development Programme (ESDP)

Prior to initiation of the GPE Implementation Programme Grant Application, an appraisal of the Education Sector Development Programme (ESDP) and its sub sector programmes was conducted by Development Partners to provide insight of the current status in planning, management, achievement and challenges at all levels. The ESDP appraisal used the GPE's 2006 guidelines which recommend a sector plan review should focus on the planning, design and implementation readiness of the sector plans and sought to answer the following questions:

- Have the plan preparation processes been participatory, thorough and transparent?
- Are the plans themselves appropriate and credible?
- What is the likelihood of the targeted outcomes of these plans being achieved?

The appraisal notes that several of the recommendations in the ESDP have been taken into consideration including establishment of an effective Education Sector Management Information System (ESMIS), the establishment of participative dialogue and review structures, the incorporation of the Higher Education Division into MoEVT and focussing the curriculum to a more competency based delivery and assessment. It further notes the shortcomings in terms of achieving teacher morale, regular school inspection, increased enrolment and higher achievement (including that of girls) at all post-primary levels and qualitative performance generally.

As part of providing a solution for robust implementation and achievement of the ESDP targets, the appraisal recommends a review of the ESDP**.** This would ensure the substantial changes that have occurred across the sector in recent years are taken on board including underlying issues that have not been examined in depth in the sub-sectoral plans.

The third phase of Primary Education Development Programme (PEDP III) was finalized end 2013 and a three year action plan for its implementation finalized in mid 2013. Overall the appraisal noted that the PEDP III responds well to the recommendations made in an evaluation of its predecessor and addressing most of the comments made by stakeholders during its development.

The appraisal notes that more could be done to address the underlying problems including children's learning, teachers' effectiveness, inspectors' roles, pre-primary expansion, secondary English-language readiness, the TRCs, and practical ICT applications. While the appraisal addresses the over ambitiousness of the PEDP III targets, it notes the inclusion of a Logical Framework and Key Performance Indicators (KPIs) as a necessary step to achieving some of the critical targets.

The Adult and Non-Formal Education Development Plan (ANFEDP) for the period 2012/13 – 2016/17 was developed to meet government commitments to address challenges affecting adult, non-formal and continuing education and achieve Education for All (EFA) goals, Millennium Development Goals, strategy for economic growth and poverty reduction and the Tanzania Development Vision 2025. ANFEDP focuses on the following critical issues: advocacy and sensitization, access and equity, quality enhancement, capacity enhancement and development. A three year action plan for 2013/14 to 2016/17 has been developed to streamline the targets that are to be achieved within the ANFEDP.

The second Secondary Education Development Programme covers the period 2010-2014. The GPE appraisal sees the plan as a creditable one since it concentrates upon identified problems and providing realistic and costed ways of overcoming them. The appraisal questions whether it would be fully executed on schedule given the lack of the financial resources for achieving all the intended targets.

Further to implementation of the PEDP III and SEDP II, the Teacher Development and Management Strategy was developed and approved in May 2008. The appraisal commends the strategy as containing clear objectives and interventions particularly on teacher training, e.g. school-based INSET. The appraisal points out the lack of strategic thinking around and projection of the demand for supply of teachers, by subjects and geographical locations, over the coming decade.

A Folk Education Development Programme was developed and published in February 2008. The ESDP appraisal notes that most of the FEDP objectives would not be achieved over the intended plan period (2008-2012) as it did not start on schedule, and is insufficient funding for its targets. The appraisal recommends the next FEDP to be developed based upon an evaluation and through widespread participation.

The ESDP appraisal cites the Technical and Vocational Education Development Programme 2013/18 as being a high-quality plan and professionally prepared. The appraisal report cites the plan as a credible one in particular on its treatment of monitoring and evaluation. However notes the lack of mention of synergies issues and overlap between the plan, ANFE and other sub-sectors

The Higher Education Development Programme covers the period 2010-2015 and was approved in March 2010 after three years of preparation. The ESDP appraisal notes that there was lack of consultation between the secondary and higher educational levels in the development of their plans hence not coherent.

### 3.1.4 Structure of the Education Sector

In Tanzania, education is broadly divided into formal and non-formal components. The formal education component has a 2 – 7 – 4 – 2 – 3+ structure. This entails starting with 2 years of pre-primary education (PPE), the initial level that covers children aged 5–6 years. Based on the Education and Training Policy (ETP) of 1995, Pre-Primary and Early Childhood Development (ECD) are intended to promote the overall personality development of a child, fostering his or her physical, mental, moral and social characteristics and capabilities, and thus building – through well-directed play and pleasurable activities – a readiness to commence primary education. PPE should be stimulating and enjoyable and certainly not a matter of 'Standard I beginning two years earlier'.

Pre-primary is followed by 7 years of primary education (Standard I-VII), which is 'free, universal and compulsory' for all children aged 7-13 years. The Government is the largest provider of both pre-primary (Years One and Two) and primary education, accounting for 95% and 97% of enrolment respectively in 2012. There is a Standard IV examination, and a Primary School Leaving Examination (PSLE), taken in Standard VII, to guide selection into the subsequent secondary level of formal education.

Secondary education comprises two cycles, commencing with a 4-year programme of Ordinary Level (Forms 1 through 4) covering the official school attending age range of 14-17 years. At the end of this circle completing students are awarded Certificate of Secondary Education Examination (CSEE). The Ordinary Level is followed by 2 years of Advanced Level secondary education (Form 5 and 6), mainly for youths of 18-19 years of age. Form 4 and Form 6 examinations mark the completion of the ordinary and advanced secondary education cycles respectively and the results are used for the selection of students for University Education, Technical and Vocation Education and Training.

The selection and enrolment into advanced (A-Level) secondary education is based on prescribed performance in relevant A-Level subject combinations after the attainment of appropriate credits in the Certificate of Secondary Education Examination, taken in Form 4.

According to the ETP, Vocational Education and Training (VET) is defined as training leading to a skilled occupation. Learners in VET centers are hence pursuing competence based training to become skilled workers for meeting the specific requirements of occupations and upon successful completion they are awarded competency certificates – National Vocational Awards Levels I–III for the relevant trades. Entry qualifications to the long VET courses vary from primary to secondary school education, depending on the course, and also through progression within the VET qualifications.

Technical Education and Training (TET) provides educational opportunities after O-Level and A-Level secondary education. TET graduates are equipped to play roles requiring higher levels of skill, knowledge and understanding, in which they take responsibility for respective areas of specialization as technicians, associate professionals and professionals, as appropriate. Essentially, TET is part of higher education obtained in a non-university institution.

Although they have distinct frameworks, TET and VET together provide what is referred to as Technical and Vocational Education and Training (TVET).

University education is the major part of higher education and is provided after the completion of senior secondary and the attainment of appropriate levels in the Advanced Certificate of Secondary Education Examination (ACSEE). The aim of higher education is to enable Tanzanian citizens to become well-educated, knowledgeable and well-versed in terms of perspectives, skills and contemporary developments in social, economic, cultural, scientific and technological fields. The official attending age for undergraduate degree programmes in universities is 20-24 years, although mature students may study at that level at any age. The Universities, in addition to being communities of scholars engaged in a search for truth, conduct research and provide consultancy services to the GoT and other entities.

Non Formal Education refers to the provision of education to out of school children aged 7-18 years outside the formal education system. The main programme offered by GoT to this group is Complementary Basic Education and Training (COBET) whose cycle ranges from 2 to 3 years. COBET is divided into COBET I and II, I covering 7 to 13 year old children who drop out of school at an early age or those who did not attend school because of other reasons. Successful

completing children are integrated into the formal system at Standard IV. COBET II covers the remaining group of 14 to 18 years.

Adult Education caters for people aged 19+ and covers integrated community-based adult education in the form of basic and post literacy study with components of extension services, income generation, vocational training and non-formal secondary education which are offered through open and distance learning modes.

Folk Education (FE) is essentially non-formal education offered in community based colleges-Folk Education Colleges (FDCs) that are specifically intended to provide knowledge and skills to communities enabling learners to become self employed and hence effectively independent. It is intended to solve communities' immediate problems related to social, economic and cultural development, - develop personalities and their ability to think, feel and appreciate people's problems so that they may help others participate more fully in the social and economic activities of their community, - Also FE promotes Day Care Centers so as to enhance early child development and prepare children aged 2-4 years to successfully enroll in pre primary classes. Better preparation of children in day care centers should lead towards improved entrants in pre-primary levels equipped to acquire the appropriate skills for learning of numeracy and literacy in primary education.

## *3.2 Performance Review of the Education Sector*

### 3.2.1 Achieving Universal Primary Education

In 2010, Tanzania was awarded by the United Nations by being on track to achieving the millennium development goal of universal primary education. Tanzania is one amongst countries which have achieved a high Net Enrolment Rate where in 2008 the rate was 97.2%, however dropping to 95.4% in 2010 and 92.0% in 2012. While there has been concerns that for the past 5 years Tanzania has been experiencing downward trend in NER, some have argued the trend could be attributed to calculations being based on estimates of the population census from 2002. Stakeholders have called upon the Government to recalculate the NER data based on the 2012 census and this is underway. Figure 4 shows the enrolment levels in 2012.

The Education Sector Analysis of 2010 noted that, Tanzania's achievement in enrolment is still faced with the challenge of ensuring children enter primary school at the right age. Late primary entry is common and is known to have a detrimental impact on schooling paths.

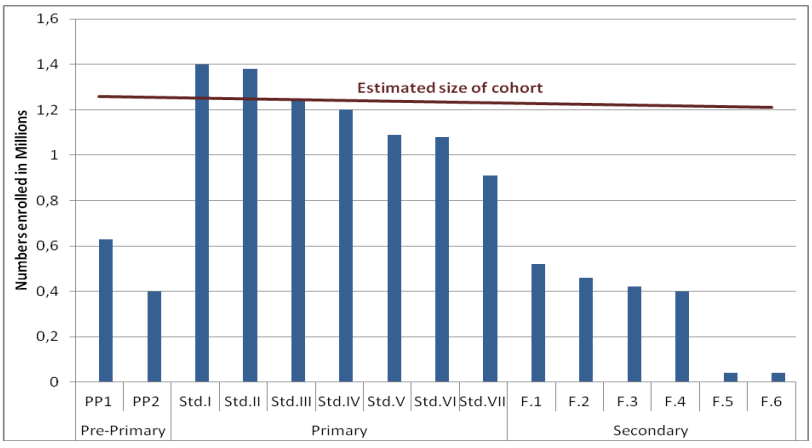
Disparities in access exist according to gender and area of residence, and they increase with successive levels of education, but the most discriminatory factor in schooling patterns is families' level of income. It has also been shown that households' contributions to education are still significant at the primary level (equivalent to a quarter of public resources), despite the fee-free primary education policy. Disadvantages are cumulative: poor rural girls face the worst access and retention conditions.

Taking forward the comments on gender inequalities, the Education Sector Analysis advocates taking affirmative action to enhance girls' participation in school to ensure gender parity at post-primary levels. Each of (a) insistence on girls fulfilling their traditional role in society, (b) early marriage and (c) pregnancy favor dropout. Trends could, according to the Analysis, be reversed by:

- Awareness raising campaigns to sensitize parents on the value of educating girls beyond primary, and on the negative impact of early marriage and pregnancy on schooling and female health;
- Greater numbers of female teachers and the provision of community-based hostels to avoid girls having to make the long journeys to and from school, and addressing security concerns; and
- Scholarships and cash transfers targeting bright girls, reducing direct and opportunity costs, mirroring the government's programme targeting the most talented primary graduates from poorer backgrounds.

The Government plans to minimize the situation by ensuring teachers are well versed with situations which broaden the existing disparities. This will be done through providing teachers with skills on making schools fit for all children regardless of their socio-economic backgrounds.

**FIGURE 4: CHILDREN ENROLLED IN BASIC EDUCATION 2012**




***Sources: BEST, August 2012 and NBS***

Access disparities by region are equally marked. Beyond school supply constraints, economic, cultural and environmental issues shape demand and keep

children out of school. In 2006, secondary access probabilities were as low as four per cent in one region, and were just 16 per cent in five others, well below the national average of 27 per cent. Extensive primary and secondary school construction has contributed to loosen school supply constraints in many of those regions since.

### 3.2.2 Learning Achievements

Although the improvement dynamic observed in primary education learning outcomes over the last decade is encouraging, learning achievements are still modest by international standards. In addition, national examination pass rates are dropping, and the results of those who do graduate are low, especially at primary and O-Level.

National examination pass rates are dropping, and the results of those who graduate are low, especially at primary and O-Level, implying that too few leave the cycle with an adequate level of mastery of the curriculum contents. Some of the decline might be explained by the increase in the number of students following the implementation of the fee-free primary education policy. The expanded enrolment was not followed by adequate measures including insufficient classes and remedial classes, rising PTRs, and inadequate textbooks. Scores are skewed toward Grades C and D at PSLE; performance is particularly poor in mathematics and sciences.

Illustrating this, the 2011 Primary School Leaving Examination results were announced in mid-December. A total 894,839 were registered for the examination, 52.4 per cent of whom were boys. Of the 865,827 who actually took the exam, 3,087 (0.4%) scored Grade A, 40,683 (4.7%) Grade B, 222,103 (25.7%) Grade C and "526,397 (60.8%) underperformed by scoring Grade D and 73,557 (8.4%) candidates got Grade E". 560,706 have been selected to join secondary schools: of those, 50.2% are girls and 49.8% are boys. In announcing the results, the Minister for Education and Vocational Training warned that his ministry was determined to "identify pupils who had passed the exams but were virtually illiterate. The Minister stated "we will identify and deregister all the students who don't know how to read and write before they begin their secondary studies" he emphasized.

**Table 3: Pass and Failure Rates in Class IV Examinations**

| Year | School Candidates | Number passed | Pass | Fail |
|---|---|---|---|---|
| **2007** | 1,139,174 | 893,954 | 78% | 22% |
| **2008** | 1,163,921 | 987,569 | 85% | 15% |

| | | | | |
|---|---|---|---|---|
| **2010** | 1,010,250 | 850,277 | 84% | 16% |
| **2011** | 1,000,733 | 855,034 | 85% | 15% |
| **2012** | 1,014,368 | 738,739 | 73% | 27% |

**Source: Education Sector Performance Reports.**

Pass rates in Class IV Examinations between 2003 and 2012 (Table 3) demonstrate that the best performance was 89% [failure rate 11%] in 2003 with the worst performance being 73% [27% failure rate] in 2012. Clearly there is a problem that allows a pupil who reaches Class IV to fail the examination.

**Table 4: Pass Rates in Class IV Examinations in 10 Regions– Numeracy and Literacy**

| | | Math | | | Kiswahili | | | English | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | **Region** | **Boys** | **Girls** | **Total** | **Boys** | **Girls** | **Total** | **Boys** | **Girls** | **Total** |
| 1 | ARUSHA | 50% | 51% | 51% | 82% | 86% | 84% | 40% | 44% | 42% |
| 2 | IRINGA | 54% | 54% | 54% | 86% | 90% | 88% | 27% | 29% | 28% |
| 3 | KAGERA | 58% | 51% | 54% | 81% | 83% | 82% | 26% | 27% | 27% |
| 4 | KIGOMA | 22% | 12% | 16% | 67% | 59% | 63% | 10% | 6% | 8% |
| 5 | LINDI | 40% | 33% | 37% | 81% | 80% | 81% | 23% | 22% | 22% |
| 6 | MARA | 55% | 45% | 50% | 79% | 75% | 77% | 52% | 50% | 51% |
| 7 | PWANI | 47% | 51% | 49% | 89% | 91% | 90% | 27% | 29% | 28% |
| 8 | SHINYANGA | 57% | 47% | 52% | 83% | 70% | 76% | 38% | 37% | 37% |
| 9 | SINGIDA | 43% | 55% | 49% | 73% | 73% | 73% | 22% | 21% | 21% |
| 10 | TANGA | 62% | 62% | 62% | 85% | 88% | 86% | 50% | 54% | 52% |

**MOEVT Inspectorate Reports- 2012.**

Using data from 10 regions of Tanzania that were readily available an analysis of examination performance across subjects that mirror numeracy and literacy competencies at Class IV yield interesting results (Table 4). There was less than satisfactory performance in Mathematics and English in all regions. However, there was worse performance in some regions such as Singida, Kigoma and Lindi. There was for Swahili better performance in relative terms.

A point is made within the Education Sector Analysis that *raising the quality of basic education will require a multipronged strategy.* Based on the factors found to have a significant impact on learning, and pending further data on and analysis of learning outcomes and the school/class environment, some policy orientations can be formulated. "A national student learning assessment system will also prove crucial in the current context of curricula changes and decentralization. This should track individual examination results and link data to past performance and school/class inputs. Setting clear benchmarks for early grades core learning outcomes (especially in mathematics

and literacy) will help teachers and parents to monitor pupils' progress and weaknesses, and enable timely remedial measures".

LANES will respond to the findings and conclusions set out in this section, including providing some support for the proposed student learning assessment system.

### 3.2.3 Financial Performance

**Sub Sector Budget Allocation**

A review of budgetary allocations to the education sector in the past 5 years indicates that there has been significant increase in allocation to the education sector. This is in line with the stated government policy to increase access first in primary education but recently in secondary education. In absolute terms the allocation to education has increased from TZS 1,195,304 million in 2007/8 to TZS. 2,356,115 million in 2011/12. Basic education alone increased from TZS 839,880 million in 2007/8 to 1,614,486 TZS million in 2011/12. Table 5 summarizes the budgetary allocation by sub sector in absolute terms while Table 6 presents the same table in percentage terms.

As a proportion of the total resource envelope, education's share has increased between 2007/8 [18.30%] and 20010/11 [18.90%]. However, there was a notable drop in 2011/12 when the proportion of the education budget dropped to 17.86%. The trend of sub sector allocations is depicted in Figure 5.

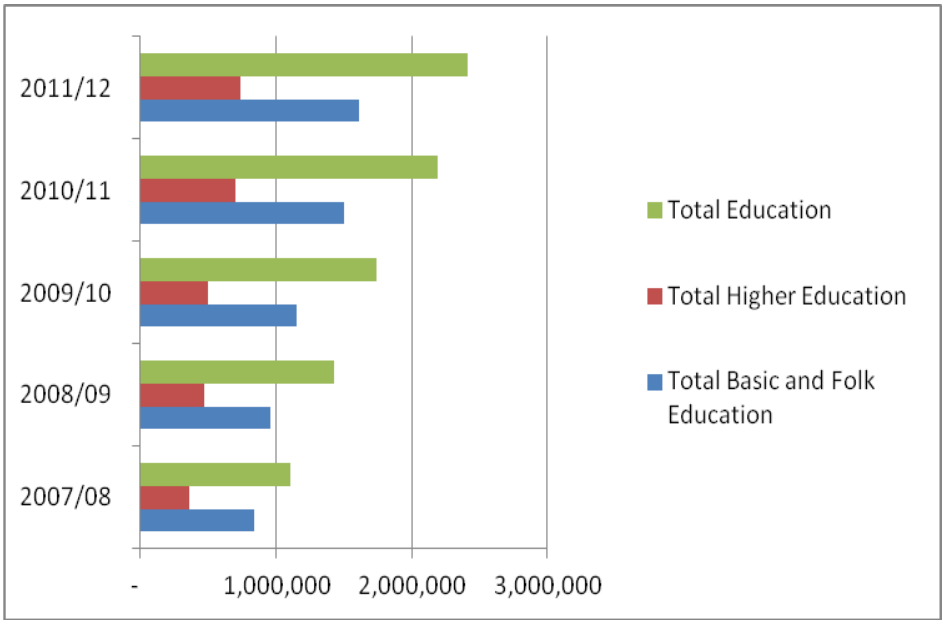
**Table 5: Sub Sector Budget Allocation 2007/08 to 2011/12 (TZS Millions)**

| Sub sector | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 |
|---|---|---|---|---|---|
| Primary Education | 544,220 | 666,419 | 830,702 | 968,729 | 961,462 |
| Secondary Education | 174,227 | 140,196 | 197,483 | 414,704 | 494,250 |
| Vocational Training | 18,978 | 8,007 | 8,370 | 8,692 | 45,879 |
| Other Basic Education | 49,661 | 69,630 | 829 | 983 | 816 |
| Teacher Education – MoEVT | 19,257 | 25,250 | 47,053 | 28,895 | 35,892 |
| Inspectorate – MoEVT | 4,800 | 5,900 | 12,096 | 11,969 | 17,806 |
| Commissioner For Education -– MoEVT | 6,651 | 5,702 | 7,235 | 8,785 | 9,316 |
| Administration – MoEVT | 14,673 | 26,867 | 38,752 | 40,177 | 36,224 |
| UNESCO Commission -– MoEVT | - | 381 | 968 | 931 | 732 |

| Sub sector | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 |
|---|---|---|---|---|---|
| Public Serv. Comm.(Teachers Service) | 4,281 | 3,700 | 4,281 | 4,405 | 4,761 |
| Folk Development | 3,132 | 5,386 | 5,133 | 10,043 | 7,348 |
| ***Total Basic and Folk Education*** | ***839,880*** | ***957,438*** | ***1,152,902*** | ***1,498,313*** | ***1,614,486*** |
| University Education | 264,343 | 335,746 | 413,771 | 525,464 | 602,780 |
| Technical Education | 14,289 | 14,796 | 16,888 | 17,309 | 9,726 |
| Other Higher Education | 38,586 | 69,342 | | | |
| Other Tertiary(Other Training Institutions) | 29,343 | 53,050 | 62,803 | 154,872 | 129,123 |
| Science & Technology –– MoHEST | 5,134 | | | | |
| Administration – MoHEST | 3,729 | | | | |
| ***Total Higher Education*** | ***355,424*** | ***472,934*** | ***493,462*** | ***697,645*** | ***741,629*** |
| Development Fund to Local Government | | | | | |
| Salary Adjustment | | | | | |
| **Total Education** | **1,195,304** | **1,430,372** | **1,646,364** | **2,195,958** | **2,356,115** |
| Total Govt. Budget | 6,066,800 | 7,215,631 | 9,513,685 | 11,609,557 | 13,525,895 |
| Education to Total Govt. Budget | 18.30% | 19.80% | 18.30% | 18.90% | 17.86% |
| *Education to Total Govt. Budget* | *19.70%* | *19.82%* | *17.31%* | *18.92%* | *17.42%* |

Source: MOEVT BEST, 2012

**FIGURE 5: TREND IN SUB SECTOR BUDGET ALLOCATION-2007/08 TO 2011/12**



**Commonsize Sub sector Financials**

Sub sector by sub sector it is evident from Table 6 (a) that primary education is getting a small proportion of the increases in budgetary resources than secondary education and higher education. Again this is in line with the increased emphasis recently towards increasing access to secondary education. Primary education received nearly half of the education budget in 2007/8 [45.5%] a proportion that has decreased to 40.8% in 2011/12. In contrast secondary education was allocated 14.6% of the education budget in 2007/8, a proportion that has increased to 21.0% in 2011/12. University education has specifically benefited from a notable increase in endowments in the five years from 22.1% in 2007/8 to 25.6% in 2011/12.

**Table 6 (a): Commonsize Sub sector Financials**

| Sub sector | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 |
|---|---|---|---|---|---|
| Primary Education | 45.5% | 46.6% | 50.5% | 44.1% | 40.8% |
| Secondary Education | 14.6% | 9.8% | 12.0% | 18.9% | 21.0% |
| Vocational Training | 1.6% | 0.6% | 0.5% | 0.4% | 1.9% |
| Other Basic Education | 4.2% | 4.9% | 0.1% | 0.0% | 0.0% |
| Teacher Education – MoEVT | 1.6% | 1.8% | 2.9% | 1.3% | 1.5% |
| Inspectorate – MoEVT | 0.4% | 0.4% | 0.7% | 0.5% | 0.8% |
| Commissioner For Education -– MoEVT | 0.6% | 0.4% | 0.4% | 0.4% | 0.4% |
| Administration – MoEVT | 1.2% | 1.9% | 2.4% | 1.8% | 1.5% |
| UNESCO Commission -– MoEVT | 0.0% | 0.0% | 0.1% | 0.0% | 0.0% |
| Public Serv. Comm.(Teachers Service) | 0.4% | 0.3% | 0.3% | 0.2% | 0.2% |
| Folk Development | 0.3% | 0.4% | 0.3% | 0.5% | 0.3% |
| ***Total Basic and Folk Education*** | ***70.3%*** | ***66.9%*** | ***70.0%*** | ***68.2%*** | ***68.5%*** |
| University Education | 22.1% | 23.5% | 25.1% | 23.9% | 25.6% |
| Technical Education | 1.2% | 1.0% | 1.0% | 0.8% | 0.4% |
| Other Higher Education | 3.2% | 4.8% | 0.0% | 0.0% | 0.0% |
| Other Tertiary(Other Training Institutions) | 2.5% | 3.7% | 3.8% | 7.1% | 5.5% |
| Science & Technology -– MoHEST | 0.4% | 0.0% | 0.0% | 0.0% | 0.0% |
| Administration – MoHEST | 0.3% | 0.0% | 0.0% | 0.0% | 0.0% |
| ***Total Higher Education*** | ***29.7%*** | ***33.1%*** | ***30.0%*** | ***31.8%*** | ***31.5%*** |

Source: Calculations based on historical sub sector budget allocations.

**Commonsize Basic Education Financials**

For the purpose of the GPE support, this application targets basic education which is defined as Pre & Primary, ANFE, Teacher, School Inspection and Folk Education. Contributing Units include the Commissioner of Education, Administration and Public Services Commission. Otherwise Basic Education in Tanzania also includes, Vocational and Secondary education. The commonsize education financials for the sub sectors and units targeted for the GPE support are shown on table 6 (b).

**Table 7 (b): Commonsize Basic Education Financials**

| Sub sector | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 |
|---|---|---|---|---|---|
| Primary Education | 45.5% | 46.6% | 50.5% | 44.1% | 40.8% |
| Other Basic Education | 4.2% | 4.9% | 0.1% | 0.0% | 0.0% |
| Teacher Education – MoEVT | 1.6% | 1.8% | 2.9% | 1.3% | 1.5% |
| Inspectorate – MoEVT | 0.4% | 0.4% | 0.7% | 0.5% | 0.8% |
| Commissioner For Education -– MoEVT | 0.6% | 0.4% | 0.4% | 0.4% | 0.4% |
| Administration – MoEVT | 1.2% | 1.9% | 2.4% | 1.8% | 1.5% |
| Public Serv. Comm.(Teachers Service) | 0.4% | 0.3% | 0.3% | 0.2% | 0.2% |
| Folk Development | 0.3% | 0.4% | 0.3% | 0.5% | 0.3% |
| ***Total Basic Education*** | ***54.1%*** | ***56.5%*** | ***57.5%*** | ***48.9%*** | ***45.6%*** |

Source: Calculations based on historical sub sector budget allocations.

**Year on Year Growth Sub sector Financials**

A year –on-year analysis of the growth trends confirms the decreasing budgetary emphasis on primary education as contrasted to secondary education (Table 7). Although there are increasing budgetary allocations in absolute terms the rates on increases are falling. For primary education there was actually an absolute decrease between 2010/11 and 1011/12. Again secondary education demonstrates the opposite trend –increases at higher rates. This is also observed for vocational training, teacher education, the inspectorates, etc. The average growth rate in primary education over the five years is 35.3% while that of secondary education is 56.7%.

The comparative trend between the total government budget and the education budget shows also that in the year 2007/8 the education sector resources grew at a higher rate than the rate of the whole government budget but in the year 2011/12 that rate was smaller than the growth in the whole government budget. Clearly there are other emerging high priority areas that demand higher increases in financial resources such as energy, agriculture, etc.

**Table 8: Year on Year Growth Sub sector Financials**

| Sub sector | 2008/09 | 2009/10 | 2010/11 | 2011/12 | Average Growth Rate |
|---|---|---|---|---|---|
| Primary Education | 122.5% | 124.7% | 116.6% | 99.2% | 35.3% |
| Secondary Education | 80.5% | 140.9% | 210.0% | 119.2% | 56.7% |
| Vocational Training | 42.2% | 104.5% | 103.8% | 527.8% | 48.3% |
| Other Basic Education | 140.2% | 1.2% | 118.6% | 83.0% | 0.3% |
| Teacher Education – MoEVT | 131.1% | 186.3% | 61.4% | 124.2% | 37.3% |
| Inspectorate – MoEVT | 122.9% | 205.0% | 99.0% | 148.8% | 74.2% |
| Commissioner For | 85.7% | 126.9% | 121.4% | 106.0% | 28.0% |

| Sub sector | 2008/09 | 2009/10 | 2010/11 | 2011/12 | Average Growth Rate |
|---|---|---|---|---|---|
| Education -– MoEVT | | | | | |
| Administration – MoEVT | 183.1% | 144.2% | 103.7% | 90.2% | 49.4% |
| UNESCO Commission -– MoEVT | | 254.1% | 96.2% | 78.6% | 0.0% |
| Public Serv. Comm.(Teachers Service) | 86.4% | 115.7% | 102.9% | 108.1% | 22.2% |
| Folk Development | 172.0% | 95.3% | 195.7% | 73.2% | 46.9% |
| ***Total Basic and Folk Education*** | ***114.0%*** | ***120.4%*** | ***130.0%*** | ***107.8%*** | **38.4%** |
| University Education | 127.0% | 123.2% | 127.0% | 114.7% | 45.6% |
| Technical Education | 103.5% | 114.1% | 102.5% | 56.2% | 13.6% |
| Other Higher Education | 179.7% | 0.0% | | | 0.0% |
| Other Tertiary(Other Training Institutions) | 180.8% | 118.4% | 246.6% | 83.4% | 88.0% |
| ***Total Higher Education*** | ***133.1%*** | ***104.3%*** | ***141.4%*** | ***106.3%*** | **41.7%** |
| **Total Education** | **129.2%** | **121.9%** | **125.9%** | **110.0%** | **43.6%** |
| **Total Govt. Budget** | **118.9%** | **131.8%** | **122.0%** | **116.5%** | 44.6% |

Source: MOEVT BEST, 2012

### Budget Execution Performance

An effort was made to analyze budget execution for the Ministry of Education and Vocational Training for only one year 2011/12 (Table 8) and it appears as if there is sound budget execution is some respects but not in others. There are challenges in budget execution in development expenditure as contrasted against recurrent expenditure. Personnel emoluments is an expenditure item whose budget execution is perfect as well as its expenditure – they are both 100%. Other Charges budget execution is not perfect as only 93.1% of what was budgeted was finally released and of what was released 99.8% was actually spent. At this level of analysis reasons cannot be found but it is very close to 100% although the quantum in absolute terms could be enough to accomplish something significant within a single expenditure or procuring entity.

PMO-RALG and LGAs do have some challenges in budget execution of especially Other Charges and Development Funds. In LGAs only 68.4% of OC budgeted was released, this figure being 44.9% for Development Funds. For MCDDGC only 54.1% of OC budgeted was released, this figure being 20% for Development Funds. Issues around budget execution will need to be resolved for better performance in the sector.

### Table 9: Budget Execution (TZS Millions)

| ITEM | Budget | Released | Percent | Expenditure | Percent |
|---|---|---|---|---|---|
| **MOEVT** | **678,716** | **586,786** | | **585,929** | |
| Personnel Emoluments | 32,216 | 32,216 | 100.0% | 32,213 | 100.0% |

| ITEM | Budget | Released | Percent | Expenditure | Percent |
|---|---|---|---|---|---|
| Other Charges | 506,868 | 471,894 | 93.1% | 471,165 | 99.8% |
| Foreign Dev | 83,920 | 49,751 | 59.3% | 49,682 | 99.9% |
| Local dev | 55,712 | 32,925 | 59.1% | 32,869 | 99.8% |
| **PMO-RALG** | **10,127** | **8,770** | **86.6%** | **8,770** | **100.0%** |
| Foreign Dev (PEDP) | 1,357 | | 0.0% | | NA |
| Local Dev | 4,000 | 4,000 | 100.0% | 4,000 | 100.0% |
| Foreign Dev (SEDP) | 4,770 | 4,770 | 100.0% | 4,770 | 100.0% |
| **LGAs** | **1,232,707** | **1,077,543** | | **1,077,543** | |
| Personnel Emoluments | 911,742 | 875,195 | 96.0% | 875,195 | 100.0% |
| Other Charges | 247,314 | 169,251 | 68.4% | 169,251 | 100.0% |
| Dev. Funds | 73,651 | 33,097 | 44.9% | 33,097 | 100.0% |
| **MCDGC** | **3,687** | **1,116** | **30.3%** | **1,116** | |
| OC | 1,113 | 602 | 54.1% | 602 | 100.0% |
| Local dev | 2,573 | 514 | 20.0% | 514 | 100.0% |
| **TOTAL** | | | | | |
| PE | 943,958 | 907,410 | 96.1% | 907,408 | 100.0% |
| OC | 755,295 | 641,748 | 85.0% | 641,019 | 99.9% |
| Foreign dev | 90,047 | 54,521 | 60.5% | 54,452 | 99.9% |
| Local dev | 135,937 | 70,536 | 51.9% | 70,480 | 99.9% |

Source: MOEVT BEST, 2012

The three ministries' budget for PE in 2010/11 was 943,958.0 Million, of which TZS 907,410.3 (equivalent to 96% of the approved budget) was released, and the expenditure amounted to TZS 907,407.7 million equal to 100% of funds released.

The approved budget for development activities amounted to TZS 225,983.8 Million of which TZS 90,046.7 Million was foreign development funds and Tsh.135,937.0 Million was local development funds. The total release for development funds was Tsh.125,056.8 Million, equivalent to 55% of the approved development budget. The release of local development funds amounted to Tsh.70,536.1 Million (equivalent to 1.5% of its approved budget), while the released of foreign funds was TZS. 54,521.0 Million (equivalent to 60.5% of the approved foreign development funds).

For the development budget, MoEVT had a budget total of Tsh.139,632.0 Million which was 61% of the development budget, for the three ministries. The release of the development funds to MoEVT amounted to TZS. 82,672.6 Million (equal to 59.2% of the approved budget). Foreign development funds released to MoEVT summed to TZS 49,750.7 Million which was 59.2 % of its approved development budget, while expenditure was TZS. 49,681.6 Million (99.9% of fund released). The release of local development fund was TZS. 32,924.8 Million (equivalent to 59.1% of the approved local development funds), while the expenditure of local development fund amounted to TZS. 32 868.7 (which equals to 99.9 % of its fund released).

Budget approved to PMO-RALG for development activities was TZS 10,127.2 Million, where the allocation for PEDP activities under PMO-RALG was TZS 5,357.2 Million, of

which foreign development funds was TZS 1,357.2 Million and local development was TZS 4,000.0 Million. The release for PEDP amounted to TZS 4,000.0 Million, being local development, which was 100% spent funds. SEDP development budget was TZS 4,770.0 Million under PMO-RALG, the release was 100% of the budget allocated and 100% was spent.

The approved for Development budget to LGAs amounted to 73,651.2 million, the release of development budget to LGA was 33,097.0 Million, which was 100% spent.

The Ministry of Community Development Gender and Children in 2010/11 had a budget of TZS 3,686.7 Million. The released funds amounted to TZS 1,116.33 Million equivalent to 30% of the approved budget. All of the released funds (100%) were spent.

### Recurrent Expenditure

Historical recurrent costs are summarized in Table 9 and distinguishes between Personnel Emoluments which is largely Salaries and Other Charges which covers other expenditure of recurrent nature. In terms of proportion PE accounts for about 60% of all Recurrent Costs in the MoEVT, 40% being Other Charges. This proportion will be maintained in the planning horizon of the LANES Programme.

**Table 10: MoEVT Recurrent Cost [TZS million]**

| **Recurrent Cost Item** | **2009/10** | **2010/11** | **2011/12** | **2012/13** |
|---|---|---|---|---|
| Personnel Emoluments | 245,395 | 308,488 | 397,158 | 372,472 |
| Other Charges | 175,784 | 199,855 | 202,687 | 239,895 |
| **Total Recurrent Cost** | **421,180** | **508,343** | **599,845** | **612,366** |
| | | | | |
| Personnel Emoluments | 58% | 61% | 66% | 61% |
| Other Charges | 42% | 39% | 34% | 39% |

### Projected Budget Growth

The Education sector is projected to grow in budgetary endowment (Table 10) at rates that shall not be drastically different from the recent history. It is anticipated that the share of the Education Budget in the national budget shall stabilize at about 17.5% in the next four years. Growth rates will be maintained as in the past but taking account of single digit inflation. Although the national resource envelope is expected to grow substantially due to oil and gas

fields development prospects these expectations will not be realized in the planning horizon of the LANES Programme.

**Table 11: Sub sector Financial Projection 2014/15 – 2017/18 [TZS million]**

| Sub sector | 2014/15 | 2015/16 | 2016/17 | 2017/18 |
|---|---|---|---|---|
| Primary Education | 1,183,817 | 1,209,552 | 1,286,757 | 1,389,698 |
| Recurrent | | | | |
| Development | | | | |
| Secondary Education | 632,884 | 646,642 | 687,917 | 742,951 |
| Recurrent | | | | |
| Development | | | | |
| Vocational Training | 57,863 | 59,121 | 62,894 | 67,926 |
| Recurrent | | | | |
| Development | | | | |
| Other Basic Education | 939 | 959 | 1,021 | 1,102 |
| Recurrent | | | | |
| Development | | | | |
| Teacher Education – MoEVT | 44,353 | 45,317 | 48,210 | 52,067 |
| Recurrent | | | | |
| Development | | | | |
| Inspectorate – MoEVT | 23,515 | 24,027 | 25,560 | 27,605 |
| Recurrent | | | | |
| Development | | | | |
| Commissioner For Education -– MoEVT | 11,314 | 11,560 | 12,297 | 13,281 |
| Recurrent | | | | |
| Development | | | | |
| Administration – MoEVT | 45,771 | 46,766 | 49,751 | 53,732 |
| Recurrent | | | | |
| Development | | | | |
| UNESCO Commission -– MoEVT | 842 | 860 | 915 | 988 |
| Recurrent | | | | |
| Development | | | | |
| Public Serv. Comm.(Teachers Service) | 5,719 | 5,843 | 6,216 | 6,713 |
| Recurrent | | | | |
| Development | | | | |
| Folk Development | 9,243 | 9,444 | 10,047 | 10,851 |
| Recurrent | | | | |
| Development | | | | |
| ***Total Basic and Folk Education*** | ***2,016,259*** | ***2,060,091*** | ***2,191,586*** | ***2,366,913*** |
| University Education | 756,425 | 772,869 | 822,201 | 887,977 |
| Recurrent | | | | |
| Development | | | | |
| **Technical Education** | **11,489** | **11,739** | **12,489** | **13,488** |

| Sub sector | 2014/15 | 2015/16 | 2016/17 | 2017/18 |
|---|---|---|---|---|
| Recurrent | | | | |
| Development | | | | |
| Other Tertiary(Other Training Institutions) | 174,629 | 178,425 | 189,814 | 204,999 |
| ***Total Higher Education*** | ***942,543*** | ***963,033*** | ***1,024,503*** | ***1,106,463*** |
| **Total Education** | **2,958,802** | **3,023,124** | **3,216,090** | **3,473,377** |
| Total Govt. Budget | 16,941,951 | 17,310,254 | 18,415,164 | 19,888,377 |
| Recurrent | | | | |
| Development | | | | |

## *3.3 Quality Assurance, Inspection, Monitoring and Evaluation*

### 3.3.1 School Inspection and Supervision

The Ministry of Education and Vocational Training (MoEVT) through the Inspectorate department is mandated to carry out quality assurance in education. The Education Act No. 25 of 1978 section 41 – 44 and the Education (amendment) Act No. 10 of 1995 sections 31 – 32 establishes the legal basis for the Inspection of Schools in Tanzania. Through the School Inspectorate department which is headed by the Chief Inspector of Schools (CIS) who is also the director of the department. The Chief Inspector of Schools directly reports to the Commissioner of Education. The School Inspectorates structure consists of:

**Ministry Head Quarters Level**

- Chief inspector of Schools (CIS)
- Management Section at
- Basic Education Section
- Secondary Education Section
- Duties and Responsibilities:
- Teacher Education Section

**School Inspectorate at Zonal Level**

- Zonal Chief Inspector of Schools.
- Deputy Zonal Chief Inspector of Schools
- Basic Education Section
- Secondary and Teacher Education Sections

**School Inspectorate at District Level**

- District Chief Inspector of Schools
- District School Inspectors

The Ministry through the School Inspection Department sets standards for school Inspection that are aimed at promoting school improvement and provide guidance to planners and managers on issues related to learning at school level, closely monitor

schools as well as providing horizontal feedback mechanisms to education agencies, managers, and administrators at zonal regional and district levels.

At the Ward Level, Ward Education Coordinators (WECs) are empowered to conduct school Supervision. The WECs main functions are to:

- advice to improve overall quality of the school management ,
- support and advice to improve school management and classroom pedagogy
- a link between the school and Local Government Authority.

While Quality Assurance at all levels of education is dependent on the work of School Inspection, it has been reported that schools are hardly inspected due to inadequate financial resources for the Inspectorate Department. The Government directs schools to be fully inspected at least once in every two years but field visits reports indicate that most schools are not inspected at all in a period exceeding two years.

Likewise, WECs are not fully utilized due to lack of enabling resources particularly transport to move from one place to another.

In the three year action plans for PEDP III and ANFEDP, the Government will put emphasis on School Inspectors and WECs to ensure they are capacitated to inspect schools. An Inspectors' Handbook was also developed in 2010 and A Supervision Guideline in 2009 to provide clear assistance to School Inspectors and WECs to perform their roles effectively.

Meanwhile, discussions are ongoing at Government higher levels on the possibility of making the School Inspectorate an independent Body, so that it is capacitated to perform its quality assurance roles pertinently.

### 3.3.2 Monitoring and Evaluation in the Education Sector

#### A. Sector Performance Indicators

Since 2006, Monitoring and Evaluation of jointly agreed Sector Performance Indicators is done through the framework of the Education Sector Dialogue Structure. A set of indicators (Annex 4) were identified and regularly revised (last revision was done in April 2010) to take on board new developments. The indicators are then published into the Basic Education Statistics for Tanzania (BEST), initially providing data for only Basic Education but later expanded to take on board data from tertiary education. The BEST is widely shared as the main abstract indicating sector performance. In particular it is distributed to Members of Parliament along with the Education Sector budget each year and used as the main source/reference for national level abstract data. The BEST forms the basis at which the Education Sector Performance Report is prepared for discussion at the Joint Education Sector Review in a framework that dates back 7 years.

## B. Education Management Information System (EMIS)

Sector wide data collection, processing, presentation and analysis are done by the Monitoring and Evaluation Unit within the Department of Policy and Planning. In 2010, a pilot was initiated by the Government to implement a sector wide monitoring framework-Education Sector Management Information System to support improvement of the EMIS, which had the following objectives:

- strengthened existing EMIS; and a decentralized MIS for Basic Education (BE-MIS) tested in selected District Councils;
- New MIS for Vocational Education and Training and Folk Education (VET/FE-MIS), Higher Education (HE-MIS), and Lifelong Learning (LL-MIS);
- Harmonization of the above MIS as a single sector-wide EMIS, which may be accessed online through a sector-wide "communication space

The pilot was successfully conducted resulting in improved data collection and management and a decision to scale up the system to all the District Councils. The process is ongoing for scaling up of the Basic Education Management Information System within SEDP II and expected to be finalized by 2015. A pilot is underway for the Inspectorate Management Information System (IMIS) and plans to scale up the Life Long Learning Management Information System (LL-MIS) have been included in the 2013-2017 Action Plan.

## C. Annual Performance Reports

The Education Sector Performance Report (ESPR) provides an overview of annual performance in the implementation of education and training policies, plans, programmes and strategies.

It also presents the overall priorities, Expected Outcomes and Achievements of targets by sub sectors while at the same time outlining the following year's sector and sub sector priorities. The format of the Education Sector Performance Report was jointly agreed upon by the Government, Development Partners and Civil Society Organization within the ESDC. The main sections of the report are:

a) Outline of the Education Sector Priorities for the previous year;
b) Overall Performance of the Education based on agreed indicators;
c) Achievement of Annual Targets;
d) Financial Performance;
e) Human Resources Management; and
f) Sector Dialogue and Accountability.
g) Way Forward.

Sector Dialogue and Accountability describes stakeholders' participation within the ESDC.

Based on Medium Term Expenditure Frameworks, the Government submits quarterly financial reports to the Ministry of Finance. These reports are compiled into an Annual Performance Report which is submitted to Ministry of Finance and used to input in to the ESPR.

**D. Performance Reviews**

The Joint Education Sector Review (JESR) is the main event which brings together Government Officials, Development Partners and Civil Society Organizations to review progress of agreed sector priorities and decide way forward for implementation of agreed priorities and joint milestones. The JESR is normally preceded by joint field monitoring visits which input into the technical working sessions discussions and guide the choice of annual sector milestones.

Monthly Management meetings which are attended by Department Directors and Chaired by the Permanent Secretary, provide the main venue at which progress reports of sub sector annual plans are reviewed.

Performance review within the dialogue structure has been limited to the jointly agreed milestones which are proposed at the reviews Technical Working Session, implemented by relevant departments and monitored through the TWGs, ESDC TF and the ESDC. Policy and planning level issues are also followed up through the dialogue structure although at the level of inputs and comments only.

In the interest of the National Strategy for Growth and Reduction of Poverty (MKUKUTA) and the GBS partners, Performance Assessment of sector outcome indicators is followed up in the sector and reported through an agreed (Government and DPs) Performance Assessment Framework. At the national level, the outcome indicators are motored through the MKUKUTA Monitoring Master Plan and are presented to GBS at the beginning of the year and reported upon at each MKUKUTA and GBS reviews.

Unlike in previous years, progress on PEDP III, ANFED and FEDP action plans will be reviewed and monitored through the dialogue structure. The sector will no longer encourage formulation of milestones or actions at the annual reviews since the review will be used assess progress of action plans targets and approval following year plans.

### *3.4 Achievements and Challenges*

**A. Planning and Management at all levels**

The ESDP appraisal carried out by Development Partners emphasized on the many positive features of the sector plans, identified various challenges and offered recommendations of resolving them. The appraisal noted that some aspects of the plans implementation had been successful and sighted the following key areas for improvement in relation to planning and management:

- The Government of Tanzania should assess its overall education sector planning arrangements, striving to achieve coherence and synchronicity, giving particular consideration to the proposal in the 2008 revised ESDP for rolling action plans in each sub-sector.
- The ESDP should be reviewed to provide a sectoral blueprint by bringing together the several sub-sectoral plans and interventions such as ERC and the GPE programme, (*and recently the Big Results Now initiative*).
- Multilateral and bilateral Agencies should support the sector plan to avoid incoherence. It also recommended sector wide planning to be done along with the emerging post-MDG planning scenario, 2015 onwards.

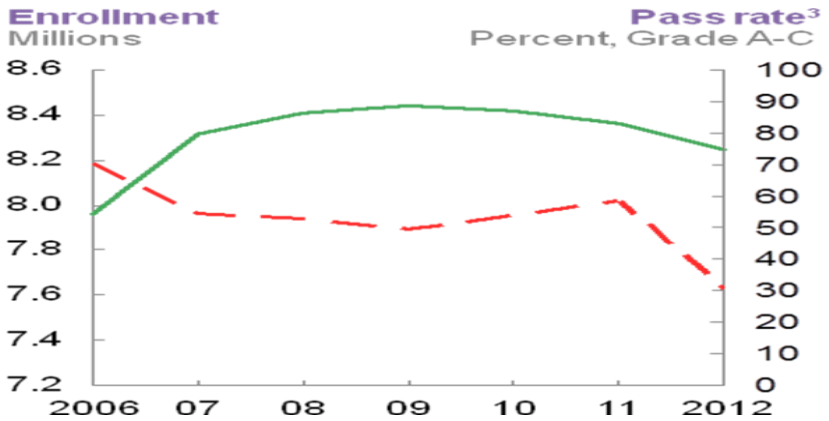
- The Government of Tanzania should ensure all of its relevant agencies, together with the private sector; civil society and development partners are effectively involved in the development of educational plans. It also suggested the media be used skilfully to encourage nationwide understanding and ownership.

**B. Literacy and Numeracy at Lower Grades**

Given the challenges discussed regarding teachers inability to deliver required literacy and numeracy skills as a result of limited professional development, teaching and learning materials, overcrowded classrooms etc, it is not surprising to see that various studies on the area of literacy and numeracy for early grades yield disappointing results. In particular, the UWEZO assessments of children have indicated up to 3 out of 10 Standard 3 pupils do not have the required 3Rs skills.

While conducting a workshop to identify key areas for improvement of learning at the primary level, the BRN Lab members noted that the rapid increase in enrolment over the past years had a reverse effect on the learning achievement of pupils at all levels. Figure 6 shows the increase in enrolment against the decrease in pass rates at STD VII.

**FIGURE 6: PRIMARY LEVEL ENROLMENT AND PASS RATE**



To address this challenge and reverse the trend, the education team came up with various initiatives intended at eliminating challenges contributing to poor learning achievement. The team set up ambitious targets to increase pass rates from 38% in 2012 to 60% in 2013 followed by 70% in 2014 and 80% in 2015.

The team identified the following as the main areas which need to be taken into consideration for the next three years if the ambitious targets were to be achieved:

- lack of accountability particularly at school level
- availability of teaching and learning materials,
- low support for struggling students and poor school management

The team recommended a quality transformation programme built on 4 integrated levers: Creating performance transparency, motivate teachers through incentives, provide support where needed the most and improve the teacher conditions.

The interventions identified by the team (Annex 7) have been included in the revised PEDP III Action Plan and will also be followed up by a semi independent team- Ministry Delivery Unit, which is overseen by the Presidents' Delivery Bureau. Complementing initiatives have been included in the PEDP III Action Plan in order to ensure that proper foundations are put in place to sustain the BRN initiatives.
The assessment process will also involve school- aged children (7-13 years old) who will be enrolled in the identified learning centers.

The PEDP II evaluation also raised a number of pertinent issues and recommended they should be taken on board by the three year action plans. Some of those challenges include:

- Inadequate financing;
- Inadequate teacher incentives;
- Inadequate capacity building in Management and Administration of Schools;
- Inadequate school inspections;
- Weak ESMIS;
- Monitoring and Evaluation;
- Inadequate physical school infrastructure including desks and toilet;
- Weak Internal efficiency (dropout rate, pupil completion rate, pass rate and transition rates); and
- Inadequate provision of teaching and learning materials.

These challenges have been addressed by the current PEDP three year action plans. Through the Non Formal Education 3 year action plan the government also targets the out of school children who represent the 7% of children currently not enrolled.

## C. Enrolling all children in pre and primary education

When PEDP I commenced in July 2001, total primary school enrolment stood at 4.875 million with GER and NER reported at 84.9% and 66.0% respectively. By 2012, enrolment had reached 8.247 million with GER reported at 98.4% and NER at 92.0%. (The NER reached its highest pick at 97% in 2008). However, the PEDP II target of enrolling "all 7 year old children into Standard I by 2011" was not achieved and available data show that "that there are still school-age children who are not in school… current high Classroom Pupil Ratio of 1:70 which is below the national standard of 1:40…" [PEDP III, 2012].

Therefore, while primary participation has increased considerably since the first Primary Education Development Programme and with the implementation of 'fee free and compulsory' primary education, the numbers taper off considerably from secondary Form 1 onwards, as does the proportion of girls.

## D. Teachers Capacity and Professional Development

Studies have shown that the dominant teaching – learning approach in primary schools is teacher-centered. Over the past year, discussions have taken place in regard to whether teachers have been trained and oriented enough to deliver a competency based curriculum. The Government has initiated a process, through the PEDP III 2013-16 action plan, to review and revise the Grade A and Primary Education curricula to ensure they provide the desired learning needs to pupils. The Government has also identified key areas for delivering fast results through the presidential initiative-Big Results Now- which aims at ensuring that those challenges are dealt with timely.

The challenges on teachers' capacity to deliver were also raised by the ESDP appraisal report which recommended that plans and indicators put more concentration on the foundations of learning in the pre-school and early primary years by ensuring that teachers are able to apply effective ways of facilitating and testing literacy and numeracy, providing a firm foundation for a love of reading and an enjoyment of mathematical ideas.

Similarly a baseline study conducted in 2008 found out that primary teaching was largely made up of teacher-led talk, recitation and exposition and that INSET was often uncoordinated, ad-hoc and of varying quality. Further the findings from the evaluation support the view that:

- Bringing about changes in teachers' beliefs, knowledge, understandings, skills, and commitments is possible through a well-designed school-based INSET system that takes into consideration the contextual reality in which teachers work.

- Improvement in pedagogical practices requires professional development programmes that upgrade pedagogic knowledge and skills over a sustained period of time rather than through disjointed one-off courses.
- It is best to focus on the school as the most effective level of intervention to improve the quality of teaching and learning by involving the school head teacher and all the teachers in creating a genuine learning community through ownership of the process.

Challenges in the area of teacher professional development have been identified in a recent report[5] by Hardman and Dachi, 2012 while conducting an evaluation of the pilot In-Service Education and Training (INSET) strategy for Tanzanian primary school teachers. Overall, the findings from the INSET evaluation suggested that enhancing the capacity of the teaching profession is crucial if the quality of teaching and learning in primary schools in Tanzania is to improve.

Following the challenges identified by the evaluations, the government decided to concentrate its efforts on developing a quality, sustainable, cost-effective INSET system for primary school teachers. The PEDP III 2013-1016 action plan further emphasized on ensuring INSET is conducted to enable teachers with skills to teach 3Rs particularly at lower levels.

The evaluation further suggests that an holistic approach to building an education system is required which recognizes the socio-cultural context in which teachers work and emphasizes capacity building and the equitable distribution of resources at national, regional, district and school levels.

### E. Ensuring learning achievements for out of school children

Complementary Basic Education in Tanzania (COBET) was introduced in 1999 as a pilot project as an effort to ensure that illiteracy is eradicated. The programme has now been incorporated into the Primary Education Development Programme and is implemented countrywide. In this programme, school children who did not enroll in school and those who dropped out of school through Non Formal Education learning centers.

The PEDP II Impact Evaluation conducted in 2012 indicated that COBET delivery had many challenges including low morale of facilitators due to poor incentives and lack of qualified trainers and teaching materials to effectively conduct the required activities. The ANFEDP and its three year action plan-2013-2017 intends to address these challenges by ensuring that facilitators allowances are provided timely and centers are supplied with relevant learning materials. Children learning through the NFE centers

[5] *Evaluation of School-Based INSET Pilot Programme* by Frank Hardman and Hillary Dachi, Draft Report of December 2012 to MoEVT.

will also be exposed to the YES I CAN programme which was initially intended for adult learners but will be adapted to fit learners from the age of 7 to 13.

The Radio Instruction to Strengthen Education (RISE) programme will also be extended to children who cannot access learning centers particularly those in cattle-keeping/pastoral districts Public Private Partnerships will also be key in delivery of NFE programmes to ensure timely and effective running of the various interventions.

### *3.1 Development Partners in the Education Sector*

The definition of Development Partners in Tanzania may be different from that of other countries. In Tanzania the definition of Development Partners (DPs) is limited to Agencies providing direct funding to the Government through General Budget Support (GBS), Sector Budget Support, Programme and Project Support.

DPs participation and support to the Education Sector falls within the framework of the Joint Assistance Strategy for Tanzania (JAST) which is the national medium-term framework for managing development co-operation between the Government and Development Partners, and currently under review. The JAST was developed as a result of Government's effort to observe the need for aid effectiveness and to ensure achievement of development and poverty reduction goals at national level.

Initially, struggles to enhance partnership relations, strengthen aid coordination, harmonization and alignment as well as national ownership and government leadership of the development process were intensified by independent assessments of Tanzania's development partnership mainly from 1997 to 2002. An Independent Monitoring Group (IMG) was established followed by institutionalization of a medium-term framework for managing development co-operation, the Tanzania Assistance Strategy (2002 to 2005). The main objectives of the TAS, as indicated in its plan of action were to:

- Increase the predictability of aid flows;
- Integrate external resources into the Government budget and Exchequer system;
- Harmonize and rationalize processes;
- Improve national capacities for aid coordination; and
- Improvement of external resource management.

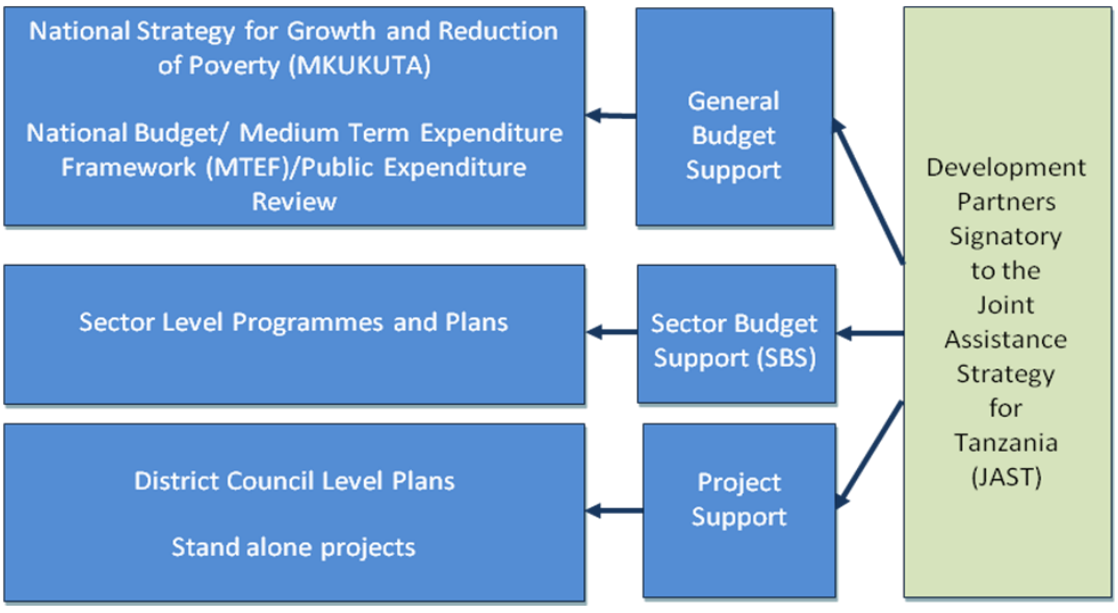
Towards 2005, and following various frameworks to aid in the effectiveness of aid including the Monterrey Consensus on Financing for Development (2002), the Rome Declaration on Aid Harmonization (2003), Marrakech Memorandum on Managing for Results (2004) and the Paris Declaration on Aid Effectiveness (2005), led to revision of the JAS to a new aid framework called Joint Assistance Strategy for Tanzania. On the other hand, the developments of the National Strategy for Growth and Reduction of Poverty (MKUKUTA) and MKUZA 2005-10 required DPs to make firmer commitments on achieving the TAS objectives and as broadened in the JAST.

The JAST continued to emphasize the need to move away from a framework which encouraged single DPs to come up with own priorities, requirements, practices, systems and procedures. The Government aimed at establishing a system that aligned DP assistance with national development goals and processes operating under a single guiding framework with a resulting operationalization action plan with the following main objectives:

- ✓ National ownership and Government leadership of the development process
- ✓ Aligning DP support to Government priorities, systems, structures and procedures
- ✓ Harmonizing Government and DP processes
- ✓ Managing resources for achieving development results
- ✓ Strengthening domestic and mutual accountability

It was anticipated that Development Partners wishing to provide aid to the Government would therefore follow the recommendations provided for in the JAST. At present, Development Partners signatory to the JAST provide aid through National Level and Sector level budgets while others continue to provide their assistance directly to district level plans. Figure 3.3 indicates the nature of assistance provided by DPs who are signatories to the JAST

**FIGURE 7: DEVELOPMENT PARTNERS' SUPPORT THROUGH THE JAST**




As indicated in Figure 7, financial support to the education sector is provided through different modalities.

In order to ensure that areas of focus for programme and project support are coordinated, DPs maintain a Coordination table indicating the targeted areas of support (Annex 5)

**Table 12: DP Support to the Education Sector-2010/11 and 2011/12**

| ED-DPG Members | Actual Disbursements (USD) for 2010/11 and 2011/12 | | | | |
|---|---|---|---|---|---|
| | 2010/11 | | 2011/12 | | Total |
| | GBS: 18.9% of total | Other Support | GBS: 18.9% of total | Other Support | |
| **Bilateral Partners** | | | | | |
| Canada (CIDA) | 4,536,000 | 26,756,515 | 1,863,031 | 20,815,987 | 53,971,533 |
| France (AFD)[1] | - | 3,540,430 | - | 1,249,460 | 4,789,890 |
| Sweden (SIDA) | 8,175,843 | 750,000 | 10,629,119 | 5,175,000 | 24,729,962 |
| United Kingdom (DFID) | 29,651,322 | - | 14,648,465 | 49,301,000 | 93,600,787 |
| United States (USAID) | - | 4,745,000 | - | 7,605,000 | 12,350,000 |
| ***Bilateral Partners: Sub-total*** | ***42,363,165*** | ***35,791,945*** | ***27,140,615*** | ***84,146,447*** | ***189,442,172*** |
| **Multilateral Partners** | | | | | |
| African Development Bank (AFDB) | - | 7,200,000 | 7,161,432 | 3,400,000 | 17,761,432 |
| UNESCO[2] | - | 758,504 | - | 1,095,247 | 1,853,751 |
| UNICEF | - | 4,167,657 | - | 793,257 | 4,960,914 |
| World Bank[3] | 21,735,000 | 45,000,000 | 22,000,000 | 65,000,000 | 153,735,000 |
| World Food Programme (WFP) | - | 15,760,910 | - | 16,596,609 | 32,357,519 |
| ***Multilateral Partners: Sub-total*** | ***21,735,000*** | ***72,887,071*** | ***29,161,432*** | ***86,885,113*** | ***210,668,616*** |
| **TOTAL (USD)** | **64,098,165** | **108,679,016** | **56,302,047** | **171,031,560** | **400,110,788** |

Source: Ministry of Finance, DPs Coordination Table

## The Development Partners Group (ED DPG) in Tanzania

The Development Partners Group (DPG Main) in Tanzania comprises of 17 bilateral and 5 multilateral agencies (UN counted as one)[6]. The group was established to ensure coordinated and harmonized DPs participation and support to Tanzanian sector.

The Education Development Partners Group (ED DPG) is a sub set of the Main DPG group and operates to ensure coordinated participation and harmonized support to the education sector. The ED DPG has its own TORs and Ways of Working which guides Agencies participation within the Sector.

[6] www.tzdpg.or.tz

Initially membership and leadership was limited to Agencies signatory to the JAST but the revision of its TORs has opened up to any interested Agencies. The group guides agreement on various issues which are then presented to the education sector via the Education Sector Dialogue Structure- Thematic Technical Working Groups and the Education Sector Development Committee. Representation of the group to the different levels of sector dialogue is done by Agencies' Education Specialists.

Development Partners main contact with the Government within the education sector is through participation at the different levels of dialogue within the formally established dialogue structure[7]. Development Partners are represented at five main features of the dialogue structure:

(i) **Thematic Technical Working Groups (TWGs):** Chaired by Directors from the various Departments, Directorates and the Office of Commissioner for Education. The present TWGs are: Resource Allocation, Cost Effectiveness and Financing (RACEF), Institutional Arrangements (IA), Monitoring and Evaluation (M&E), Enrolment Expansion (EE), Quality Improvement (QI), Cross Cutting Issues (CCI), Higher Education (HE) and Technical and Vocational Education and Training;

(ii) **Education Sector Development Committee Task Force (ESDC TF)**: Chaired by the Commissioner for Education whose members are Department and section heads with the main task of endorsing actions and/or documents for presentation at the Education Sector Development Committee meetings;

(iii) **The Education Sector Development Committee (ESDC)**, Chaired by the Permanent Secretary and which approves documents and actions which have been endorsed at the level of ESDC TF.

(iv) **The Joint Education Sector Review (JESR),** whose process involves annual Field Monitoring Visits with TOR jointly drawn and agreed upon by GoT, DPs and NSAs, and a Technical Working Session where, among others, an Annual Education Sector Performance report is shared and Sector Milestones for the next fiscal year are proposed for further review and agreement within the ESDC Fora. As a product of the Technical Working Session, an Aide Memoire is drawn and presented for approval at the High Level Meeting which is the highest meeting for the sector chaired by the Minister for Education and Vocation Training and one that concludes the annual review process

(v) **The High Level Meeting (HLM):** This is the Highest Meeting of the Education Sector dialogue structure, Chaired by the Minister for Education and Vocational Training and attended by high level Officials from participating member Ministries and Agencies, including Permanent Secretaries of all other Education Ministries, Heads of Development Partner

[7] The Government in collaboration with Development Partners, developed Generic TOR to guide the functions of sector level dialogues with the aim of jointly analysing and assessing performance of the sector.

Agencies in Education and Head of the representing NSA. The HLM reviews and approves the Aide Memoire and progress of the Sector for submission to CWG II, MKUKUTA, GBS and PER. The Aide Memoire sets the pace for implementation of sector Milestones for the Fiscal Year.

### *3.2 Civil Society Organizations in the Education Sector*

CSOs and the Private Sector participating in the education sector is similar to that of Development Partners. Education CSOs are represented by the Tanzania Education Network (TENMET) at the level of ESDC TF, ESDC and the High Level Meeting while other organizations participate in TWGs and at the JESR. Participation of the private sector has been weak with focus only on Private Schools represented by TAMONGSCO, Tanzania Association of Private Schools. Recently the Government has put in efforts to ensure the area of Public Private Partnerships is viewed more broadly within the sector.

# CHAPTER 4

# THE LANES IMPLEMENTATION PROGRAMME

## *4.1 LANES Programme Development*

### 4.1.1 The Process

The process to develop an application for a Global Partnership for Education (GPE) Program Implementation Grant started in early 2012 where it was jointly agreed within the sector that a sector milestone be put forth for development of a proposal to request funding from the GPE. In May 2012, a familiarization visit was conducted by the GPE Secretariat Focal Person for Tanzania, Ms Margarita Licht where a presentation on the requirements for GPE Grant application was done. In July 2012 further discussions took place at ESDC where Sweden was selected as the Supervising Entity, Canada as the Coordinating Agency[8] and a GPE Task Team was formulated with representatives from Government Sector Ministries (MOEVT, PMORALG, MOF and MCDGC), DPs and CSOs.

A concept note (Annex 3) was drafted and various consultations done in and outside the ESDC to discuss the proposed priority areas for the program in line with the ESDP policies and objectives, and the extent to which GPE strategic priorities would be addressed in the application. Out of six priorities proposed, the ESDC, in its capacity as the Local Education Group (LEG) decide on the programme to be ***Literacy and Numeracy for All Children, pre and primary education age, in and out of school in its acronym "LANES".*** Further meetings were held with various stakeholders where discussions took place on what the programme should focus on. The following were the agreed upon priorities for the LANES programme.

- Identifying best practices on Literacy and Numeracy in Tanzania and lessons learned and successful cases of early literacy and numeracy acquisition in international research;
- Identifying/developing learning and assessment materials/effective 3Rs, etc;
- Identifying practical capacity development for effective education delivery: train literacy and numeracy enthusiasts to spend one week in a school working with the teachers, ensuring pre- and Standard I through IV teachers are able and committed to using the methods and the materials;
- Identifying inclusive quality learning: New approaches identified for groups such as indigenous populations and remote rural groups, children with disabilities and linguistic minorities: developing community/family support to pre-primary/ECD and early primary in rural and disadvantaged areas;

[8] Later the Coordinating Agency was changed to DFID following leadership changes within the Education Development Partners Group

- Developing school management and leadership through existing government policies/school manuals, etc;
- Identifying the impact of the pilot INSET program on classroom pedagogy and learning achievement, and scale up the new MOEVT/PMO-RALG School-based INSET strategy program in English, Mathematics and Pedagogy, and national language, in view of supporting additional creative teaching activities modules;
- Developing communication strategy and advocacy activities for public awareness, increasing the involvement of local leaders, and organizing campaigns and networking to engage parents in the supervision of schools;
- Supporting the MoEVT and NGO/CSO coordination and cooperation;
- Identifying punctual national/international technical assistance to support the strengthening of capacity and participatory approaches.

A draft document was developed and submitted to the GPE 2013 on 7th January 2013 for QAR Phase II which took place between 7th and 17th January 2013 focusing on whether (i) the program was credible, coherent and sustainable, it had the potential to deliver the intended outcomes and (ii) The program aligned with the demands and aspirations of the ESDP and the country's priorities, especially with regard to the development of skills and competencies. The final conclusion was that the programme needed further revision which would also necessitate taking on board new developments within the sector following a presidential initiative for achieving fast results[9]. It was agreed that Tanzania should postpone its submission until the next date starting 1st July 2013 to also ensure credible action plans for the targeted sub sectors were in place and incorporate the new developments.

### 4.1.2 Rationale for the GPE Programme

The Government of Tanzania has expended a lot of resources and prides itself in the significant expansion of participation in primary education that has been recorded over the past 15 years. However, that expansion has brought with it considerable challenges. For example, more than two-thirds of those sitting the 2012 Primary School Leaving Examinations (estimated as 76 per cent of the cohort) earned grades D or F. Similarly, a significant number of students entering Secondary Education at Form I have, in the recent past, been found to be struggling in literacy and numeracy. It is clear that a high proportion of Tanzanian children are not learning appropriately numeracy and literacy competencies.

The Big Results Now! (BRN) Initiative for achieving fast results was launched in January 2013 as a Presidential Initiative based on Malaysia experience to achieve fast results in 6 sector where Education was chosen as one. In Malaysia the approach was centered around 'delivery labs' for priority areas and the Performance Management and Delivery Unit (PEMANDU) was established to run and monitor the programme. Tanzania followed a similar modal where participating Ministries came up with initiatives (education identified 9 initiatives)a Presidential Delivery Bureau (PDB) established along with Ministry Delivery Units.

This negative trend is a major concern to the Government as it threatens attainment of the socio-economic targets that are premised on a well educated population.

National educational plans have identified core priority areas where additional support is needed and where such support – if well-directed and effectively applied – could make a significant and sustainable impact upon quality basic education for all. Based on the principles underlying the existing plans for the basic education sub-sectors and the Education Sector Development Plan [ESDP] itself, the paramount challenges are the threats in achievement of quality basic education of Tanzanian's children. Recent appraisals suggest that the emphasis should be on that reality.

The aims of primary education, as set out in the third Primary Education Development Programme (PEDP III), include enabling every child 'to acquire the basic skills of literacy, communication, numeracy and problem solving'[10].

Learning and Numeracy Education Support [LANES] is a programme that stems not only from PEDP III, but also from the Education Sector Development Plan (ESDP) and, in relation to specific activities, the Adult and Non-Formal Education Plan (ANFEDP) and the Folk Education Development Plan (FEDP). PEDP III specifically addresses 3Rs – reading, writing and arithmetic- with one objective seeking to *'Ensure that children leave primary education having mastered the 3Rs*'. The LANES programme therefore, aims to complement PEDP III, ANFEDP and FEDP objectives. Despite these noble intentions there are resource constraints that yield a financial gap between what the Government seeks to achieve and what it is currently and in the near future able to mobilize internally, even with the assistance of Development Partners and other education stakeholders.

The GPE funding therefore affords an opportune facility to provide additional funds to fill the financing gap. It has also happened that GPE Strategic Objectives rhyme very well with current Tanzania priorities for learning achievements at lower grades. Moreover, the Education Reform Compact (ERC)[11], recently agreed to by the Government of Tanzania (GoT), Civil Society Organizations (CSO) and its Development Partners (DPs), focuses upon "improving learning outcomes, particularly in basic education and for disadvantaged groups". The recent Developments also include a Government wide initiative (Big Results Now) which set a high priority action plan on improvement of learning achievements and in particular literacy and numeracy at lower grades. The BRN outputs have been included in the PEDP III 3 year Action Plan. If this GPE Application is successful

[10] As already pointed out, PEDP III embraces pre-primary as well as primary education.

[11] ERC- special initiative to fast track some priorities from within the existing programs. The key education stakeholders who committed themselves in the implementation of ERC were; World Bank, Sida, CIDA, DfID, WFP, UNESCO, UNICEF, USAID and CSOs.

then support to LANES will contribute to all these plans' effective implementation.

Similarly, GPE's Strategic Plan for 2012–2015 embodies a concentration on the foundations of learning, ensuring that primary teachers are able to apply effective ways of facilitating and testing literacy and numeracy. LANES applies this GPE strategy.

### 4.1.3 Coverage and Focus of the GPE Programme

The GPE IP is a national programme which aims at improving acquisition of reading, writing and numeracy skills among children in and out of school, particularly targeting children in hard to reach areas, vulnerable and marginalized environments.

The definition of hard to serve areas within the LANES programme is based on where hard to serve schools are located. A list of 500 schools was provided by PMORALG which served in deciding where Satellite schools should be located. It should be noted that the definition of hard to serve areas may be different from one sector to another since it depends on the difficulties experienced by that particular sector in bringing relevant services to certain communities.

Disadvantaged and marginalized areas within LANES consider Councils whose PSLE results for 2012 were worse than others. This category represents the lower band, half of all 15525 schools based on PSLE performances. Disadvantaged and marginalized children within the LANES programme include those living in hard to reach areas, children with special learning needs, children with disabilities, orphans and vulnerable children (OVC) and children from poor families.

The age group for the LANES programme is 5 through 11 years in formal and non formal education. Two to four year old children will also be given consideration in day care centers within Folk Education Colleges while 11 to 13 year old children will be reached through Non Formal Education Programmes.

### 4.1.4 LANES Programme Principles

The following principles will guide implementation of the LANES priorities. Given that the LANES focus is within the overall focus of the sub sector action plans, the principles will also apply to the implementation of the overall plans.

a) Priority to be given to difficult and hard to reach areas, poor performing communities/pre-primary, lower primary schools, satellite and out of school; centers for children aged 5-11 years, 9-13 year old children in Non Formal Education and 2-4 year old children in day care centers.

b) Kiswahili and English – as official languages and medium of instruction and subject taught in primary schools – to be the languages in which literacy is to be achieved;

c) Build on and improve upon existing Literacy and Numeracy initiatives, curricula, interventions and ideas within the Tanzanian context;

d) Enhancement of Pre-primary and lower primary school teachers' capacity and motivation for greater impact and sustainability.

e) Deliver capacity building directly to the teachers in the schools, as now being piloted and scaled up in INSET;

f) Motivate teachers to pursue cost-effective and continuous professional development;

g) Devise ways of cascading LANES programme implementation approaches at Ward level;

h) Require the eligible Schools and Wards to make a firm commitment, undertaking wholeheartedly to incorporate the approaches on a sustainable basis in exchange for the training and learning materials;

i) Incentivize the participating schools to improve the attainment of literacy and numeracy skills at early grades; and

j) Apply similar strategic principles to out-of-school children and to the CSOs supporting them, so that LANES is the one integrated intervention based upon close and creative coordination between all key implementers.

### 4.1.5 LANES Programme Components

The LANES programme stems from three sub sectors programmes which are; the third phase of the Primary Education Development Programme (PEDP III) , the Adult and Non Formal Education Development Programme (ANFED) and Folk Education Development Programme within the Ministry of Community Development, Gender and Children (MCDGC) Action Plan.

The LANES programme is directly aligned with the three sub sector action plans hence contributes directly to aspects of the plans which focus on literacy and numeracy for 5 through 11 year olds, 2-4 in Day Cares Centers and 9-13 in NFE. Five main LANES programme components clusters the GPE proposed funding outputs as indicated on Table 14. A reference number that links the outputs to their original number in the sub sector plans has been provided for linkage (Table 13).. Summary costs for the LANES programme are included in Table 14 while Figure 8 and Figure 9 indicates allocation per component and per objective respectively.

The main focus of the LANES programme is on capacity building for quality enhancement since the main challenge facing Tanzania in the education system currently is the provision of quality education at all levels. The big proportion of funds

has been directed into teacher training, assessment, and teaching and learning materials since the very nature of the programme calls for sustainability and the laying of a solid foundation in the provision of literacy and numeracy skills. Given this inevitability and the geographical coverage which requires bringing people together, relevant training workshops and well-appointed conferences are crucial in the implementation of the programme objectives.

**<u>COMPONENT 1</u>: Improvement of Mastery Skills in Literacy and Numeracy for children aged 5 – 11 years in formal Basic Education**

**Outcome: By 2017 children in lower grades in all 15, 525 primary schools demonstrate in their school work an increased mastery of literacy and numeracy skills**

This LANES component aims at supporting improvement of mastery of literacy and numeracy for children in pre- and primary schools particularly those in difficult and hard to reach areas, vulnerable and the marginalized. By 2016 the overall LANES target is that children in lower grades, particularly those in STD I to IV, will have increased mastery of literacy and numeracy skills through implementation of the following interventions:

**i. 3Rs Assessment and Teacher Training**

In order to achieve this, LANES will support the conducting of midline assessment in 2014 and endline assessment in 2015 on 3Rs competencies for STD I and II. (*The baseline will be conducted by October 2013 with the support of USAID within the BRN initiative*). Based on the interventions to be developed, LANES will support the training of 6167 teachers on 3Rs in 40 Councils annually between 2014/15 and 2016/17. LANES will also support Inspectors at LGAs to conduct quarterly Inspection of 3Rs teaching in the Councils where teachers will have received training.

LANES will also support Teacher Training within PEDP III through the scaling up of the school based INSET initiative[12]. The school based INSET was piloted with UNICEF's support in 5 councils and currently ongoing in 6 councils. LANES' scaling up targets 28, 250 primary school teachers and 191 supervisors in all remaining schools in the 11 Councils and 1 council in each of the 25 regions. In understanding that STD I and II teachers will be trained through initiatives to be developed after the 3Rs baseline assessment, the School Based INSET will be provided to STD III and IV teachers on Pedagogy, Math, Kiswahili and English subjects. The school based INSET LANES support will specifically focus on:

- Producing and distributing school based study modules and materials to all 28, 250 teachers, up to 1130 teachers per council, targeting those teaching Math, Kiswahili, and English in STD III and IV.
- Capacity building to 191 District Education Officers and School Inspectors in managing and supervising delivery of school based INSET.

[12] A scaling up plan is available

- Orientation to teachers on the use of Modules for self studying.
- Support to Facilitators to conduct classroom support to teachers
- Quarterly M&E visits; and
- Impact assessment at the end of the three year PEDP III implementation period.

### ii. Teaching and learning materials

In order to complement 3Rs teaching and learning at lower grades including for children with learning impairments, GPE through the LANES programme will support all schools (15,525) with Learning Kits including wall charts, human body models, letter and number kits (e.g. letter, number play mats, magnet letter and numbers, etc ). The learning Kits are aimed at complementing textbooks to be purchased by the Government through Capitation Grants. Learning Kits will also be distributed to 72 teachers colleges to be used in training student teachers on the teaching of 3Rs. Learning materials will also be used in 810 Literacy clubs to be established to enhance peer supported interactive learning. 3Rs materials for children with sight impairment will also be produced and distributed to 15,525 schools through LANES. This will include procurement of Braille machines for 5 centers per 168 council to increase the access of print materials for blind learners.

The Incentive package as part of LANES programme has been earmarked to motivate learners in lower primary schools at Standards I and II to improve their literacy and numeracy skills and performance.

It is planned to include the bottom half of the total number of primary schools in Tanzania in this incentive scheme. This would give us a total of 7,763 schools each having an average of 3 streams with 10 pupils randomly selected for inclusion in the assessment sample. This initial assessment will be done on the basis of PSLE performance.

A total of 5,822 assessors will be required to conduct the assessment using a special designed tool to determine the schools' rate of improvement. On this basis the top 2,000 best improving schools will be awarded a prize annually. The prize shall be TZS 3 million per school to procure any item that will improve learning environment in the school. To give due visibility and recognition to this scheme a national award ceremony will be held annually as a high profile event.

**In particular LANES will support:**

- Procurement and distribution of Learning Kits for STD I&II for 15,525 schools and 72 colleges;
- Provide 21 Government Teacher Colleges with Teaching and learning Materials for 3Rs including Tutor orientation and equipment of the colleges language labs with 3Rs materials;

- Production of special needs literacy and numeracy materials to all 15, 525 schools to carter for pupils with special needs and teacher orientation;
- Procurement of 810 Braille machines for 5 centers per 168 councils; and
- Establishment of Literacy clubs in 5 schools in all 168 councils (total of 810 clubs) including enabling CSOs/NSAs in coordinating them.

**i. Making education inclusive to all school age children**

LANES will support implementation of the Inclusive Education Strategy by rolling out use of the Inclusive Education Learning-Friendly Environments (ILFE) modules. The ILFE modules were developed by Mainland Govt teams led by the Tanzania Institute of Education (TIE) which worked on the adaptation of the ILFE modules based on the initial version that was developed by UNESCO Bangkok. LANES aim at providing teachers with skills to ensure that all children are included in learning within and outside the classroom, particularly in situations where learning is constrained by unconducive environment such as overcrowding and lack of desks. Through LANES, ILFE will be scaled up to 6,167 teachers in the 40 Councils where 3Rs training will take place

LANES will also support pre enrolment assessment of children to be conducted two months before they are enrolled in order to identify their specific learning needs and ensure appropriate interventions are taken to tackle special cases which may hinder children's ability to learn. Assessment tools and an assessment Guide for identification of learning needs will be developed. 25 regions will be provided with assessment Kits and 5 teachers per region will be orientated to conduct outreach assessment of children at the end of each year, prior to enrolment in pre and primary education beginning of the following year.

Support will also be provided for establishment of Education Support Resource and Assessment Centers (ESRAC) which will be used as referral centers of children found with medium cases of disability which can be eliminated at the centers. To start with a total of 9 centers will be established in Tanga, Mbeya, Tabora, Morogoro, Masasi. The initial places were identified based on concentration of special needs units/centers and have a Special Needs School which will be used as ESRAC center. Working in collaboration with CSOs the Government will also establish ESRAC in Mkuranga, Kisarawe, Kibaha Rural and Kibaha Town.

A Guideline for establishment and management of the centers is already in place with support from UNICEF. UNICEF will also support establishment of a National ESRAC by 2016 which will be used as a referral for severe cases of disability. A Training Manual for special education teachers will also be developed to equip teachers with skills for managing the ESRAC.

LANES will also support campaigns from 2014 through to 2016 via TV and Radio programmes to encourage community participation in providing school meals, classroom construction and enrolment of children at the right ages.

### ii. Curriculum Revision

LANES will support revision of the Grade A and Primary Education Curricula. This will involve a review of the current curriculum including its short comings in both the content and pedagogy; and revision to ensure it sufficiently provides a framework for providing the right competencies to pupils. Through LANES support, the syllabi will be digitized and delivered through mobile phone technology in 600 schools by using the already piloted "Bridge – IT" modal[13]. Bridge-IT was pilot in 600 primary school teachers and over 10,000 primary school girls and boys in 150 Tanzanian public schools. Scaling up through LANES will involve provision of participatory teacher's guides, TV sets, e-content videos, and learner-center lesson plans.

A National Literacy Development Guide for Primary Education will be developed through LANES to provide guidance to teachers on how to enable children acquire 3Rs skills while teaching any of the primary level subjects, be it science, mathematics or geography. The guide will also provide direction on how to ensure 3Rs skills are mainstreamed in any learning activity and help teachers to be conscious of their role in helping children to gain the right 3Rs skills. Guides will be distributed to all 15, 525 schools, district education offices and to Education Actors at regional and national levels.

## COMPONENT 2: Improvement of Mastery Skills in Literacy and Numeracy for children aged 5 – 13 years in Non-formal Basic Education

**Outcome: By 2017, 95% of children aged 5 – 13 years participating in non formal and satellite centers demonstrate increased mastery of literacy and Numeracy skills and are mainstreamed in formal education.**

This LANES component supports the broader objectives within PEDP and ANFEDP in ensuring that out of school children receive the required attention in accomplishing foundational skills to further development. Specifically, LANES will support Community Sensitization Campaigns through TV spots, programmes and radio ads. Specific actions to be supported through LANES are:

- advocacy and sensitization materials for out of school children;

[13] Bridge IT adapts and creates subject based skills videos and establishes the necessary technological infrastructure for teachers to access the content in their classrooms. Teachers are also trained and provided with comprehensive teacher's guides and learner-centered lesson plans in order to enhance student-teacher interactions, ensure student participation, and guide the teachers on how to effectively use and integrate the videos.

- Production and airing of TV and Radio Spots and programmes[14];
- Production and distribution of Calendars and Posters at all 1680 Learning Centers; and
- Follow up and coordination of sensitization programme

LANES will support the PEDP III initiative of establishing satellite centers for reaching out to young children of age 5 to 7 who are unable to access pre and lower primary schools. Through LANES, 500 satellite centers will be established by providing LGAs with support to set up satellite pre- primary classes in the community by making use of available spaces (e.g. within Ward/Village Offices) as opposed to construction of new ones. 500 paraprofessionals will be trained through LANES support and provided with facilitation support to ensure effective management of established centers. In order to ensure sustainability of established centers beyond GPE support, facilitation support will be provided in full for the first year of LANES implementation while the Government will contribute 30% in its second year and 50% in its third year.

LANES will further support the strengthening of 10 Learning centers in each of the 168 Councils to help Out Of School (OOS) children aged 9-13 years to master 3Rs skills and later be mainstreamed in formal schooling at grades 4 and 5. In-Service Training will be provided to 2 paraprofessionals per center on revised COBET I and YES I CAN curriculum and materials. Teaching and learning Materials (textbooks and guidelines) will be distributed annually and close follow up will be done by District Adult Education Officers and WECs within the LANES programme.

LANES will support the ANFE to continue to implement the Radio Instruction to Strengthen Education (RISE) initiative which is provided through outreach interventions and has been carried out in Kiteto, Kilindi and Ngorongoro Districts through USAID support. To implement RISE, the department will be supported to re-produce RISE MP3 and MP4 learning programmes, procure solar-in-build radios for OOS learners, train teachers on the use of MP3 and MP4 in teaching and learning process and provide support for monitoring and evaluation. The programme will be delivered by paraprofessionals in learning centers in initial 36 councils.

Similar to PEDP III LANES support, ANFE Department will be supported to reestablish of Literacy Clubs in NFE Learning Centers. LANES support will be in the form of provision of literacy package materials and activities that are geared towards enabling children in writing stories which will be published in the Zonal Adult Education Press centers. Prizes will be given to authors of good and educative stories once every year.

[14] Unlike other countries where mass communication through television and radio are more or less free, in Tanzania use of radio and television for advocacy and sensitization has cost implications. Therefore, the reason why LANES has allocated funding for Mass Media aimed at mobilizing and sensitizing communities to see the importance of pupils' attendance and performance in schools.

The assessment for the 3Rs will be conducted for learners in NFE Centers where there will be a Training of Trainers for 11 participants, each representing a zone. Currently 1,680 centers have been earmarked for the LANES Programme – 10 from each Council. Of these 56 centers will be randomly selected for inclusion in the NFE 3R assessment. 56 enumerators will be selected and trained, one from each Council. Special assessment tools will be designed to facilitate the activity which will be conducted at the end of Stage I.

LANES will further support the delivery of 3Rs to OOS children through YES I CAN Literacy and Numeracy methodology. The YES I CAN is meant to complement 3Rs learning in the Learning Centers for both Adults and children. LANES support is targeted for children age 9 to 13 while the adult delivery will be done through Government funding. To achieve this, LANES will provide support for piloting of the YES I CAN to children which will involve review and revision of materials and training of paraprofessionals. A pilot will be done in 115 Learning Centers after which scaling up will reach 1680 Learning Centers.

LANES supports the ANFE department to collaborate with 11 Non State Actors in delivering identified initiatives. To achieve this, a situational analysis will be conducted to identify providers to collaborate with and preparation of coordination framework done. 50 NSA will be selected to participate in orientation and training for implementing officers. Support will then be provided to 11 NSAs on contractual basis (1 in each Zone). TENMET, being the umbrella organization for Education CSOs, will also be supported through LANES to follow up and Monitor implementation of agreed CSOs initiatives. Direct financial support will also be provided through LANES to organizations involved in community based interventions (learning centre facilities) to improve NFE services for OOS aged 9-13.

The ANFE has the overall responsibility of ensuring observance of Human Rights Education. A Human Rights Education Medium Term Plan for 2010/11 - 2014/15 is in place. ANFE will be supported through LANES to raise awareness and sensitize communities on human rights issues in particular on violence against children (VAC). This entails preparation and implementation of a communication strategy on VAC, development and distribution of guidelines to Government Institutions, including all public primary schools, on mainstreaming HRE in extracurricular activities, and follow up on implementation of HRE by institutions.

**COMPONENT 3: Promotion of Early Childhood Development for enrolment at pre primary level**

**Outcome: Early Childhood Development Promoted to prepare 2-4 years old children for enrolment at pre primary level**

Within the framework of Early Childhood Development, LANES will support provision of early childhood development services to children through Folk Education Development

Colleges (FDCs) and the ANFE Literacy programmes. More specifically support will be provided on improvement of Day Care Centers through provision of teaching and learning materials, training of Trainers on Day Care Centers Guidelines who will in turn orient 120 Facilitators who will then facilitate running of the day care centers. Through LANES support day care centers play grounds will also be improved to carter for the needs of children age 2 to 4, including provision of sets of learning materials, toys and games.

Support will be provided through LANES to ANFE initiative of Parenting Education – ***Zungumza na Mtoto Mdogo*** (ZUMM). ZUMM translates to "***Speak to an infant***" and is aimed at promoting child development through provision of parental skills on positive development-oriented child rearing. Pilot Action Research on Parent-Child Communication is ongoing within the ANFE Department in collaboration with CSOs. LANES will support expansion of the ongoing action research to cover 115 councils. LANES will also support dissemination of research findings and development of a ZUMM programme to also be implemented with LANES support in 1620 communities around the NFE Learning Centers. The ZUMM programme will also be delivered to the 55 FDCs learners.

**COMPONENT 4: Institutionalization and mainstreaming of effective ways of promoting literacy and numeracy skills acquisition**

**Outcome: Effective ways of promoting literacy and numeracy skills acquisition among children institutionalized and mainstreamed**

LANES will support enhancement of evidence based planning and management at all levels (national to school) with specific focus on performance assessment, data management and usage, research and programme evaluations.

In order to ensure school level data on performance is effectively used in planning and management, LANES will support the publication of annual official school ranking on performance of each school which will be made transparent to the public and to policy makers at school, district, regional and national levels. Support will also be provided in publishing Item Analysis Booklets and dissemination to stakeholders annually.

LANES will support scaling up of the A/NFE Life Long Learning Management Information System (LL-MIS) which was piloted and in operation in 11 Councils. The District Level scaling up will be done in all 168 Councils by 2016. This will involve provision of equipment to councils-computer sets and training of 157 Adult Education officers who will be responsible in handling the system at council level. A similar performance management system for Folk Education will be operationalized to aid in supervision and inspection, M&E of training activities in 55 FDCs (M&E). Maintenance of the Basic Education Information System (BE-MIS) will also be supported through LANES. (*Scaling up in all Districts is being supported by WB within SEDP II*)

Action oriented research studies will be conducted within LANES to provide insightful information on the ongoing initiatives within PEDP with the aim of providing recommendations for improvement. Also long term research studies on numeracy and literacy will be conducted through LANES under a sponsorship programme. Results from these studies and other experiences gathered from implementation of the PEDP III interventions will be shared through national conference on issues related to delivery of primary education. Recommendation from the research studies and experiences shared in the conferences will inform on the implementation of PEDP III and ANFEDP and development of PEDP IV and ANFEDP II.

Conferences to share experience on Literacy and Numeracy will be conducted annually within the LANES programme. Officials will also be supported to attend conferences related to implementation of the sub sector initiatives, nationally and internationally.

**COMPONENT 5: Strengthen Capacity of the education system and its Human Resources for improved coordination, planning and management**

**Outcome: Capacity of the education system and its Human Resources strengthened for improved coordination, planning and management**

In order to ensure the system for implementation of the LANES programme and the sub sector action plans is in place, the capacity of all schools committees (15525) on planning and management will be built through the LANES programme. School committees will also be provided with updated guidelines to clarify their roles and responsibilities.

Training will also be provided to all WECs, through the LANES programme, on close to school supervision. They will also be provided with a means for transport to facilitate ease of movement so as to ensure they conduct inspection visits to schools within their Wards at least twice a year per school. Vehicles will be provided to councils which do not have vehicles (indicated in Table 12) for inspectors to ensure that school inspection is conducted timely.

School Improvement Toolkit for head teachers will be distributed to all Head teachers including orienting them on school management skills.

**Table 13: Councils to be provided with vehicles for School Inspection**

| |
|---|
| **Eastern Zone** |
| 1. Kibaha |
| 2. Kisarawe |
| 3. Mafia |
| 4. Morogoro (Rural) |
| **North Eastern Zone** |
| 5. Hai |
| 6. Rombo |
| 7. Korogwe |
| 8. Lushoto |
| 9. Pangani |
| **North Western Zone** |
| 10. Arusha Municipal |
| 11. Babati |
| 12. Karatu |
| 13. Kiteto |
| 14. Longido |

| |
|---|
| 15. Meru |
| 16. Simanjiro |
| **Western Zone** |
| 17. Bariadi |
| 18. Igunga |
| 19. Meatu |
| 20. Shinyanga Municipal |
| 21. Tabora Municipal |
| **Central Zone** |
| 22. Bahi |
| 23. Singida Municipal |
| **Southern Zone** |
| 24. Newala |
| 25. Lindi Municipal |

| |
|---|
| **Southern Highlands** |
| 26. Iringa Rural |
| 27. Ileje |
| 28. Kyela |
| 29. Chunya |
| **Lake Zone** |
| 30. Nyamagana |
| 31. Ilemela |
| 32. Ukerewe |
| 33. Musoma Municipal |
| **Western Lake** |
| 34. Kigoma |
| 35. Chato |
| 36. Karagwe |

**COMPONENT 6: Strengthen Management for effective collaboration monitoring and evaluation of Sub Sector plans including the LANES programme**

**Outcome: Management system for, reporting, information sharing, collaboration and M&E of the sub sector plans including the LANES programme is in place**

For most part, the LANES programme implementation will be managed, coordinated and evaluated within the existing Education Sector Structures. Minimal budget allocation has been done within LANES to ensure that LANES is implemented optimally. While the Government will continue to conduct field visits through the normal structures, one field monitoring visit will be conducted annually within the LANES programme. Likewise, a budget has been proposed within LANES to support Mid Term and End Year Reviews of LANES.

A LANES Implementation Committee (LIC) drawing members from Govt, CSOs and DPs will be formulated by June 2014 to oversee implementation of LANES by holding meetings quarterly and giving recommendations to all involved parties. Budget has also been set aside for the establishment of a National Coordination Unit specific for the implementation of the LANES programme. The Unit will be staffed with a National Programme Coordinator, an M&E Specialist, a Financial Officer, a Procurement Officer, and an NFE Specialist. The mentioned staff will be competitively recruited under contract terms to manage the day to day activities on full time basis. The Terms of Reference, Roles and Responsibilities for each of the Coordination Unit Staff are shown in Annex 9

Sub Sectors will be supported through LANES to ensure that the Departments are well staffed to implement and follow up on LANES' implementation. This entails deploying specific staff members as Department Level Coordinators. Likewise, at PMORALG, 5 staff members will be seconded on full time basis as Focal Persons (FP-Cs) to monitor and supervise implementation of the LANES components.

Setup of the LANES management structures will be done by end June 2014 to ensure that implementation of LANES starts as planned.

**Table 14: Alignment of the Lanes Programme to the Sub Sector Action Plans**

| OUTPUT | REF.NO | ITEM | Sub Sector Plan |
|---|---|---|---|
| **COMPONENT 1: Improvement of Mastery Skills in Literacy and Numeracy for children aged 5 – 11 years in formal Basic Education** | | | |
| **Specific Objective 1.1: Provide In Service Training to teachers on 3Rs to enhance learning achievement at early grades** | | | |
| 1.1.1 | 6.1 | 3Rs Midline and Endline Assessments at STD II conducted by 2016 | PEDP III |
| 1.1.2 | 6.2 | 3Rs Teacher Training interventions based on 3Rs assessment implemented by 2016 | PEDP III |
| 1.1.3 | 6.3 | School based INSET Scaled-up to 9417 primary school teachers by 2015. | PEDP III |
| **Specific Objective 1.2: Ensure provision of adequate teaching and learning materials for quality primary education by 2016** | | | |
| 1.2.1 | 4.3 | School Incentive Scheme established to award 2000 lower half improving performing Primary Schools annually | PEDP III |
| 1.2.2 | 4.4 | 3Rs Learning Kits for 15525 schools provided to the primary schools by 2016. | PEDP III |
| 1.2.3 | 4.6 | 21 Government Teacher Colleges provided with Teaching and learning Materials for 3Rs | PEDP III |
| 1.2.4 | 4.7 | Literacy Clubs established in schools in 5 all 168 councils by 2016 | PEDP III |
| **Specific Objective 1.3: Ensure that Education is inclusive to all school age children** | | | |
| 1.3.1 | 2.3 | Train STD I and II Primary School Teachers on the use of the Inclusive Learning Friendly Environment (ILFE) Tool Kits by 2016 | PEDP III |
| 1.3.2 | | Launch the LANES Programme to ensure community involvement by end 2014 | PEDP III |
| 1.3.3 | 2.5 | Pre enrolment assessment of children to determine learning needs conducted at the beginning of each year of STD I in 25 Councils by 2016 | PEDP III |
| 1.3.4 | 1.1 | Communities Sensitized to participate in improvement of the learning environment by 2016 | PEDP III |
| 1.3.5 | 1.2 | Communities sensitized to ensure provision of School meals in 15, 525 primary schools by 2016 | PEDP III |
| **Total Objective** | | | |
| **Specific Objective 1.4 : Revise the Primary Education and Grade A Teacher Curricular.** | | | |
| 1.4.1 | 5.1 | Primary Education and Grade A Teachers Curricula reviewed and revised to address current developments by 2016 | PEDP III |
| 1.4.2 | 5.1 | Deliver Kiswahili, Math, and English by using Bridge IT Model (e-content) in 16.7% of all schools | PEDP III |

| OUTPUT | REF.NO | ITEM | Sub Sector Plan |
|---|---|---|---|
| 1.4.3 | 5.2 | National Literacy Development Guide for Primary Education developed by 2016 | PEDP III |
| **COMPONENT 2: Improvement of Mastery Skills in Literacy and Numeracy for children aged 5 – 13 years in non formal Basic Education** | | | |
| **Specific Objective 2.1: Increased participation of children aged 9-13 years in non-formal education Centers** | | | |
| 2.1.1 | 1.1 | Communities sensitized on participation in both formal and non-formal education for OOS children age 5-13 | ANFEDP |
| 2.1.2 | | Conduct Midline and Endline 3Rs Assessment IN NFE by 2016 | ANFEDP |
| 2.1.3 | 2.1 | 1680 NFE and 500 satellite centers for out of school children established and are operational by 2016 | PEDP III |
| 2.1.4 | 1.3 | Radio Instruction to Strengthen Education (RISE) provided through outreach interventions | ANFEDP |
| 2.1.5 | 1.4 | Literacy Clubs established in 5 NFE centers and in 5 schools in all 168 councils by 2016 | ANFEDP |
| 2.1.6 | 1.5 | YES I CAN teaching and learning methodology adapted for OOS children aged 7-13 | ANFEDP |
| 2.1.7 | 1.6 | NFE Scaled Up in collaboration with Non State Actors-NSAs (CSO, PPP, CBOs) | ANFEDP |
| 2.1.8 | | Support 168 community based interventions (learning centre facilities) to improve NFE services for OOS aged 9-13 | ANFEDP |
| 2.1.9 | 4.3 | Programme for awareness raising and sensitization of school communities on violence against children developed | ANFEDP |
| **COMPONENT 3: Promotion of Early Childhood Development for enrolment at pre primary level** | | | |
| **Specific Objective 3.1: Promote Early Childhood Development in 55 Folk Education Colleges.** | | | |
| 3.1.1 | 2.1 | 30 Day Care Centers Facilitators trained by 2016 | FEDP |
| 3.1.2 | 2.2 | FDCs day care centers Teaching and learning environment improved by 2016 | FEDP |
| **Specific Objective 3.2: Parenting education programme (Zungumza na Mtoto Mchanga-ZUMM) implemented to improve communication of young children** | | | |
| 3.2.1 | 3.1 | Research on Parent-Child Communication conducted by 2014 | ANFEDP |
| 3.2.2 | 3.3 | ZUMM programme designed by 2016 | ANFEDP/FEDP |
| **COMPONENT 4: Institutionalization and mainstreaming of effective ways of promoting literacy and numeracy skills acquisition.** | | | |
| **Specific Objective 4.1: Enhance evidence based planning and management through performance assessment, data management, research and evaluations.** | | | |
| 4.1.1 | 7.1 | Official School Ranking to ensure school level data on performance is effectively used in planning and management published and disseminated annually | PEDP III |
| 4.1.2 | 7.2 | Basic Education Management Information System functional at 92 councils and 25 regions | PEDP III |

| OUTPUT | REF.NO | ITEM | Sub Sector Plan |
|---|---|---|---|
| 4.1.3 | 5.1 | Life Long Learning Management Information System (LL-MIS) Scaled up in 157 Councils by 2016 | ANFEDP |
| 4.1.4 | 7.3 | 9 Action Oriented research studies on Literacy and Numeracy conducted by 2016 | PEDP III |
| 4.1.5 | 7.4 | Sponsorship of research on Literacy and Numeracy provided to9 Researchers by 2016 | PEDP III |
| 4.1.6 | 7.5 | Three Conferences to share experience on Literacy and Numeracy held in Tanzania by 2016 | PEDP III/ ANFEDP/ FEDP |
| 4.1.7 | 7.7 | PEDP III Impact Evaluation conducted and PEDP IV developed by June 2016 | PEDP III |
| 4.1.8 | 5.3 | ANFEDP Impact Evaluation conducted and ANFEDP II developed by June 2016 | ANFEDP |
| 4.1.9 | | Sector-Wide Programme and Costed Implementation Plan Developed by June 2017 | ESDP |
| **COMPONENT 5: Strengthen Capacity of the education system and its Human Resources for improved coordination, planning and management** | | | |
| **Specific objective 5.1: Improve the education system and its Human Resources for better planning and management in quality education delivery** | | | |
| 5.1.1 | 8.1 | 15525 school committees trained on school level planning and management by 2016 | PEDP |
| 5.1.2 | 8.2 | 3,337 Ward Education Coordinators (WECs) and Inspectors supported in supervision, monitoring and evaluation of the PEDP III, NFEDP and FEDP action plans by 2016 | PEDP |
| 5.1.3 | 8.3 | School Improvement Tool Kit for head teachers developed, published and distributed annually | PEDP |
| **COMPONENT 6: Effective structure for management, reporting, information sharing, collaboration and M&E of the sub sector plans including the LANES programme is in place.** | | | |
| **Specific Objective 6.1: Improve the functioning of the Education Sector dialogue structure for review, M&E of action plans** | | | |
| 6.1.1 | | Annual Review to share progress report and next FY year sub sector Action Plans held annually. | ESDP |
| **Specific Objective 6.2: Establish a Coordination Structure for the LANES programme** | | | |
| 6.2.1 | | Steering Committee for the LANES programme formulated by June 2014 | LANES |
| 6.2.2 | | Programme Coordination Unit for the GPE programme components established by July 2014 | LANES |
| 6.2.3 | | Ministry Level Coordination Unit for sub-sectors formed by June 2014 | PEDP III/ ANFEDP/ FEDP |

### 4.1.6 LANES Programme Cost Summary

The LANES Programme is, as stated previously, derived from 3 action plans developed in three ministries [MoEVT, MCDGC and PMO-RALG]. It is a specific request for a series of prioritized activities organized around the programme of enhancing literacy and numeracy competencies for Tanzanian children. The LANES Programme has 6

components whose total cost amount to US$ 94.8 million. Objective wise the total cost is depicted in Table 14.

**Generation of Unit Costs**

The process of generating unit costs started initially with identification of specific activities that were needed to accomplish implementation of all components. Some of the activities were identified as desk based and could be executed using existing human resources and within office times. These were considered but they were not costed and hence are excluded from the Budget Summary of the LANES Programme.

All other activities needed two aspects to be developed, first the cost driver and secondly the unit cost. For some activities an existing data base of cost standards was used as it existed within the Ministry. This was the case for items that were routine and the MoEVT procured these items routinely. Examples are Consultant Fees, Learning and Teaching Materials, etc. In these cases generation of unit costs was fairly straight forward.

There were however activities that were unique and no historical basis existed to allow development of reliable unit costs. In these cases a search was initiated for cost experiences from comparable countries and best estimates were employed and in these cases costs will be reviewed as appropriate.

**Table 15: LANES Programme Cost Summary [in US$ thousand]**

| OUT PUT | ITEM | 2014/15 | 2015/16 | 2016/17 | 2014/17 |
|---|---|---|---|---|---|
| **COMPONENT 1: Improvement of Mastery Skills in Literacy and Numeracy for children aged 5 – 11 years in formal Basic Education** | | | | | |
| **Specific Objective 1.1: Provide In Service Training to teachers on 3Rs to enhance learning achievement at early grades** | | | | | |
| 1.1.1 | 3Rs Midline and Endline Assessments at STD II conducted by 2016 | 305,988 | 305,988 | - | 611,975 |
| 1.1.2 | 3Rs Teacher Training interventions based on 3Rs assessment implemented by 2016 | 1,287,328 | 1,287,328 | 1,287,328 | 3,861,984 |
| 1.1.3 | School based INSET Scaled-up to 9417 primary school teachers by 2015. | 1,829,894 | 1,829,894 | 1,829,894 | 5,489,683 |
| **Total Objective** | | **3,423,210** | **3,423,210** | **3,117,222** | **9,963,642** |
| **Specific Objective 1.2: Ensure provision of adequate teaching and learning materials for quality primary education by 2016** | | | | | |
| 1.2.1 | School Incentive Scheme established to award 2000 lower half improving performing Primary Schools annually | 6,852,516 | 6,852,516 | 6,852,516 | 20,557,547 |
| 1.2.2 | 3Rs Learning Kits for 15525 schools provided to the primary schools by 2016. | 6,476,646 | 2,250 | 5,630,063 | 12,108,958 |

| OUT PUT | ITEM | 2014/15 | 2015/16 | 2016/17 | 2014/17 |
|---|---|---|---|---|---|
| 1.2.3 | 21 Government Teacher Colleges provided with Teaching and learning Materials for 3Rs | 149,888 | 131,513 | 149,888 | 431,288 |
| 1.2.4 | Literacy Clubs established in schools in 5 all 168 councils by 2016 | 1,480,388 | 1,480,388 | 1,480,388 | 4,441,163 |
| **Total Objective** | | **14,959,436** | **8,466,666** | **14,112,853** | **37,538,955** |
| **Specific Objective 1.3: Ensure that Education is inclusive to all school age children** | | | | | |
| 1.3.1 | Train STD I and II Primary School Teachers on the use of the Inclusive Learning Friendly Environment (ILFE) Tool Kits by 2016 | 181,140 | 181,140 | 181,140 | 543,421 |
| 1.3.2 | Launch the LANES Programme to ensure community involvement by end 2014 | 92,753 | - | - | 92,753 |
| 1.3.3 | Pre enrolment assessment of children to determine learning needs conducted at the beginning of each year of STD I in 25 Councils by 2016 | 816,031 | 229,375 | 229,375 | 1,274,781 |
| 1.3.4 | Communities Sensitized to participate in improvement of the learning environment by 2016 | 317,000 | - | 317,000 | 634,000 |
| 1.3.5 | Communities sensitized to ensure provision of School meals in 15, 525 primary schools by 2016 | 467,558 | - | 287,500 | 755,058 |
| **Total Objective** | | **1,874,482** | **410,515** | **1,015,015** | **3,300,013** |
| **Specific Objective 1.4 : Revise the Primary Education and Grade A Teacher Curricular.** | | | | | |
| 1.4.1 | Primary Education and Grade A Teachers Curricula reviewed and revised to address current developments by 2016 | 39,811 | 53,399 | - | 93,210 |
| 1.4.2 | Deliver Kiswahili, Math, and English by using Bridge IT Model (e-content) in 25% of all schools | 2,160,563 | 2,160,563 | 2,160,563 | 6,481,688 |
| 1.4.3 | National Literacy Development Guide for Primary Education developed by 2016 | 380,638 | 255,405 | 255,405 | 891,447 |
| **Total Objectives** | | **2,581,012** | **2,469,366** | **2,415,967** | **7,466,345** |
| **TOTAL COMPONENT 1** | | **22,838,140** | **14,769,756** | **20,661,058** | **58,268,954** |
| **COMPONENT 2: Improvement of Mastery Skills in Literacy and Numeracy for children aged 5 – 13 years in non formal Basic Education** | | | | | |
| **Specific Objective 2.1: Increased participation of children aged 9-13 years in non-formal education Centers** | | | | | |
| 2.1.1 | Communities sensitized on participation in both formal and non-formal education for OOS children age 5-13 | 392,250 | 392,250 | 392,250 | 1,176,750 |

| OUT PUT | ITEM | 2014/15 | 2015/16 | 2016/17 | 2014/17 |
|---|---|---|---|---|---|
| 2.1.2 | Conduct Midline and Endline 3Rs Assessment IN NFE by 2016 | 49,064 | 24,693 | 24,693 | 98,450 |
| 2.1.3 | 1680 NFE and 500 satellite centers for out of school children established and are operational by 2016 | 1,977,147 | 1,242,288 | 952,788 | 4,172,222 |
| 2.1.4 | Radio Instruction to Strengthen Education (RISE) provided through outreach interventions | 189,970 | 54,000 | 54,000 | 297,970 |
| 2.1.5 | Literacy Clubs established in 5 NFE centers and in 5 schools in all 168 councils by 2016 | 1,217,310 | 669,000 | 1,217,310 | 3,103,620 |
| 2.1.6 | YES I CAN teaching and learning methodology adapted for OOS children aged 7-13 | 41,772 | 830,088 | - | 871,860 |
| 2.1.7 | NFE Scaled Up in collaboration with Non State Actors-NSAs (CSO, PPP, CBOs) | 14,284 | - | - | 14,284 |
| 2.1.8 | Support 168 community based interventions (learning centre facilities) to improve NFE services for OOS aged 9-13 | 215,857 | 55,440 | 65,940 | 337,237 |
| 2.1.9 | Programme for awareness raising and sensitization of school communities on violence against children developed | 345,478 | 220,125 | 220,125 | 785,728 |
| **Total Objectives** | | **4,443,132** | **3,487,884** | **2,927,106** | **10,858,121** |
| **Total Component** | | **4,443,132** | **3,487,884** | **2,927,106** | **10,858,121** |
| **COMPONENT 3: Promotion of Early Childhood Development for enrolment at pre primary level** | | | | | |
| **Specific Objective 3.1: Promote Early Childhood Development in 55 Folk Education Colleges.** | | | | | |
| 3.1.1 | 30 Day Care Centers Facilitators trained by 2016 | 19,590 | - | - | 19,590 |
| 3.1.2 | FDCs day care centers Teaching and learning environment improved by 2016 | 57,750 | 31,969 | 31,969 | 121,688 |
| **Total Objective** | | **77,340** | **31,969** | **31,969** | **141,278** |
| **Specific Objective 3.2: Parenting education programme (Zungumza na Mtoto Mchanga-ZUMM) implemented to improve communication of young children** | | | | | |
| 3.2.1 | Research on Parent-Child Communication conducted by 2014 | 18,838 | - | - | 18,838 |
| 3.2.2 | ZUMM programme designed by 2016 | 300,443 | 116,192 | 100,800 | 517,434 |
| | **Total Objective** | **319,280** | **116,192** | **100,800** | **536,272** |
| **Total Components 3** | | **396,620** | **148,160** | **132,769** | **677,549** |
| **COMPONENT 4: Institutionalization and mainstreaming of effective ways of promoting literacy and numeracy skills acquisition.** | | | | | |
| **Specific Objective 4.1: Enhance evidence based planning and management through performance** | | | | | |

| OUT PUT | ITEM | 2014/15 | 2015/16 | 2016/17 | 2014/17 |
|---|---|---|---|---|---|
| **assessment, data management, research and evaluations.** | | | | | |
| 4.1.1 | Official School Ranking to ensure school level data on performance is effectively used in planning and management published and disseminated annually. | 179,258 | 179,258 | 179,258 | 537,773 |
| 4.1.2 | Basic Education Management Information System functional at 92 councils and 25 regions | 14,885 | 14,885 | 14,885 | 44,655 |
| 4.1.3 | Life Long Learning Management Information System (LL-MIS) Scaled up in 157 Councils by 2016 | 1,471,875 | 27,553 | - | 1,499,428 |
| 4.1.4 | 9 Action Oriented research studies on Literacy and Numeracy conducted by 2016 | 95,559 | 95,559 | 77,106 | 268,224 |
| 4.1.5 | Sponsorship of research on Literacy and Numeracy provided to9 Researchers by 2016 | 562,500 | 562,500 | 562,500 | 1,687,500 |
| 4.1.6 | Three Conferences to share experience on Literacy and Numeracy held in Tanzania by 2016 | 115,313 | 115,313 | 115,313 | 345,938 |
| 4.1.7 | PEDP III Impact Evaluation conducted and PEDP IV developed by June 2016 | - | - | 111,410 | 111,410 |
| 4.1.8 | ANFEDP Impact Evaluation conducted and ANFEDP II developed by June 2016 | - | - | 111,410 | 111,410 |
| 4.1.9 | Sector-Wide Programme and Costed Implementation Plan Developed by June 2017 | - | - | 111,410 | 111,410 |
| | | **2,439,389** | **995,067** | **1,283,291** | **4,717,747** |
| **COMPONENT 3** | | **2,439,389** | **995,067** | **1,283,291** | **4,717,747** |
| **COMPONENT 5: Strengthen Capacity of the education system and its Human Resources for improved coordination, planning and management.** | | | | | |
| **Specific objective 5.1: Improvement of the education system and its Human Resources for better planning and management in quality education delivery** | | | | | |
| 5.1.1 | 15525 school committees trained on school level planning and management by 2016 | 3,101,013 | 3,101,013 | 3,101,013 | 9,303,039 |
| 5.1.2 | 3,337 Ward Education Coordinators (WECs) and Inspectors supported in supervision, monitoring and evaluation of the PEDP III, NFEDP and FEDP action plans by 2016 | 5,238,214 | 196,257 | 91,976 | 5,526,447 |

| OUT PUT | ITEM | 2014/15 | 2015/16 | 2016/17 | 2014/17 |
|---|---|---|---|---|---|
| 5.1.3 | School Improvement Tool Kit for head teachers developed, published and distributed annually | 1,117,341 | 976,619 | 976,619 | 3,070,579 |
| **Total Objective** | | **9,456,568** | **4,273,889** | **4,169,608** | **17,900,065** |
| **Total Component** | | **9,456,568** | **4,273,889** | **4,169,608** | **17,900,065** |
| **COMPONENT 6: Effective structure for management, reporting, information sharing, collaboration and M&E of the sub sector plans including the LANES programme is in place.** | | | | | |
| **SPECIFIC OBJECTIVE 6.1: Improve the functioning of the Education Sector dialogue structure for review, M&E of action plans** | | | | | |
| 6.1.1 | Annual Review to share progress report and next FY year sub sector Action Plans held annually. | 136,155 | 136,155 | 136,155 | 408,465 |
| **Total Objective** | | 136,155 | 136,155 | 136,155 | 408,465 |
| **SPECIFIC OBJECTIVE 6.2: Establish a Coordination Structure for the LANES programme** | | | | | |
| 6.2.1 | Steering Committee for the LANES programme formulated by June 2014 | 4,213 | 4,213 | 4,213 | 12,639 |
| 6.2.2 | Programme Coordination Unit for the GPE programme components established by July 2014 | 416,033 | 416,033 | 416,033 | 1,248,098 |
| 6.2.3 | Ministry Level Coordination Unit for sub-sectors formed by June 2014 | 447,687 | 118,937 | 118,937 | 685,562 |
| **Total Objective** | | **867,933** | **539,183** | **539,183** | **1,946,299** |
| **TOTAL COMPONENT** | | **1,004,088** | **675,338** | **675,338** | **2,354,763** |
| **GRAND TOTAL** | | **40,577,937** | **24,350,094** | **29,849,169** | **94,777,199** |

Note that the first year budget is high due to the fact that procurement, including of equipment required for establishment of coordination structures, publication and purchase of teaching and learning materials will be done during the first year. Most activities will also take off during the first year.

Graphical demonstrations (Figure 1 and 2) indicates that Component 1 which is on Improvement of Mastery Skills in Literacy and Numeracy for children aged 5 – 11 years in formal Basic Education has taken the largest share of budget at 61% (equal to $58,27mil.). In-Service Teacher Training has been allocated 11% ($9.96mil.) of the total component budget while Teaching and learning Materials has been allocated 40%. Inclusive Education and Grade A Teacher Training and Primary Education curricular revision have been allocated 3% and 8% respectively.

Component 2 on Improvement of Mastery Skills in Literacy and Numeracy for children aged 5 – 13 years in non formal Basic Education carries 11% ($10.86mil) of the budget while component 3 on Promotion of Early Childhood Development for enrolment at pre primary level has taken 1% ($0.68mil).

Components 4 on Institutionalization and mainstreaming of effective ways of promoting literacy and numeracy skills acquisition has been allocated 5% ($4.72mil) while Component 5 on Strengthening Capacity of the education system and its Human Resources for improved coordination, planning and management has been allocated 19% ($17.90mil).

Component 5 on Management, reporting, information sharing, collaboration and M&E of the sub sector plans including the LANES programme has been allocated 3% ($2.35 4mil) of the total LANES budget.

**FIGURE 8: LANES BUDGET ALLOCATION BY COMPONENT (USD THOUSAND)**

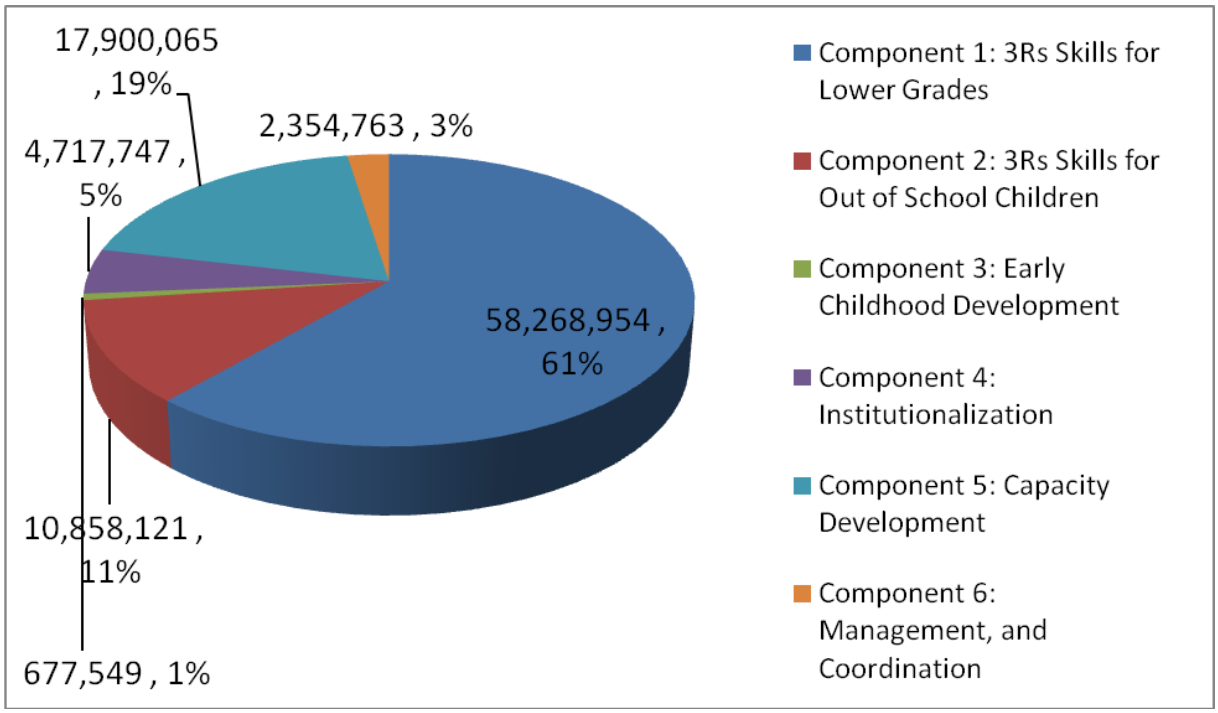
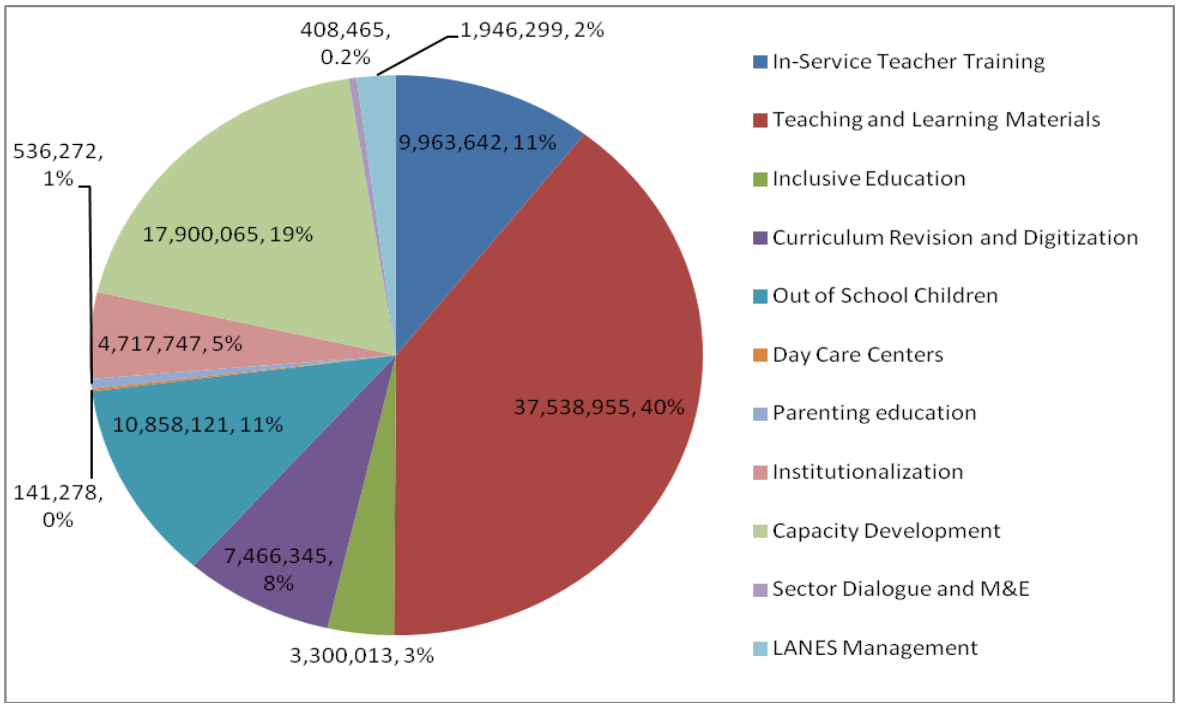


**FIGURE 9: LANES BUDGET ALLOCATION BY OBJECTIVE**




### 4.1.7 GPE Contribution to the Sub Sectors 3 year Financial Gap

The Government capacity to finance the targeted sub sectors is inadequate. The trend shows that for the past three years finance to PEDP III was 3 to 4.5% of the total required Development Expenditure. GPE requested funding for the three years will cover 29% of the total Development Gap (which is US$ 325,497,372). The gap does not take into account potential contribution from Development Partners and Non State Actors (CSOs and PPP) through projects. Efforts to cover the gap include introduction of an Education Investment Levy and mobilization of DP support to the BRN through funding frameworks which are anticipated to be in place by mid 2014.

**Table 16: Sub Sectors Financial Gap and GPE Contribution**

| PEDP III | 2014/15 | 2015/16 | 2016/17 | TOTAL TZS (2014-17) | TOTAL US$ (2014-17) |
|---|---|---|---|---|---|
| RECURRENT | 2,437,131,796,642 | 2,605,543,371,890 | 3,474,492,086,416 | **8,517,167,254,948** | 5,323,229,534.34 |
| DEVELOPMENT | 97,485,271,866 | 112,038,364,991 | 156,352,143,889 | **365,875,780,746** | 228,672,362.97 |
| 3 YEAR PEDP ACTION PLAN | 212,057,664,900 | 318,542,360,925 | 291,042,966,575 | **821,642,992,400** | 513,526,870.25 |
| **Funding Gap** | **114,572,393,034** | **206,503,995,934** | **134,690,822,686** | **455,767,211,654** | 284,854,507.28 |
| **ANFEDP** | | | | | |

| PEDP III | 2014/15 | 2015/16 | 2016/17 | TOTAL TZS (2014-17) | TOTAL US$ (2014-17) |
|---|---|---|---|---|---|
| | | | | - | - |
| RECURRENT | 607,485,900 | 643,935,054 | 682,571,157 | **1,933,992,111** | 1,208,745.07 |
| DEVELOPMENT | 767,979,500 | 499,186,675 | 1,075,171,300 | **2,342,337,475** | 1,463,960.92 |
| 3 YEAR ANFEDP ACTION PLAN | 7,348,415,000 | 13,002,215,000 | 7,548,872,750 | **27,899,502,750** | 17,437,189.22 |
| **Funding Gap** | **6,580,435,500** | **12,503,028,325** | **6,473,701,450** | **25,557,165,275** | 15,973,228.30 |
| **FEDP (ECD)** | | | | **-** | - |
| RECURRENT | - | - | - | **-** | - |
| DEVELOPMENT | 2,500,000,000 | 2,500,000,000 | 2,500,000,000 | **7,500,000,000** | 4,687,500.00 |
| 3 YEAR FEDP (ECD )ACTION PLAN | 14,404,267,240 | 15,499,293,620 | 17,067,858,240 | **46,971,419,100** | 29,357,136.94 |
| **Funding Gap** | **11,904,267,240** | **12,999,293,620** | **14,567,858,240** | **39,471,419,100** | 24,669,636.94 |
| | | | | | - |
| **TOTAL FUNDING GAP** | **133,057,095,774** | **232,006,317,879** | **155,732,382,376** | **520,795,796,029** | 325,497,372.52 |
| **GPE Support** | **64,925,318,921** | **38,960,659,105** | **47,759,178,949** | **151,645,156,975** | 94,778,223.11 |
| **% of GPE to the Funding Gap** | **49** | **17** | **31** | **29** | 29 |

## *4.3 LANES PROGRAMME MANAGEMENT*

### 4.3.1 Institutional and Implementation Arrangements

The LANES programme management arrangements are built on the principle that the programme will work through the existing education sector governance and dialogue structures and operate through the decision-making mechanisms and procedures already in place for implementation of similar programmes.

In line with the principle of alignment, the proposed Governance Structure, as depicted in the Program Management Organogram (Fig.10) for the LANES programme recognizes that it is the MoEVT's role to take leadership in directing the education sector through national planning and review processes, which articulate national priorities, strategies and operational objectives, such as the Education Sector Development Programme.

The day-to-day management of the programme will be vested in the office of the Director of Policy and Planning in the MOEVT who will have the coordination responsibility. The implementation of LANES activities will be mainstreamed to the respective departments across Ministries to ensure sustainability.

Management responsibilities will be handled at three main levels, namely, national, regional and ward levels. The Education Sector Development Committee (ESDC) whose membership, roles and responsibilities are shown in Annex 6, will have the overall national 'steering' responsibility at the policy and oversight level for the LANES programme. The ESDC is co-chaired by the Permanent Secretaries of the Ministries of Education and Vocational Training and the Prime Minister's Office Regional Administration and Local Government Authorities. Specific to the LANES programme, key roles of the ESDC include reviewing and approving the mid-term reviews; and reviewing and approving the end-of-year financial progress reports. The progress report will include results-based progress against targets.

There will be established a LANES Implementation Committee (LIC) chaired by the MoEVT DPP with representations from relevant government ministries, civil society, academia and development partners. The LIC will be the defacto Secretariat of the LANES programme whose composition, membership, roles and responsibilities are given in Annex 6.

Considerations have been made within the LANES programme to ensure that the LANES programme Coordination Unit (PCU) works closely with the BRN MDU to ensure effective implementation of BRN activities which are being supported financially by the GPE Grant.

Both the LANES Unit and the BRN MDU are not implementing Units but play the role of coordinating relevant departments in ensuring achievement of results for outputs within the Primary Education Plan. Primary Education Outputs that will be coordinated by the BRN MDU and have been allocated GPE funding will not be coordinated by the LANES PCU. Instead they will be coordinated by the BRN MDU and the head of the BRN MDU will be required to report regularly to the LANES PCU on progress of the outputs supported through LANES.

In addition, the LIC will be responsible for ensuring the execution of the activities under the BRN and hence the consultative positioning of the two units. The head of the MDU will be a member of the LIC to ensure programmatic challenges are effectively handled for complementarities of the activities.

At the regional level the Regional Secretariat shall be responsible for the coordination and oversight of the Council's implementation of LANES through the Council level LANES Programme Coordination and Implementation Units. At the Ward level, WECs in collaboration with School Committees, Head teachers and the Community representatives will oversee the implementation of the LANES programme activities. The programme reporting, oversight and responsibility structure is shown in Figure 11.

Relevant CSOs will be heavily involved in the implementation of the LANES programme, including their representation in the LANES oversight committees but in particular in the provision of children reading materials and in non-formal education interventions. Appropriate collaboration frameworks and contractual arrangements that will be approved by the ESDC will be put in place to fund CSOs to implement the respective interventions. The programme Coordination Unit in consultation with PMO-RALG, TENMET and the Directorate of Adult and Non Formal education will identify competitively appropriate CSOs to implement the interventions.

LANES has taken into account that there are sufficient education officers at the District Levels to effectively carry out LANES duties. These include District Education Officers, District Adult Education Officers, District Education Academic Officers, District Audio-Visual Officers, District Education Logistic Officers, District Home Economics and Health Officers, District Education Technical Officers, District Special Needs Education Officers and District Education Agricultural Officers. All these have the responsibility to ensure that LANES and other programs are adequately coordinated. The assignment of functions and responsibilities will reduce risk of double activity and funding and hence promote value for money allocated to various programs in the Education sector.

**FIGURE 10: PROGRAMME MANAGEMENT ORGANOGRAM**

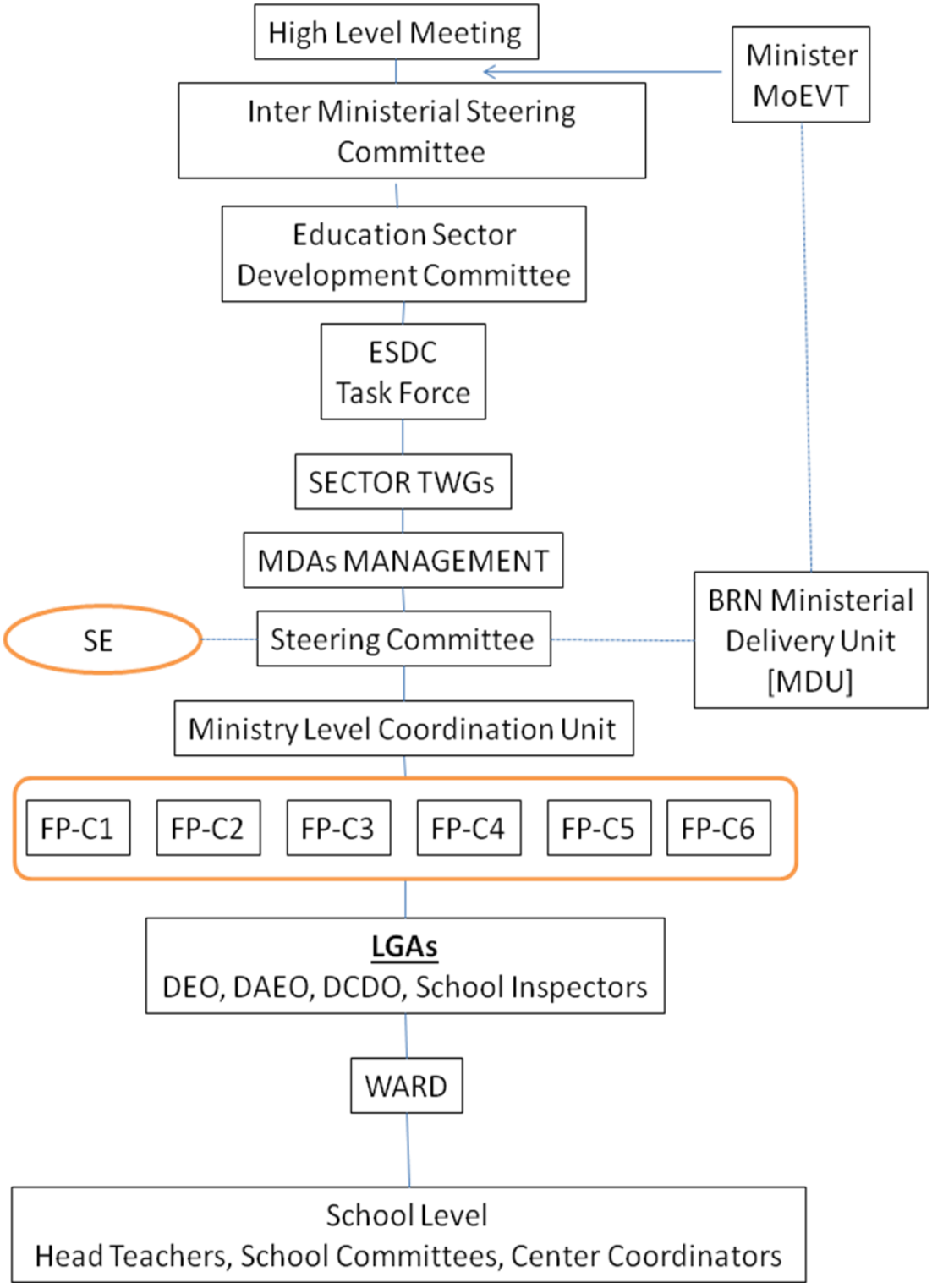
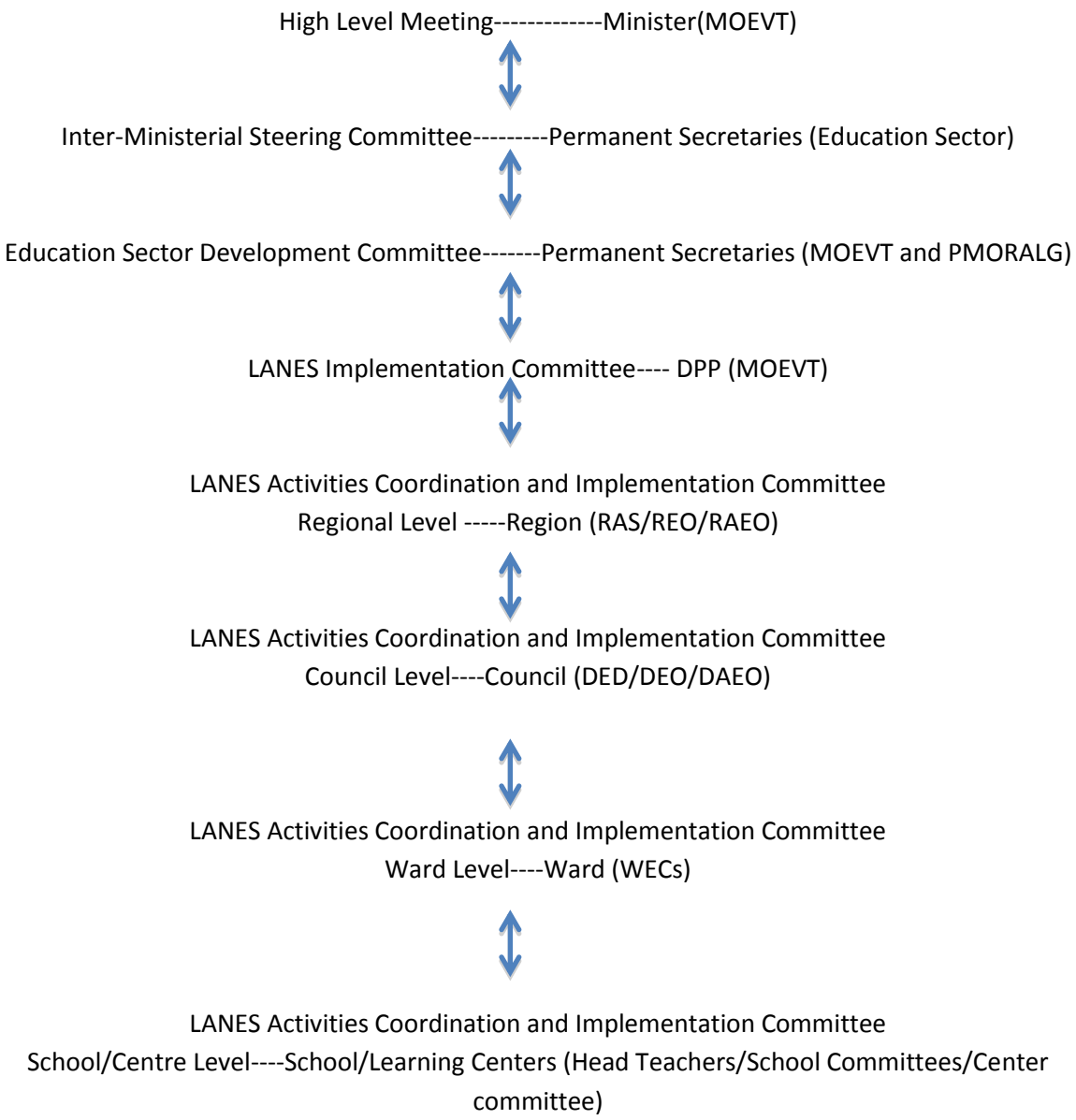


**FIGURE 11: PROGRAMME REPORTING, OVERSIGHT AND RESPONSIBILITY STRUCTURE**




### 4.3.2 Coordination, Monitoring and Evaluation Arrangements

LANES programme will be monitored in accordance with **standard GoT procedures** and within the context of the annual Joint Education Sector Reviews (JESR). Timely available and reliable education data and information, essential for effective programme management, will be generated through regular inspection and supervision visits and reports (notably by WECs, but also by DEOs and inspectors), activities related to ESMIS, impact and cost-benefit studies, NGO/CSO evaluations, a mid-term review in 2015 and

an external *ex post* evaluation scheduled for 2017.

Progress in programme implementation will be assessed at regular intervals during implementation by departments, the inspectorate (all levels) and MoEVT's Monitoring and Evaluation Performance Reporting Section. Information and data collected will be sent to the Department of Policy and Planning (DPP) for processing and analysis. Thus DPP will (a) collect and process information (M&E, inspection reports) and data (ESMIS), and (b) interpret findings against implementation plan, programme targets and indicators on a quarterly basis. Preliminary conclusions will then be discussed in the LANES Implementation Committee (LIC), together with the GPE Supervising Entity (SE).

Based on these discussions, DPP will finalise the **semi-annual progress reports** on programme implementation to inform ESDC. Decisions taken by the ESDC will be communicated, through DPP, to the relevant ministries, departments and other organisations to ensure adequate coordination and follow-up. By the end of each year of programme implementation (each June), DPP will produce an annual implementation plan and programme progress report, and will update the Results Framework, to facilitate informed decision-making by LIC and ESDC.

By such means, the education sector stakeholders and decision-makers will be well-informed on implementation plans and programme performance on a regular basis. Also, during the JESR, annual decisions on continuation, extension, adjustment, or concluding of the programme activities will be based on the analyses of information and evidence-based assessment of the impact of activities. It is emphasised that, in addition to looking at the application of funds and any particular implementation challenges, those involved will be continually asking such **key questions** as 'Are the teachers teaching?' and 'Are the children learning?'

## Roles and Responsibilities of the Supervising Entity (SE) an the Coordinating Agency

Sweden/SIDA as the **Supervising Entity** (SE) will provide expert assistance in monitoring progress in programme implementation, and in assessing on-going programme achievements. It will coordinate regular reviews of LANES with specific reporting tools agreed between the Coordinating Agency (CA) and stakeholders, under the overall guidance of ESDC. Given that some indicators will relate to achievements beyond the conclusion of the programme period, it is planned that an *ex post* evaluation be conducted during 2017.

The SE has joint responsibility with the developing-country partner government in monitoring implementation. The ESDC will agree on the mechanisms and frequency of **information sharing** with the rest of the stakeholders on progress, delays, and changes

in the implementation of the activities. The SE will consult with GoT and other partners to identify appropriate measures and actions to resolve issues that may prevent/slow achieving the grant objectives. The SE will support the CA in promoting and organising the LANES programme assessment component of the annual JESRs and supporting GoT in taking the leading role. The participation of civil society in these as in all LANES programme activities will be actively promoted.

The SE will also keep the **GPE Secretariat** informed on the implementation progress of the grant. This information will include submission of an annual implementation progress report, as well as copies of all supervision reports prepared as part of the internal work of the SE. The SE will review the overall progress of the grant with the GPE Secretariat at least once every six months.

The progress and performance of the programme will be subject to ongoing monitoring and systematic internal and external evaluation. The M&E process will be structured around the Results Framework (Annex 1).

As far as possible performance monitoring will draw on data from existing information systems. The principal source will be the ESMIS system, which is now able to produce up-to-date data with a good and improving level of validity and reliability. Other key performance data will be obtained from assessments and evaluations undertaken at routine periodic [quarterly] intervals as arranged in this proposal.

Performance assessment may also be supplemented by targeted evaluation studies that address key issues that are identified during implementation.

### 4.3.3 Fiduciary Risk assessment and mitigation

This assessment was conducted essentially through review of relevant reports and studies conducted in, and pertaining to Tanzania. Although the primary aspect of this GPE Application is basic education, fiduciary risk is essentially systemic assessment for the general government. There is therefore a general country fiduciary risk assessment as well as an education sector specific risk identification and assessment section that also proposes some mitigates against those risks.

### A. General country fiduciary risk assessment

Literature and in some cases development partner country statements vary in their definitions of fiduciary risk, but generally fiduciary risk includes the risk that development partner funds may not reach the budget – they may diverted beforehand for unknown or unauthorized purposes. This is the concern with flow of funds through for example the Bank of Tanzania to the Ministry of Finance. In this way the budget becomes an explicit aspect of the fiduciary risk assessment. For Tanzania this is not a problematical area because development partner funds reach the budget. There may be issues of reliability and timeliness of reporting on overall budget execution but not flow

of funds to the budget. Consequently information on efficacy of budget execution [knowing how (or perhaps even whether) funds (as part of the budget) have been spent. Therefore, poor fiscal reporting is a major PFM deficiency in many countries- the funds reach the budget but are misspent, because the budget is not adequately implemented and/or the budget is not sufficiently pro-poor (does not achieve value for money), and/or budget funds (including DPs assistance) are used for inappropriate, unauthorized, unknown or "corrupt" purposes.
Two fiduciary risk assessments have been conducted in Tanzania – one released in 2008 by the African Development Bank and the other released recently in 2011 being a joint product of the African Development Bank and the Department for International Cooperation of the United Kingdom. These two documents provide the bulk of the content in this fiduciary risk assessment.

The African Development Bank concluded in 2008 that 'Tanzania's PFM systems, although exhibiting some weaknesses, are robust enough for the provision of Budget and Sector Budget Support' (African Development Fund, 2008). This was a rather more progressive assessment than the subsequent one. The output of the subsequent report of 2011 referred to above concluded that 'The overall level of fiduciary risk for mainland Tanzania (central and sub-national government) is SUBSTANTIAL'. Contrasting these two reports it is evident that there had not been improvements between the two reporting periods. Nevertheless the 2011 reports also notes the efforts that had been undertaken by the Government towards improvements – results of which are accepted to be demonstrated only much later.

It may appear disappointing that fiduciary risks appear to not have been reduced significantly since the last FRA in 2008. However, taking a longer-term perspective, it is important to note that over the last 10-15 years, GoT has made significant improvements in PFM with the introduction of new technology, updated legislation and extensive training programmes. Since 2008, there have been ongoing improvements in procurement systems, electronic fund transfers, cash management, audit and legislative scrutiny. Given the low base, these achievements should not be underestimated.

The following is a verbatim presentation of summary findings of the joint DfID and AfDB financed Fiduciary Risk Assessment of 2011 for Mainland Tanzania. Key areas of fiduciary risk for Tanzania Mainland included the following:

i. Limited independence and effectiveness of external audit and legislative scrutiny;

ii. External pressures and weak commitment control systems for large contracts e.g. infrastructure;

iii. The weak internal control environment including insufficient checks and balances, poor record keeping, weak management supervision and lack of

variance reporting/audit trails;

iv. The complexity of the intergovernmental transfer system. There continues to be a significant number of transfers (some planned and some ad hoc) from central to local government level. Although there have been some recent notable improvements in both the flow of funds and information on the same, challenges still remain. For example, information on transfers is still not always transmitted in a systematically timely or consistent way. Disbursements are also not systematically reliable and the basis of formulas e.g. primary school enrolment figures not used in a consistent manner. This creates problems in ensuring that funds are accounted for correctly and/or used for their intended purposes;

v. The lack of transparency and oversight of the internal transfer system to public authorities and other bodies;

vi. Poor value for money in procurement practices.

vii. Revenue (tax and non-tax) collection is also an area of potential risk (both fiduciary and corruption) due both to policy decisions and administrative shortcomings.

Risk descriptions along the lines of 6 GPP areas and Procurement are provided in Annex 7. Proposals for Risk Mitigation measures are also included.

There have been some modest improvements from the status of 2011 but largely that last assessment is still a valid assessment today. As of 2013 most of the proposals made in 2011 are currently under consideration for implementation. It is understood that with the assistance of Development Partners avenues are being explored in how the fiduciary weaknesses reported in 2011 will be addressed effectively.

### 4.3.4 Risk Assessment and Mitigation – Education Sector Issues

#### A. Budgetary, Accounting and Procurement Risks

In this section we assess the associated fiduciary risk isolated only to the Education Sector. The intention is to identify education specific risks and propose risk mitigation measures. Our overall assessment is that the fiduciary risk for the LANES programme in Tanzania is low to moderate as it can be gathered from the summary matrix table. If the recommendations for improvement will be promptly implemented it may lead to a low risk rating.

Issues covered in the preceding section which assessed fiduciary risk at an entire government level inherently are applicable in the education sector. Nevertheless,

following is a brief presentation that only highlights some specific issues that relate specifically to the education sector.

**Budget Credibility**

Continued difficulties in meeting revenue collection targets, declining GBS as well as external shocks arising from rising fuel and other commodity prices pose significant fiscal uncertainties. Whereas the Government is exerting considerable efforts to improve revenue collection, Development Partners tend to reduce their support—a trend likely to persist in the medium term. This could substantially affect project implementation, particularly where government co-financing is required.

Specifically, a review of the financial statements shows that actual expenditure for the Ministry of Education and Vocational Training (MoEVT) fell short of budgeted figures by 7.8 % in 2009/10. The extent to which there have been reallocations within the Ministry is unclear. At the local level, the PETS (2010) states that "As part of the budget preparation process councils were provided allocation ceilings for the different types of discretionary and non discretionary grants they could expect to receive from the Central Government. Some grants were formula based, some allocated on the discretion of Central Government. Based on these allocation ceilings communicated to the councils, they prepared their budgets. However, during the budget preparation process the initial ceilings were adjusted as reflected by the deviation between ceilings allocated and approved council budgets". Overall, budget credibility is also affected by the level of teacher salary arrears, which are estimated by the Teachers Union to be in the region of Tshs 29.6 billion, almost 9% of recurrent budget.

**Comprehensiveness and Transparency**

In terms of the comprehensiveness and transparency of the budget, the aggregation of significant transfers to public organizations and authorities raises particular concerns for the education sector. The basis of subventions to academic institutions and other educational bodies is not set out in the budget guidelines. Oversight of these bodies is weak and there are reported to be a number of issues relating to the proper management of loans by the Higher Education Students Loans Board (HESLB). Flow of funds to local level through the various grant transfer system is neither transparent nor predictable. Interpretation of the rules is not consistent and rules (e.g. which enrolment figures) further complicate analysis. At primary school level, there is reported to be limited transparency in funds expected or received. The situation at the secondary school level is complicated further by the World Bank's SEDPII project and their use of a different set of guidelines.

**Policy Based Budget**

Education Block Grants allocated from the Central Government to the councils are a mix of discretionary and formula based grant elements. An allocation for salaries constitute the main element of the Education Block Grant and is determined by the

number of teachers already employed and the number of new positions allocated across districts. According to the PETS there is significant in-year resource reallocation between councils dependent on their ability to retain teachers.

**Predictability and Control in Budget Execution**

In terms of predictability and control in budget execution, from a ministerial perspective there is lack of clarity over the cash rationing system (currently monthly releases, but with some reports of a return to quarterly releases). According to the PETS (2010), in some councils there are significant allocations for some individual schools while others receive very low levels of capitation grants per student. Even if the budget guidelines suggest that councils should allocate a minimum threshold per student enrolled to schools, it is not implemented by the councils and actual transfers to schools vary significantly. Several schools also face significant delays in receiving the grants and many receive the first grant allocation several months into the next school year. The CAG report specifically mentioned in its 2009/10 annual report the need to strengthen financial discipline in the education sector, particularly primary and secondary schools where there were acts committed that violated laid down financial regulations leading to misuse of sector funds. A performance audit is currently ongoing. Incidences of education funding being used for other purposes were noted in the latest PETS (2010), although equally there were some instances of non-education funding being used for education.

**Accounting, Recording and Reporting**

Payroll improvements have been made for new employees but delays in the payment of promotions and various other allowances remain a significant problem. According to the PETS, there is a need to update school registries to have a full account of all government (primary) schools in mainland Tanzania. Payroll data maintained at PO-PSM/MoF should be enhanced to include information on not only function, salary level, date of employment and pay station, but also at which government institution (school) an employee is serving. This will significantly improve the ability to monitor teacher attendance when consolidating payroll data with data from the schools and councils, as payroll information maintained at the council does not always equal that maintained by schools. Internal audit is active in the MoEVT, but the focus of its reports and the action taken by the audit committee has not been assessed.

**External Audit and Scrutiny**

With respect to the external audit issues that have been raised relate to presentation of audit reports that would improve visibility and readability as well as sufficient disclosure of important matters. Also important with respect to the external audit report is to subsequently make available to relevant stakeholders, management response [actions taken] with respect to on audit recommendations. Finally there are issues of capacity enhancement for parliamentary committees so that they can be more effective in their scrutiny of audit reports and other management submissions.

**Procurement**

There is anecdotal evidence that procurement in the education sector suffers from a number of problems, both at the central and local level. As an example, the MoEVT's procurement procedure for text books does not appear to have followed the principle of 'open competition' (promoting transparency and competitiveness) as it denied other suppliers with capacity the opportunity to bid. The approval of only certain textbooks for primary school students has also reportedly resulted in delays in procurements and delivery as well as cost escalations. At the local level, schools also report directives being received on the use of specific suppliers.

**LANES Program Operations Manuals and Guides**

Various activities within the LANES programme will require that operations manuals and guides for their implementation are developed to control and regulate the financial management and internal control routines and procedures of public financial management. In most cases Government procurement and financial manuals and guides will be used in all procurement and financial procedures within LANES. Where need be, additional manuals will be developed during the first six months of preparation for LANES' implementation. In addition, The SE will be involved in ensuring that these manuals provide no room for flexibility with regard to agreement clauses particularly on procurement and financial management. This will require regulating the right of the SE to commission financial audits in addition to NAOT and allowing annual procurement audits to be commissioned through its framework consultant. The SE will also be involved in the recruitment of the LANES Officers particularly those within the Programme Coordination Unit that goes beyond approval of TOR and job descriptions which will be done in the ESDC.

**B. Programmatic Risks**

All risks identified in previous FDA Reports have been paired with appropriate risk mitigation measures and these are found in Annex 7. However, there were risks that were identified by stakeholders in the course of consultations during preparation of this LANES GPE Application. Summary details of these are provided in Table 4.6 with two perspectives; the probability of occurrence as well as the potential impact of a specific risk.

**Inadequate school infrastructure: classrooms, teacher houses and latrines.**

Pre primary and primary education infrastructure is not yet sufficient to ensure required classroom pupil ratio of 1:40. To date Primary Classroom Pupil Ratio has remained unfavorable with the lowest value reported at 1:109. Classroom Pupil Ratio (CPR) for Pre-primary education in 2011 was reported to be 1:220 which is unfavorable for quality learning to take place. The challenges in classroom pupil ratio go along with latrine pupil ratio which was reported to be 1:56 in 2012 for both girls and boys as opposed to required ratio of 1:25 for boys and 1:20 for girls. Likewise,

while inadequate teacher houses have been seen as part of the reason why teachers would not settle in hard to reach/serve areas, the Government still faces a large challenge of ensuring that teachers' houses are constructed to resolve this challenge.

Regardless of the challenges highlighted above, Tanzania has kept its primary pupil net enrolment rate steady over the years which reached its highest pick in 2008 at 97% and dropping to 92% in 2012 reasons which have been attributed to calculations being based on census data dating back over 10 years. The steady growth in enrolment did not go hand in hand with quality of education as envisaged in the Primary School Leaving Examinations (PSLE) whose pass rate dropped from 53% in 2009(male=59%, female 48%) to 34% in 2012.

The fall in pass rates which is attributable to inadequate inputs for the provision of quality education at pre primary and primary levels, have driven the Government to put more emphasis on quality aspects which will improve pupil performance for the coming years. Part of the emphasis will be on continuing to improve teaching and learning environment by encouraging LGAs to continue constructing classrooms and latrines for Pre primary, teacher houses and rehabilitation of dilapidated primary classrooms particularly in hard to reach areas. Within its three years plan, the Government will ensure that each LGA constructs at least 15 Pre Primary Classrooms along with 15 latrines, 6 teacher houses, and rehabilitates 10 Primary school classrooms.

In order to ensure that LANES implementation is not affected by the challenges in infrastructure, the Government will ensure that necessary conditions are in place at each of the schools/centers where the support will be provided. LANES will also support major campaign to encourage communities to participate in improvement of the learning environment to be carried out throughout the three years period. The campaign will involve airing of TV and radio programmes and spots, newspaper articles and use of social media. Councils and Communities participating in the LANES programme outputs will be required to commit in providing suitable infrastructure including secure spaces for equipment, teaching and learning materials.

**Lack of school feeding in some schools**

The Education Sector does not yet have a comprehensive school feeding programme. So far the only extensive support on school meals worth $ 48mil (from 2011/12 to 2013/14) has been provided by WFP in dry prone areas reaching up to 600,000 children. WFP initiated support to establishment of a school feeding programme to ensure that Tanzania has a sound plan for providing meals to all school children.

Within the primary education plan, supported by the LANES programme, the government will conduct a study to identify school meal initiatives which have

proven effective and which may be used by schools that do not yet have meal programmes. An output on media campaign has also been included to mobilize communities to participate in the provision of school meals.

The School Feeding Unit which will be established will oversee programs for provision of school meals. Officers participating in field work will continuously encourage schools to work with communities to ensure that school meals are provided to children as one of their contributions to successful implementation of the LANES programme.

**Poor Teacher Attendance and Accountability.**

The Public Expenditure Tracking Survey (PETS) of Basic Education conducted in 2009, analyzed the extent to which the teachers on government payroll were absent at the schools for various reasons.

The study also estimated the financial loss of teacher absenteeism at TZS 845mil ($ 1.4mil) per year. The survey indicated that up to 10% of teachers on the District Council's payroll were absent from school at all times and in some councils up to 20% of teachers. Likewise, another study15 has indicated that teachers spent only about a third of their contracted hours in class, and therefore that on average, children could expect only two hours of contact per day with a teacher in a classroom in primary school.

Evidence has also shown that delays in releasing teacher arrears has reduced teacher's motivation hence leading to teacher absenteeism and reduced pupil teacher interaction hours. Teacher's motivation, particularly intrinsic motivation is limited by teacher's ability to teach as a result of inadequate training on pedagogy and subject content.

The Government began mitigating teacher absenteeism and accountability challenges by implementing the recommendations made by the PETS in 2009. This included issuing a circular on Teacher Attendance to all Councils to encourage councils to closely monitor teacher attendance. The Government also conducted a Human Resources Situation Analysis (with CIDA's support) to provide recommendations on how to improve teacher situation. Likewise the Government (with UNESCO support) is establishing a Teachers Professional Board which will oversee the upholding Teacher's Accreditation, Ethics and Code of Conduct. The Teachers' Professional Board Act is in its final stages of finalization.

Teacher accountability will also be mitigated by the planned outputs in the Primary Education plan, financially supported by the GPE through the LANES programme.

[15] Delivering Service Indicators: Pilot in Education and Health Care in Africa," *AERC/Hewlett Foundation/World Bank*, forthcoming 2011

Teacher accountability will also be overseen through BRN whose main focus is on improved accountability at school level and building teacher's capacity to teach. In particular, the focus on training Head Teachers and school committees on management skills is to ensure that teachers are accountable to Head Teachers, and head teachers to the School Committee on all matters related to the school. Within BRN the Government has also planned to clear all teacher arrears by 2015 and ensuring teachers' arrears are paid in full and timely.

As part of tracking and monitoring teacher attendance, field visits throughout the LANES implementation timeframe and the work of the Inspectorate will include a matrix on teacher presence at school and reasons for being absent and classroom hours for the week at which field visits are being held. Appropriate counseling will also be conducted by Inspectors to encourage teacher attendance.

**Lack of ownership of LANES**

The LANES programme has been derived from sub sector action plans.

This approach has ensured that LANES is part and parcel of what the Government has planned to do for the next three years within the three programmes Action Plans. Linkages have also been established with ongoing programmes and projects (EQUIP-T, UNDAP and TZ21) supported by different development partners. To ensure ownership at all levels, the Government plans to conduct sensitization through mass media and orient education officers at all levels regarding the upcoming programme before initiation of its implementation.

**Slow decision-making and unresponsiveness by responsible officers.**

Slow decision making and unresponsiveness have been associated with various reasons including slow bureaucratic systems. On the other hand fast decision making has been associated with organizational learning which encourages system thinking, personal mastery, mental models, team learning, building shared vision and dynamic actions[16].

Slow decision making within the education sector has mainly been blamed on bureaucratic systems which slow down achievement of time bound results hence posing as a threat to achievement of planned activities.

The Presidential Initiative (BRN) targeting six Sectors, of which Education is one, was designed to ensure that officers behaviors in making and acting upon decisions are enhanced to go hand in hand with achievement of the time bound activities within the sector. The BRN also encourages responsible officers to work towards time bound results which would automatically impact on their decision making behaviors.

[16] Manager's decision-making in organizations –empirical analysis of bureaucratic vs. learning approach- Eva Bolfíková et al vs. Learning approach

Under the LANES programme staff training within the Action Plans will mainly focus on Change Management aimed at equipping leaders at various levels to change their attitudes regarding working more towards results. The M&E Matrices for each of the action plans, including a separate one for the LANES programme, are results based hence they provide detailed information on what needs to be achieved, by who and at what time. A separate Matrix on Financial Performance will be used to help officers record to what extent they have under or over expended released funding, including what times funding requests should be made with the Ministry of Finance.

All officers responsible will also be oriented on the action plans and their Results Matrices so that they are well informed in advance of their specific roles.

**Limited Implementation Capacity at National Level.**

It is true that Ministries responsible in implementation of the action plans have inadequate human resources, particularly at coordination and monitoring levels, to undertake the implementation of all the planned activities.

To mitigate this, LANES Implementation Committee will be established to oversee implementation of the planned activities. Likewise, a Coordination Unit will be established within the Directorate of Policy and Planning to be staffed with a National Programme Coordinator, M&E Specialist, Non Formal Education Specialist, Procurement Officer and a Financial Officers. The roles of these officers will be to Coordinate Implementing Departments and CSOs to ensure timely achievement of targets.

Likewise, each of the responsible departments will be provided with resources to ensure timely monitoring of LANES implementation.

**Weak implementation capacity at decentralized levels.**

The Government is currently undertaking training of various leaders at the Local Government Level including of School Inspectors and District Education Officers to strengthen their capacity in implementation of the planned activities including those to be supported through LANES.

Specific to LANES, the Government will deploy five full time additional officers (Components Focal Points) to supervise implementation and achievement of the LANES components, to be based at the Prime Minister's Office Regional Administration and Local Government (PMORALG). These officers will work closely with Regional and LGA Education staff members (REOs, DEOs, SLOs, DAEOs, Special Needs Education Officers, Inspectors and WECs) who will be responsible in implementation of LANES at the LGA levels. All LGA officers will be oriented on their roles regarding the LANES action plans.

**Other Primary Education subjects might suffer as a consequence of focusing on Literacy and Numeracy**

Literacy and Numeracy competencies at early grades are considered foundational to learning at later grades and in acquiring appropriate knowledge of other subjects. Evidence has shown that children who acquire appropriate literacy and numeracy skills at early grades will perform better at higher grades in all other subjects. While teaching literacy skills may better be achieved through communication in particular through language subjects, given appropriate guiding tools teachers teaching children other subjects may effectively assist children to acquire literacy and numeracy skills. As stated in earlier chapters, literacy and numeracy skills of children in pre and primary schools are poor such that some children enter into higher grades without the required skills to competently learn about other subjects.

LANES focus is on supporting children to acquire required literacy and numeracy skills at STD I and II, and also enabling STD III and IV teachers to continue assisting children to acquire those skills as they teach them other subjects. A Literacy Development Guide will be prepared to aid teachers in mainstreaming literacy and numeracy in all other subjects and in extracurricular activities.

**Inability of existing tests and examinations to measure effectively literacy and numeracy skills among pupils.**

There have been concerns that although the country has been pushing for competency based teaching that encourages participatory learning and classroom discourse as opposed to content based teaching, this has not taken place. There has also been inadequate orientation of teachers to the Primary Education Curriculum which has limited teachers' skills to deliver competently. Further dissatisfaction has been on the fact that tests and exams are incoherent with what children learn in the classroom, i.e. based on a competency based curriculum while teachers still use the content based methodologies.

Within the primary education action plan, experts will be engaged to review the curriculum to ensure it carters for providing children with required competencies while at the same time orienting teachers to competently deliver. Likewise, a team of experts has been engaged to review the examination systems particularly for PSLE through WB support. Lack of an early grade assessment of pupil 3Rs skills has also called for introduction of tests at STD II (within the Primary Education Plan supported through LANES) to determine children's 3Rs skills and ensure appropriate measures are taken to help children acquire the right skills before moving on to higher grades.

It has also been noted that while continuous assessments have been conducted, these have not been used in helping teachers to devise ways of helping children who show weaknesses in 3Rs skills. To tackle this, 3Rs interventions to be designed with LANES support, will use the STD II assessments and self learning modules will also be developed to help teachers gain the right skills in teaching the 3Rs.

**Sustainability of changed pedagogy, teachers going back to old system once programme ends**

The Primary Education curriculum lacked clear 3Rs teaching and learning aspects. This called for development of 3Rs modules for STD I and II to aid teachers and pupils to teach and learn the skills appropriately. In a way this will change the pedagogy which is currently being used by teachers at those grades hence calling for measures to ensure sustainability of the revised pedagogy.

Sustainability will be ensured by incorporation of the 3Rs methodologies in the revised curriculum. Sustainability will also be achieved by training teachers and Schools Inspectors on the changed pedagogy, including orientation on the revised curriculum. The Literacy Development Guide will also ensure that 3Rs is mainstreamed in all subjects at all levels of Primary Education hence becoming the standard at which primary education is delivered.

**Lack of connectivity for engaging e-learning.**

In 2011 only 17% of households were reported to be connected to electricity[17]. Connections are still dependant on the national grid which means that it would be less likely for people and institutions based further away from the Grid to be connected. As a result very few primary schools particularly those in hard to reach/serve areas are connected to electricity.

In order to ensure that schools to be provided with electronic equipment have access to power, budget has been set aside in the LANES programme to equip schools with solar power systems.

**Lack of specific activities targeting girls within the LANES programme.**

It is important to note that over the past years Tanzania has put a lot of emphasis on ensuring that girls access primary education as much as boys. Because of that effort Tanzania reached parity in primary education over 7 years ago and the trend has been kept steady. Challenges are now in Advanced level secondary and higher education, which are not part of the LANES programme. The difference

[17] Tanzania in Figures-National Bureau of Statistics-2012

between boys and girls on transition from primary to lower secondary is also negligible.

In order to ensure that there are enough female teachers at Primary to act as role models for girls, the number of female qualified teachers in Primary Education has been increased where in 2012 there were 90, 482 female teachers compared to 84, 352 male teachers.

Within ESMIS and in all reports, data disaggregation by gender is given a high emphasis and will continue to be as this is important in helping responsible officers to emphasize on relevant initiatives.

Given the current situation in girls education, more emphasis within the LANES programme has been given on activities which ensure that aspects relevant to continued emphasis on girls education are mainstreamed within each activity. Within the Results Matrix, a specific column on Cross Cutting Issues was added with identification of CCI issues to be observed with a specific emphasis on those which are related to mainstreaming gender.

In realizing that pass rate for girls at the PSLE is lower than that of boys, teachers will be provided with skills to ensure that girls classroom learning is given as much attention as that of boys. This will particularly be achieved by training teachers on Inclusive Learning Friendly Environment (ILFE) which are tools that provide teachers to identify support areas for girls. The ILFE Tools also provides skills for teachers to help pupils to establish Safe Spaces (peer help clubs).

It has also been noted that girls abscond from school/classes because of lack of sanitary facilities, water and latrines at school level. The Government will continue to implement School Water, Sanitation and Hygiene (SWASH) in schools through UNICEF support.

Through LANES, responsible officers including teachers will strive to ensure gender parity in participation in all activities, through community sensitization. In particular a special emphasis will be given on girls participation in Literacy Clubs, satellite schools, and NFE learning Centers.

Table 15 and Table 16 give summaries of Risks, the likelihood of the risks happening and the possible impact if it happens.

**Table 17: Summary Matrix of Risk Probability and Impact**

| SN. | Description of Risk | Likelihood | Impact | RESPONSIBLE |
|---|---|---|---|---|
| 1. | Inadequate school infrastructure: classrooms, teacher houses and latrines. | Low | Medium | PMORALG, Local Government Authorities |
| 2. | Poor Teacher attendance and accountability. | High | High | Chief School Inspector, Zonal Inspectors, District School Inspectors, DEOs, WECs, Head Teachers, School Committees. |
| 3. | Lack of ownership of LANES | Low | High | DPP, LIC, LANES Unit, MDU, Implementing Departments. |
| 4. | Lack of school feeding in some schools | High | Medium | Commissioner of Education, Implementing Departments, LGAs, |
| 5. | Weak financial management including locally – potential for malpractice. | Medium | High | Ministry of Finance, LIC, Director for Procurement, Ministry Financial Officer, LANES Unit. |
| 6. | Untimely release and disbursement of funds. | Medium | Low | Ministry of Finance, LIC, Director for Procurement, Chief Accountant, LANES Unit. |
| 7. | Slow decision-making and lack of response to local problems | Low | Low | PMORALG, LGAs, LANES Implementing Departments |
| 8. | Limited implementation capacity at National level | Low | Low | LANES Unit, LANES Implementing Departments. |
| 9. | Weak implementation capacity at | Low | Low | PMORALG, LGAs, LANES Implementing |

| SN. | Description of Risk | Likelihood | Impact | RESPONSIBLE |
|---|---|---|---|---|
| | decentralized levels | | | Departments. |
| 10. | Other Primary Education Subjects might suffer as a consequence of focusing on Literacy and Numeracy | Low | Low | Primary Education Department, Tanzania Institute for Education. |
| 11. | Inability of existing tests and examinations to measure effectively literacy and numeracy skills among pupils. | Medium | Medium | School Inspection, TIE, LANES Unit, Primary Education Department. |
| 12. | Sustainability of changed pedagogy-teachers going back to old system once programme ends | Low | Low | Tanzania Institute of Education, Teacher Education Department, Teacher Training Colleges, School Inspection. |
| 13. | Lack of connectivity for engaging e-learning and geographical barriers. | Low | Low | Primary Education, LANES Unit, LGAs. |
| 14. | Lack of specific activities targeting girls within the LANES programme. | Low | Low | Implementing Departments, LANES Unit |

**Table 18: Summary Matrix of Risk Probability and Impact**

| | | IMPACT | | |
|---|---|---|---|---|
| | | Low | Medium | High |
| PROBABILITY | Low | (7) (8) (9) (10) (12) (14) (15) | (1) | (4) (13) |
| | Med | (6) | (11) | (5) (3) |
| | High | | | (2) |

**Follow up on Risk Mitigation**

The Government in collaboration with Development Partners and CSOs follows up on risk mitigation through the dialogue structure, in particular through the various Technical Working Groups and the ESDC meetings. As part of the Annual Performance Review Report, a risk mitigation table is also added with indication of Government strategies for mitigation of the risks for the coming year, and an explanation of what the Government did the previous year. The risks identified in preparation of the GPE Grant Application, will be added to the issues which need to be monitored through the dialogue structure

### 4.3.5 SUSTAINABILITY

LANES programme activities have been derived from an integrated with Government Education Sector action plans. Their implementation will therefore be undertaken within existing Government structures and processes hence they will not exist as separate and isolated programme activities. LANES aims at filling in targeted sub sector action plans funding gap hence will not be thought of as an addition to what the Government plans to do for the next three years.

Capacity development of responsible officers will be done in such a way that skills and competencies will be cascaded down, from central levels to school levels.

In order to ensure continuity and mainstreaming of the LANES activities, the Government will overtime assume financial responsibility of activities with continuity aspects. Also some activities will require GPE funding to phase out by stages of reduced funding while the Government increasing the level of funding annually.

LANES will also promote mindset and behavior change towards implementation of LANES targets by leaders at all levels. This will go hand in hand with building the capacity of teachers not just in teaching literacy and numeracy but also in empowering them to be more creative in ensuring that learning will continue taking place even after the GPE funding will have phased out

The commitment made by participating communities, schools and teachers will be taken seriously by all concerned officials. The role of communities will be highlighted at each LANES objective to ensure that there is strong community participation for close follow up and monitoring of school performance. Training of School Committees will in particular bring the community closer to schools in ensuring proper planning and management of school resources.

### 4.3.6 LANES M&E Matrix and Results Framework

An M&E Matrix (Annex 1) has been developed to facilitate monitoring and evaluation of the programmes targets. The matrix also serves as a periodic and an annual expenditure tracking framework.

The Matrix will also be used by implementing departments to report on quarterly, bi-annual and annual achievements of targets so that discussions on any challenges faced in achieving the indicated targets is done at the different levels early on.

A column on Means of Verification has been included to aid supervisors to confirm reliability and validity of submitted reports. The matrix also includes a column on baseline which entails the state at which each of the outputs is at, and Indicator column which entails the additions made to the baseline as a result of achieved targets.

The matrix is not intended to replace existing frameworks for Monitoring and Evaluation in the education sector. The overall sector M&E Structure and in particular ESMIS will be used to monitor and store collected data to aid in ensuring planning at different levels is done based on evidence.

In addition to the M&E Matrix, Table 17 provides key outcome and output programme results. These will be tracked throughout implementation of the LANES programme. It is anticipated that upon capacity development of key actors in the education system, and provision of various facilities through LANES to enhance teaching and learning at early grades, a significant positive change should be visible in the Outcome level results indicated in the table. Some of the key results are not directly linked to LANES input however, since LANES adds on to the already existing Government resources, these results should show an upward trend throughout the period that LANES will be

implemented. These include PSLE Pass Rates, Net Enrolment Rate and Net Completion Rate

**Table 19: Key Outcome and Output Level Results**

| KEY RESULTS-OUTCOME LEVEL | Baseline 2011/12 | 2014/15 | 2015/16 | 2016/17 |
|---|---|---|---|---|
| Early Grade Reading Score at STD II | *N/A | - | - | - |
| Girls Early Grade Reading Score at STD II | *N/A | - | - | - |
| Pass Rate at STD IV | 85% | 90% | 95% | 100% |
| Girls Pass rate at STD IV | *N/A | - | - | - |
| Number Enrolled in NFE/Satellite Centers | 49, 293 | 67, 200 | 84, 000 | 100, 800 |
| Girls Enrolled in NFE/Satellite Centers | 22, 811 | 33, 600 | 42, 000 | 50, 400 |
| Number of Out of School Children (NFE& Satellite centers) mainstreamed to Formal Education | 84.2% | 84.2% | 90% | 95% |
| Net Enrolment Rate | 92% | 96% | 98% | 98% |
| PSLE Pass Rate | 31% | 60* | 70* | 80* |
| Girls PSLE Pass Rate | 31% | 60* | 70* | 80* |
| Girls Net Enrolment Rate | 92.5 | 96% | 98% | 98% |
| Net Completion Rate | 86.1 | 90% | 98% | 98% |
| Girls Net Completion Rate | 89.8 | 93% | 98% | 98% |
| *Reading and Math Scores baselines to be provided in February 2014.<br>*Based on BRN targets | | | | |
| **KEY RESULTS- OUTPUT LEVEL** | **Baseline 2011/12** | **2014/15** | **2015/16** | **2016/17** |
| *% of STD I to IV 3Rs teachers trained | 3.3% | 20% | 40% | 60% |
| Pupil Teacher Ratio | 1:46 | 1:44 | 1:42 | 1:40 |
| Pupil Text Book Ratio | 1:5 | 1:4 | 1:3 | 1:3 |
| Learner Facilitators Ratio (NFE) | 1:30 | 1:30 | 1:30 | 1:30 |
| % of Learning Kits distributed to schools | N/A | 100% | 100% | 100% |
| % of Learning Kits distributed to NFE Centers | N/A | 100% | 100% | 100% |
| % of Inspection Visits by District School Inspectors | 22% | 50% | 50% | 50% |

| | | | | |
|---|---|---|---|---|
| % of schools visited by WECs | *N/A* | *100%* | *100%* | *100%* |
| % of Out of School girls (NFE& Satellite centers) mainstreamed to Formal Education | *83.7%* | *83.7%* | *90%* | *95%* |
| Average Annual Instructional Hours (actual) | *N/A* | *1034.7* | *1034.7* | *1034.7* |
| Average Teacher Absenteeism (as percentage of working days) | *N/A* | *1%* | *1%* | *1%* |

*The total number of teachers to be trained on 3Rs is 62, 100.
*Instructional Hours according to Policy.

## ANNEX 1: LANES M&E MATRIX

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | | | | | | | | | | | | | | . | | | | | | |
| Component 1 | Improvement of Mastery Skills in Literacy and Numeracy in Pre and Primary schools | | | | | | | | | | | | | | | | | | | | | | | | |
| Objective 1.1 | Provide In Service Training to teachers on 3Rs to enhance learning achievement at early grades | | | | | | | | | | | | | | | | | | | | | | | | |
| Output 1.1.1 | 3Rs Midline and Endline Assessments at STD II conducted by 2016 | | | | | | | | | | | | | | | | | | | | | | | | |
| a | 3Rs Pupil Assessment not yet conducted. To be conducted by January 2014. | 305,988 | 305,988 | - | 611,975 | Number of TOTs Trained. | | | | | | | | | | | | | List of trained TOTs, workshop reports. | 6 TOTs Trained by September | 6 additional TOTs Trained by September | NIL | At least 50% of the trainees and participants in data collection should be female.<br><br>Equal number of girls and boys to be included in the 3Rs | PE/BRN MDU | ECD Coordinator | USAID, RTI, DFID, ADEM |
| b | | | | | | Number of data collectors trained. | | | | | | | | | | | | | List of Data collectors trained, workshop reports | 120 Data Collectors Trained by September. | 120 additional Data Collectors Trained (From Councils not participating in first assessment) by October. | NIL | | | | |

| S/N | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| c | | | | | | Presence of 3Rs Pupils' Results based on 3Rs Assessment | | | | | | | | | | | | | Midline assessment reports, pupil 3R competency results. | 3Rs midline Assessment field work conducted in 200 schools with sample of 4000 children by October. | 3Rs endline Assessment Conducted in 200 schools with sample of 4000 children by October. | NIL | assessment sample.<br><br>3Rs Assessment Results to be disaggregated by sex | | | |
| d | | | | | | Presence of 3Rs assessments reports | | | | | | | | | | | | | Assessment report. | Midline 3Rs Assessment Report completed by December. | Endline 3Rs Assessment Report completed by December. | | | | | |
| Output 1.1.2 | STD I and II 3Rs Teacher Training interventions based on 3Rs assessment implemented by 2016 | | | | | | | | | | | | | | | | | | | | | | | | | |
| a | STD I&II 3Rs Teacher Training Interventions to be designed by March 2014. 6167 teachers to be trained in 2014. | 1,287,328 | 1,287,328 | 1,287,328 | 3,861,984 | Number of TOTs workshops held | | | | | | | | | | | | | Workshop reports | 3 TOT workshops held by August | Additional 3 TOT workshops held by August | Additional 3 TOT workshops held by August | At least 50% of participating trainees should be female.<br><br>Designed interventions to take on board girl specific challenges including classroom | Teacher Education/BRN MDU | INSET Coordinator | USAID, DFID/ADEM |
| b | | | | | | Number of TOTs trained | | | | | | | | | | | | | List of trained TOTs, workshop reports. | 160 TOTs trained ( 80 Council Academic Officers and 80 SLOs ) by August | Additional 160 TOTs trained ( 80 Council Academic Officers and 80 SLOs ) by August | Additional 160 TOTs trained ( 80 Council Academic Officers and 80 SLOs ) by | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | | | | | | | | | | | | | | | | August | participation, interaction and cultural aspects. | | | |
| c | | | | | | Number of Modules packages produced. | | | | | | | | | | | | Module Titles in place for STD I and II; number of Modules published | 6167 Modules packages produced (6 for STD I and 6 for STD II on Kiswahili, English and Pedagogy) by August | Additional 6167 Modules packages produced (6 for STD I and 6 for STD II on Kiswahili, English and Pedagogy) by August | Additional 6167 Modules packages produced (6 for STD I and 6 for STD II on Kiswahili, English and Pedagogy) by August | Modules should be gender sensitive and should take into consideration individual learner abilities. | | | |
| d | | | | | | Number of Teacher training workshops held | | | | | | | | | | | | Workshop reports | A total of 123 workshops held to train 2 STD I&II (total of 6167) trained on 3Rs Teaching, pupil 3Rs Assessment | Additional 123 workshops held to train 2 STD I&II (total of 6167) trained on 3Rs Teaching, pupil 3Rs | Additional 123 workshops held to train 2 STD I&II (total of 6167) trained on 3Rs Teaching | Interventions to consider children with special learning needs including children with disabilities and slow learners. | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | | | | | | | | | | | | | and Item Analysis by December | Assessment and Item Analysis by December | , pupil 3Rs Assessment and Item Analysis by December | | | | |
| e | | | | | | Number of Teachers Trained on 3Rs Teaching and Assessment | | | | | | | | | | | | | List of trained teachers | A total of 6167 STD 2 teachers trained on 3Rs Teaching, pupil 3Rs Assessment and Item Analysis by May | Additional 6167 STD 2 teachers trained on 3Rs Teaching, pupil 3Rs Assessment and Item Analysis by May | Additional 6167 STD 2 teachers trained on 3Rs Teaching, pupil 3Rs Assessment and Item Analysis by May | | | | |
| **Output 1.1.3** | **School based INSET Scaled-up to 9417 primary school teachers by 2015.** | | | | | | | | | | | | | | | | | | | | | | | |
| a | 2,052 primary school teachers from 141 schools in the 7 | 1,829,894 | 1,829,894 | 1,829,894 | 5,489,683 | Number of TOTs Training Workshops held | | | | | | | | | | | | | Workshop reports | 8 TOTs Training Workshops held September | 8 TOTs Training Workshops held September | 8 TOTs Training Workshops held by September | At least 50% of participating trainees should be | Teacher Education | INSET Coordinator | UNICEF, ADEM |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| b | Councils where School Based INSET was piloted. | | | | | Number of School Based INSET TOTs trained. | | | | | | | | | | | | | List of Trained TOTs, | 337 TOTs Trained on STD III and IV Competency Based Teaching Modules by December | 337 TOTs Trained on STD III and IV Competency Based Teaching Modules by December | 337 TOTs Trained on STD III and IV Competency Based Teaching Modules by December | female.<br><br>Designed interventions to take on board girl specific challenges including classroom participation, interaction and cultural aspects.<br><br>Modules should be gender sensitive and should take into consideration individual learner abilities.<br><br>Intervention | | | |
| c | | | | | | Number of teacher training workshops held. | | | | | | | | | | | | | School Based INSET Module titles in place for STD III and IV; number of Modules published. | 6167 Module sets produced for 3Rs teachers by December | 6167 Module sets produced for 3Rs teachers by December | 6167 Module sets produced for 3Rs teachers by December | | | | |
| d | | | | | | Number of Modules for 3Rs for each participant-STD III and IV produced | | | | | | | | | | | | | Workshop reports. | 123 Teacher training workshops held by May | 123 Teacher training workshops held by May | 123 Teacher training workshops held by May | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| e | | | | | | Number of STD III and IV teachers trained. | | | | | | | | | | | | | List of trained teachers; workshop reports. | 9416 two STD II&IV Teachers Trained on Competency Based Teaching Modules for Kiswahili, English, Math and Pedagogy by May | 9416 two STD II&IV Teachers Trained on Competency Based Teaching Modules for Kiswahili, English, Math and Pedagogy by May | 9416 two STD II&IV Teachers Trained on Competency Based Teaching Modules for Kiswahili, English, Math and Pedagogy by May | s to consider children with special learning needs including children with disabilities and slow learners. | | | |
| f | | | | | | Pupils Assessment on 3Rs competencies conducted (YES/NO) | | | | | | | | | | | | | Report on Baseline Assessment on 3Rs competencies. | Pupils Assessment on 3Rs competencies conducted by April | Pupils Assessment on 3Rs competencies conducted by April | Pupils Assessment on 3Rs competencies conducted by April | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| SUB TOTAL | | 3,423,210 | 3,423,210 | 3,117,222 | 9,963,642 | | | | | | | | | | | | | | | | | | | | |
| Objective 1.2 | Ensure provision of adequate teaching and learning materials for quality primary education by 2016 | | | | | | | | | | | | | | | | | | | | | | | | |
| Output 1.2.1 | School Incentive Scheme established to award 2000 lower half improving performing Primary Schools annually | | | | | | | | | | | | | | | | | | | | | | | | |
| a | No School Incentive Scheme for lower performing Primary Education teachers is in place. Government is in process of establishing a school Incentive scheme for top performing schools by June 2014 | 6,852,516 | 6,852,516 | 6,852,516 | 20,557,547 | Names of selected schools for Prizes | | | | | | | | | | | | | A list of selected schools for Prizes available | Ranking of all existing Schools on the basis of PSLE results completed by beginning February | Ranking of all existing Schools on the basis of PSLE results completed by beginning February | Ranking of all existing Schools on the basis of PSLE results completed by beginning February. | Rewards focus on best improvers amongst low performing schools. | DPP, PE | Directors | |
| b | | | | | | A report of Assessment analysis. | | | | | | | | | | | | | A report of Assessment analysis. | 3Rs Assessment of STD II pupils conducted by March | 3Rs Assessment of STD II pupils conducted by March | 3Rs Assessment of STD II pupils conducted by | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | | | | | | | | | | | | | | | | | March | | | | |
| c | | | | | | Assessment Analysis conducted (YES/NO) | | | | | | | | | | | | | Assessment analysis report. | Assessments analysis completed by April | Assessments analysis completed by April | Assessments analysis completed by April | | | | |
| d | | | | | | **Number of schools given prizes.** | | | | | | | | | | | | | A list of schools given prizes. | Prizes given to schools 2000 by end May | Prizes given to schools 2000 by end May | Prizes given 2000 to schools by end May | | | | |
| **Output 1.2.2** | **3Rs Learning Kits for 15525 schools provided to the primary schools by 2016.** | | | | | | | | | | | | | | | | | | | | | | | | | |
| a | There are no 3Rs Learning Kits. Schools are supplied with Textbooks with a national average pupil text book ratio | 6,476,646 | 2,250 | 5,630,063 | 12,108,958 | Number of Learning Kits procured. | | | | | | | | | | | | | Learning Kits procurement report, Presence of Learning Kits at schools | 15525 3Rs Learning Kits for pre primary, STD I&II procured and sent to all Primary Schools by December. | 3Rs Learning materials provided to 900 visually impaired children in STD I, II, III, and IV by January | Additional 15525 3Rs Learning Kits for pre primary, STD I&II procured and sent to all Primary Schools. | Materials in the Kits to be gender sensitive and learner centered | TIE | Material Development Officer | USAID (TZ21), CBP |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| b | of 1:5<br><br>A facility for establishment of Audio Visual Studio is present at TIE however lack equipment. | | | | | Number of Braille and Embosser Machines procured. | | | | | | | | | | | | | Braille Machine procurement report, presence at centers | 840 Braille machines procured and placed at 5 identified centers in each council by December | NIL | | | | |
| c | | | | | | Number of centers with Braille machines. | | | | | | | | | | | | | List of centers provided with machines | 840 centers provided with Braille Machines by March | | | | | |
| d | | | | | | Embosser machine procured and placed at TIE (YES/NO) | | | | | | | | | | | | | | Embosser machine is available at TIE | Embosser machine procured and placed at TIE by December | NIL | | | | |
| e | | | | | | Number of Schools which have received 3Rs Learning Kits | | | | | | | | | | | | | | List of schools which have received Learning Kits | 3Rs Learning materials provided schools for visually impaired children in STD I, II, III, and IV by January. | NIL | 3Rs Learning materials provided schools for visually impaired children in STD I, II, III, and IV | | | |

| S/N | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | | | | | | | | | | | | | | | | | by January. | | | | |
| Output 1.2.3 | 21 Government Teacher Colleges provided with Teaching and learning Materials for 3Rs by 2016 | | | | | | | | | | | | | | | | | | | | | | | | | |
| a | 3Rs Learning Materials for STD I and II under design; modules for STD III and IV are in place (School Based INSET Modules).<br><br>There are no Grade A Teacher colleges equipped with Language Labs. | 149,888 | 131,513 | 149,888 | 431,288 | | | | | | | | | | | | | | Module Titles given to each colleges; Distribution list | 210 3Rs Modules for STD I&II and 210 3Rs Competency Based Modules provided to 21 colleges by September | | Additional 210 3Rs Modules for STD I&II and 210 3Rs Competency Based Modules provided to 21 colleges by September | Materials in the Kits to be gender sensitive and learner centered | Teacher Education | Director/Head Teachers of all Grade A Colleges | USAID (TZ21), CBP |
| b | | | | | | | | | | | | | | | | | | | Procurement report; list of purchased equipment; | Lab equipment for 7 colleges procured by November | Lab equipment for additional 7 colleges procured by | NIL | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | | | | | | | | | | | | | | | November | | | | | |
| c | | | | | | Number of procured equipment | | | | | | | | | | | | | Presence of equipment at colleges. | Language Laboratory equipment provided to 7 colleges by December | Language Laboratory equipment provided to 7 colleges by December | NIL | | | |
| d | | | | | | Number of colleges with operational language labs. | | | | | | | | | | | | | Presence of operational language labs. | 7 colleges are equipped with language lab equipment and are functioning by June | additional 7 colleges are equipped with language lab equipment and are functioning by June | additional 7 colleges are equipped with language lab equipment and are functioning by June | | | |
| e | | | | | | Number of Kits provided to colleges | | | | | | | | | | | | | List of Kits provided; presence of Kits at teacher colleges. | One Set of Learning Kits provided to 21 colleges by September. | Additional Set of Learning Kits provided to 21 colleges | Additional Set of Learning Kits provided to 21 colleges | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| Output 1.2.4 | Literacy Clubs established in 5 schools in all 168 councils by 2015 | | | | | | | | | | | | | | | | | | | | | | | | |
| a | There are no Literacy Clubs | 1,480,388 | 1,480,388 | 1,480,388 | 4,441,163 | Number of Literacy materials packages procured | | | | | | | | | | | | Procurement report | Literacy materials packages procured by August | Additional Literacy materials packages procured by August | Additional Literacy materials packages procured by August | Materials in the packages to be gender sensitive and learner centered.<br><br>Will strive to ensure gender parity in participation through community sensitization on girls' participation.<br><br>To take into consideration environmental issues at club level. | PE | TENMET/1 CSOs in each Council-To be contracted | All District Education Officers |
| b | | | | | | Number of clubs which received literacy material packages annually | | | | | | | | | | | | List of clubs which received learning materials package | 1 Literacy materials package provided to 840 Literacy Clubs by September | 1 additional Literacy materials package provided to 840 Literacy Clubs by September | 1 additional Literacy materials package provided to 840 Literacy Clubs by September | | | | |
| c | | | | | | Number of mentors contracted to supervise clubs annually | | | | | | | | | | | | List of contracted mentors | 1680 Mentors contracted to supervise Literacy Clubs for 1 | 1680 Mentors contracted to supervise Literacy Clubs for 1 | 1680 Mentors contracted to supervis | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | | | | | | | | | | | | | | year by December | year December | e Literacy Clubs for 1 year Decembe r | | | | |
| d | | | | | | Number of CSOs contracted to monitor clubs, annually | | | | | | | | | | | | List of contracted CSOs | 11 CSOs (one in each Zone), Contracted to Monitor the running of Literacy Clubs for 1 year by December | 11 CSOs (one in each Zone), Contracted to Monitor the running of Literacy Clubs for 1 year by December | 11 CSOs (one in each Zone), Contracted to Monitor the running of Literacy Clubs for 1 year by Decembe r | | | | |
| SUB TOTAL | | 14,959,436 | 8,466,666 | 14,112,853 | 37,538,955 | | | | | | | | | | | | | | | | | | | | |
| Objective 1.3 | Ensure that Education is inclusive to all school age children | | | | | | | | | | | | | | | | | | | | | | | | |
| Output 1.3.1 | Train STD I and II Primary School Teachers on the use of the Inclusive Learning Friendly Environment (ILFE) Tool Kits by 2016 | | | | | | | | | | | | | | | | | | | | | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| a | Inclusive Learning Friendly Environment Modules are in place | 181,140 | 181,140 | 181,140 | 543,421 | Number of ILFE modules printed annually | | | | | | | | | | | | | List of ILFE modules printed | 6167 ILFE Modules printed by August | 6167 ILFE Modules printer by August | 6167 ILFE Modules printer by August | All Cross Cutting Issues to be taken into consideration (Gender, HIV and AIDS, Environment and Human Rights) | PE and Teacher Education | INSET Coordinator | UNESCO |
| b | | | | | | Number of teachers who received materials annually | | | | | | | | | | | | | List of teachers who received materials | Inclusive Learning Friendly Environment-ILFE) Modules have been distributed to 6167 Teachers receiving 3Rs STD I&2 training by September | Inclusive Learning Friendly Environment-ILFE) Modules have been distributed to 6167 Teachers receiving 3Rs STD I&2 training by October | Inclusive Learning Friendly Environment-ILFE) Modules have been distributed to 6167 Teachers receiving 3Rs STD I&2 training by October | | | | |
| c | | | | | | Number of workshops held to orient teachers. | | | | | | | | | | | | | Workshop reports; Number of teachers oriented. | 1 day workshop (a total of 123) has been conducted to orient 6167 teachers on the use of | 1 day workshop (a total of 123) has been conducted to orient 6167 | 1 day workshop (a total of 123) has been conducted to orient | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | | | | | | | | | | | | | | | ILFE Modules by May | teachers on the use of ILFE Modules May | 6167 teachers on the use of ILFE Modules May | | | | |
| Output 1.3.2 | Launch the LANES Programme to ensure community involvement by end 2014 | | | | | | | | | | | | | | | | | | | | | | | | | |
| a | N/A | 92,753 | - | - | 92,753 | Number of LANES TV and Radio programmes and spots aired quarterly | | | | | | | | | | | | | Recorded programmes on DVD | 5 TV and 5 Radio Programmes and 10 TV and Radio Ads on Literacy and Numeracy Aired in July 2014. | NIL | NIL | Advocacy materials to be gender sensitive and launch activities to emphasize community participation | DPP/IEC Unit | Head of the IEC Unit | TENMET/Contracted CSO, Media Firm |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b | | | | | | Tweeter, face book and blog pages have been created and are updated weekly | | | | | | | | | | | | | Presence of pages on internet | Interactive Face book and Tweeter pages have been created and are operational by end July 2014.Also advert has been placed on 1 Blog by end July. | NIL | NIL | | | | |
| c | | | | | | Number of posters and leaflets printed and distributed annually | | | | | | | | | | | | | Presence 0f posters and leaflets in distributio n points | 3000, Posters and Leaflets have been printed and distributed by end August 2014. | NIL | NIL | | | | |
| d | | | | | | Number of booklets and newsletters printed and distributed annually. | | | | | | | | | | | | | Booklet titles; presence of booklets and newspape | 2000 Booklets and 3000 copies of the Tanzania Education Newsletter | NIL | NIL | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | | | | | | | | | | | | | | rs at distribution points. | distributed by end August. | | | | | | |
| e | | | | | | Number of newspaper Ads | | | | | | | | | | | | | Newspaper cuttings | 5 Adverts Placed on different newspapers by end August 2014. | NIL | NIL | | | | |
| f | | | | | | Workshop held (YES/NO) | | | | | | | | | | | | | Workshop report. | A1 Day Launch workshop for 200 participants held by end September 2014. | NIL | NIL | | | | |
| **Output 1.3.3** | **Pre enrolment assessment of children to determine learning needs conducted at the beginning of each year of STD I in 25 Councils by 2016** | | | | | | | | | | | | | | | | | | | | | | | | | |
| a | No pre enrolment assessment conducted. Statistics are not available on special needs of children prior to enrolling in pre or primary | 816,031 | 229,375 | 229,375 | 1,274,781 | Workshop held (YES/NO) | | | | | | | | | | | | | Workshop report; presence of a pre enrolment Assessment Guide. | A Writers workshop to develop Assessment Guides for identification of learning needs held; Assessment Guides Developed by August 2014. | NIL | NIL | To ensure girls and children with disabilities participation | Inclusive Education Unit/ Patandi Teachers College | Patandi Special Education Teachers College | Special Needs Units at Council Level |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | schools. | | | | | | | | | | | | | | | | | | | | | | | | | |
| b | | | | | | Number of assessment Guides distributed; number of teachers who have received guides | | | | | | | | | | | | | Presence of assessment Guides, distribution report | 25 Councils received 5 copies of Assessment Guides by August | NIL | NIL | | | | |
| c | | | | | | Number of Assessment Kits procured | | | | | | | | | | | | | Procurement report | Pre enrolment assessment Kits procured by October | NIL | NIL | | | | |
| d | | | | | | Number of councils provided with 5 sets of enrolment Kits | | | | | | | | | | | | | Distribution report; presence of Kits at Councils | Pre enrolment assessment Kits given to 125 Special Schools Teachers by December 2014. | NIL | NIL | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| e | | | | | | Number of children assessed prior to joining Pre/Primary school. | | | | | | | | | | | | | | Assessment report | Assessment of children prior to joining pre primary/STD I conducted by January 2015 | Assessment of children prior to joining pre primary/STD I conducted by November 2015 | Assessment of children prior to joining pre primary/ STD I conducted by November 2016 | | | | |
| Output 1.3.4 | Communities Sensitized to participate in improvement of the learning environment by 2016 | | | | | | | | | | | | | | | | | | | | | | | | | |
| a | N/A | 317,000 | - | 317,000 | 634,000 | Number of TV and Radio programmes and spots aired quarterly | | | | | | | | | | | | | Recorded programmes on DVD | 5 TV and 5 Radio Programmes and 10 TV and Radio Ads on Literacy and Numeracy Aired in July 2014. | | | Advocacy materials to be gender sensitive and launch activities to emphasize community participation | DPP/IEC Unit | Head of the IEC Unit | TENMET/Contracted CSO, Media Firm |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b | | | | | | Tweeter, face book and blog pages have been created and are updated weekly | | | | | | | | | | | | | Presence of pages on internet | Interactive Face book and Tweeter pages have been created and are operational by end July 2014.Also advert has been placed on 1 Blog by end July. | | | | | | |
| c | | | | | | Number of booklets and newsletters printed and distributed annually. | | | | | | | | | | | | | Booklet titles; presence of booklets and newspapers at distribution points. | 2000 Booklets and 3000 copies of the Tanzania Education Newsletter distributed by end August. | | | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| d | | | | | | Number of newspaper Ads | | | | | | | | | | | | | Newspaper cuttings | 5 Adverts Placed on different newspapers by end August 2014. | | | | | | |
| Output 1.3.5 | Communities sensitized to ensure provision of School meals in 15, 525 primary schools by 2016 | | | | | | | | | | | | | | | | | | | | | | | | | |
| a | There is no record of community initiatives for provision of school meals or number of schools providing meals.<br><br>WFP provides school meals to 13 drought-prone food insecure districts in four regions reaching 600,000 pupils in | 467,558 | - | 287,500 | 755,058 | Study conducted (YES/NO) | | | | | | | | | | | | | Presence of School Feeding Study report | A study on school feeding communities initiatives completed and report produced. By December | NIL | NIL | Advocacy materials to be gender sensitive.<br><br>Emphasize meal quality, safety and environmental issues.<br><br>Ensure boys participate as much as girls in meal preparation where pupils are required to participate. | DPP/IEC Unit | Head of the IEC Unit | WFP, Media Firm |
| b | | | | | | Workshop held (YES/NO) | | | | | | | | | | | | | Workshop report; presence of a guideline | A workshop to develop guidelines for school feeding held; guidelines developed and printed January. | NIL | NIL | | | | |
| c | | | | | | Number of schools providing meals | | | | | | | | | | | | | Distribution report showing number of schools which | Guidelines distributed to all 15525 schools by February | NIL | NIL | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | 1150 schools throughout the country. | | | | | | | | | | | | | | | | | | received Guidelines. | | | | | | | |
| e | | | | | | Number of mass media programmes/spots aired. | | | | | | | | | | | | | Report of mass media programmes aired, programme DVDs | 5 TV and 5 Radio Programmes and 10 TV and Radio Ads on Literacy and Numeracy Aired quarterly | NIL | 5 TV and 5 Radio Programmes and 10 TV and Radio Ads on Literacy and Numeracy Aired quarterly | | | | |
| f | | | | | | Tweeter, face book and blog pages have been created and are updated weekly | | | | | | | | | | | | | | Presence of pages on the internet | Interactive Face book and Tweeter pages have been created and are operational by end July 2014.Also advert has been placed on 1 Blog. | NIL | Interactive Face book and Tweeter pages have been created and are operational by end July 2014.Also advert has been placed | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | | | | | | | | | | | | | | | | | on 1 Blog. | | | | |
| | | | | | | Number of community initiatives established and number of schools providing meals. | | | | | | | | | | | | | List of new schools providing school meals. | NIL | The number of schools providing school meals improved by June | The number of schools providing school meals improved by June | | | | |
| SUB TOTAL | | 1,874,482 | 410,515 | 1,015,015 | 3,300,013 | | | | | | | | | | | | | | | | | | | | |
| Objective 1.4 | Revise the Primary Education and Grade A Teacher Curricular. | | | | | | | | | | | | | | | | | | | | | | | | |
| Output 1.4.1 | Primary Education and Grade A Teachers Curricula reviewed and revised to address current developments by 2016 | | | | | | | | | | | | | | | | | | | | | | | | |
| a | Last curriculum review was conducted in 2005 | 39,811 | 53,399 | - | 93,210 | Desk study conducted (YES/NO) | | | | | | | | | | | | | Study report | curriculum review Desk Study conducted by September | NIL | NIL | Gender sensitive and learner centered curriculum | TIE | Head Department of Curriculum Develo | Contracted Consultant |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| b | | | | | | Inception report shared (YES/NO) | | | | | | | | | | | | | Inception report | Inception report shared by October | NIL | NIL | | | pment | |
| c | | | | | | Field Visits for Impact Evaluation conducted (YES/NO) | | | | | | | | | | | | | Field visits report | Field Visits for Impact Evaluation conducted by December | NIL | NIL | | | | |
| d | | | | | | Data analysis completed and report shared (YES/NO) | | | | | | | | | | | | | Draft curriculum review report | Data analysis and report completed by January | NIL | NIL | | | | |
| e | | | | | | Number of meetings held for sharing of the curriculum review report; Report of comments received from stakeholders. | | | | | | | | | | | | | Curriculum review report and list of recommendations. | curriculum review report and recommendations shared through the ESDC dialogue structure by May | NIL | NIL | | | | |
| f | | | | | | Number of consultants hired | | | | | | | | | | | | | Presence of consultants | | 2 consultants to lead on the | NIL | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | | | | | | | | | | | | | | | curriculum revision process hired by July | | | | | | |
| g | | | | | | A writers workshop held (YES/NO) | | | | | | | | | | | | | Writers workshop report, draft revised curriculum | | A writers workshop to revise the curriculum held by July 2015 | NIL | | | |
| h | | | | | | Draft revised curriculum is in place and has been shared. | | | | | | | | | | | | | ESDC meetings held for sharing of the revised curriculum | | Draft revised curriculum shared within the ESDC dialogue structure by August 2015 | NIL | | | |
| i | | | | | | New curriculum is in place and a plan for teacher orientation has been put in place | | | | | | | | | | | | | Presence of a new curriculum and plan for teacher orientation | | New curriculum is in place by October 2015 | NIL | | | |
| **Output 1.4.2** | **Deliver Kiswahili, Math, and English by using Bridge IT Model (e-content) in 25% of all schools** | | | | | | | | | | | | | | | | | | | | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| a | Bridge IT was piloted in 157 schools and currently under operation in all schools.<br><br>E content for Math, English, Kiswahili, personality and sports is in place for roll out to new schools. | 2,199,375 | 2,199,375 | 2,199,375 | 6,598,125 | Number of equipment procured | | | | | | | | | | | | | Procurement report | Bridge IT Equipment (TV Monitors, Nokia Phones, Solar Panel+ Battery) for 880 schools procured by December | Bridge IT Equipment (TV Monitors, Nokia Phones, Solar Panel+ Battery) for 880 schools procured by December | Bridge IT Equipment (TV Monitors, Nokia Phones, Solar Panel+ Battery) for 880 schools procured by December | Gender sensitive e-content.<br><br>Teachers Guides to emphasize equal participation of girls and boys during e-content teaching.<br><br>Use of environmental and economical friendly technology (e.g. solar instead of generators). | DPP/ICT Unit | Head of the ICT Unit | IYF on digitization and e-content delivery |
| b | | | | | | Number of schools which received equipment | | | | | | | | | | | | | Council reports | Equipment delivered at 880 schools by February | Equipment delivered at 880 schools by February | Equipment delivered at 880 schools by February | | | | |
| c | | | | | | Number of schools with operational Bridge IT equipment; used for teaching | | | | | | | | | | | | | Installation reports | Installation completed at all 880 schools by June | Installation completed at all 880 schools by June | Installation completed at all 880 schools by June | | | | |
| Output 1.4.3 | National Literacy Development Guide for Primary Education developed by 2016 | | | | | | | | | | | | | | | | | | | | | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| a | There is no National Literacy Development Guide. | 380,638 | 255,405 | 255,405 | 891,447 | Writers workshop held, | | | | | | | | | | | | | Writers workshop report; draft literacy Development Guide | A writers workshop to develop the National Literacy Development Guide for Primary Education held by October | NIL | NIL | Gender Sensitive and learner centered Guide | TIE | Head Department of Curriculum Development | Contracted Consultant |
| b | | | | | | Working session held, Literacy Development Guide pretested | | | | | | | | | | | | | Working session report | A working session to pretest the Guide held by December | NIL | NIL | | | | |
| c | | | | | | Final Guide in place (YES/NO) | | | | | | | | | | | | | Presence of an approved guide | Guides finalized by January 2015 | NIL | NIL | | | | |
| d | | | | | | Number of schools which received guides | | | | | | | | | | | | | List of schools which received Guides | distributed to all schools by March | NIL | NIL | | | | |
| e | | | | | | Number of workshops held, number of teachers trained | | | | | | | | | | | | | Workshops reports; list of trained teachers. | a workshop held to orient 6167 teachers on Literacy Development | a workshop held to orient 6167 teachers on Literacy Developme | a workshop held to orient 6167 teachers | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | | | | | | | | | | | | | | by June | nt by June | on Literacy Development by June | | | | |
| SUB TOTAL | | 2,619,825 | 2,508,178 | 2,454,780 | 7,582,782 | | | | | | | | | | | | | | | | | | | | |
| TOTAL COMPONENT | | 22,876,953 | 14,808,569 | 20,699,870 | 58,385,392 | | | | | | | | | | | | | | | | | | | | |
| Component 2 | Improvement of Mastery Skills in Literacy and Numeracy for children aged 5 – 13 years in Non-formal Basic Education | | | | | | | | | | | | | | | | | | | | | | | | |
| Objective2.1 | Increased participation of children aged 9-13 years in non-formal education Centers | | | | | | | | | | | | | | | | | | | | | | | | |
| Output 2.1.1 | Communities sensitized on participation in both formal and non-formal education for OOS children age 5-13 | | | | | | | | | | | | | | | | | | | | | | | | |
| a | There are no campaigns t encourage communities to participate in NFE | 392,250 | 392,250 | 392,250 | 1,176,750 | Number of TEN newsletters produced annually | | | | | | | | | | | | | Presence of TEN newsletters at distribution points; in community | 3000 copies of the Tanzania Education Newsletter(TEN)- produced by end August | 3000 copies of the Tanzania Education Newsletter- produced by end August | 3000 copies of the Tanzania Education Newsletter- | Advocacy materials and programmes to be gender sensitive | DPP/IEC Unit | Head IEC Unit | Contracted Firm |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | Learning programmes particularly those targeting children with potential of being reintegrated in the formal education system. | | | | | | | | | | | | | | | | | | | produced by end August | and launch activities to emphasize community participation | | | |
| b | | | | | | Number of TV and Radio programmes Aired quarterly | | | | | | | | | | | | | Media campaign reports | 24 Air TV and 24 Radio Programmes aired throughout the year. | 24 Air TV and 24 Radio Programmes aired throughout the year. | 24 Air TV and 24 Radio Programmes aired throughout the year. | | | | |
| c | | | | | | Number of TV and Radio spots Aired quarterly | | | | | | | | | | | | | Media campaign reports | 24 TV and 24 Radio spots aired throughout the year. | 24 TV and 24 Radio sports aired throughout the year. | 24 TV and 24 Radio sports aired throughout the year. | | | | |
| d | | | | | | Tweeter, face book and a blog page established and updated weekly. | | | | | | | | | | | | pages visible on internet; presence of content compiled for weekly updates | Tweeter, face book and a blog page established and updated weekly. | Tweeter, face book and a blog page established and updated daily. | Tweeter, face book and a blog page established and updated daily. | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| e | | | | | | Number of calendars and booklets produced annually | | | | | | | | | | | | | Presence of calendars and booklets in distribution points; community | 3000 Calendars and 2000 Booklets on literacy produced and distributed by December | 3000 Calendars and 2000 Booklets on literacy produced and distributed by December | 3000 Calendars and 2000 Booklets on literacy produced and distributed by December | | | | |
| f | | | | | | Titles of artworks placed on billboards quarterly | | | | | | | | | | | | | Media campaign reports | 10 billboards with literacy messaged placed at different regions by December 2014. | 10 billboards with literacy messaged placed at different regions by December | 10 billboards with literacy messaged placed at different regions by December | | | | |
| g | | | | | | Number of councils which received financial support; number of councils which | | | | | | | | | | | | | Financial reports; councils EFA week celebration reports; | Financial support worth $ 86,363 provided to each of the 168 Councils to organize EFA week | Financial support worth $ 86,363 provided to each of the 168 Councils to organize | Financial support worth $ 86,363 provided to each of the 168 Councils | Observe gender issues in each of the activities to be conducted during the | A/NFE, DAE Unit | DAE Coordinators | TENMET/Contracted CSOs |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | organized EFA week; amount of financial support given per council. | | | | | | | | | | | | | | (facilitate council meetings, organize field visits to schools and learning kits (5 per each council) by January | EFA week (facilitate council meetings, organize field visits to schools and learning kits (5 per each council) by January | to organize EFA week (facilitate council meetings , organize field visits to schools and learning kits (5 per each council) by January | week | | | |
| Output 2.1.2 | Midline and Endline 3Rs Assessment IN NFE conducted by 2016 | | | | | | | | | | | | | | | | | | | | | | | | |
| a | 3Rs assessment for OOS children will be conducted to determine 3Rs skills for integration purposes in | 49,064 | 24,693 | 24,693 | 98,450 | Number of data collectors trained | | | | | | | | | | | | | Training report; list of trained data collectors | 56 Data collectors trained by August | 56 Data collectors trained by August | 56 Data collectors trained by August | At least 50% of the trainees and participants in data collection should be female. Equal number of | ANFE | Monitoring and Development Officers | RTI |
| b | | | | | | Assessment of sampled NEF Learners conducted (YES/NO) | | | | | | | | | | | | | Data collectors Assessment reports | Data collectors conduct assessment of sampled NFE Learners | Data collectors conduct assessment of sampled NFE Learners | Data collectors conduct assessment of sampled | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | |
| | 2014. | | | | | | | | | | | | | | | | | | (1680) by October. | (1680) by October. | NFE Learners (1680) by October. | girls and boys to be included in the 3Rs assessment sample. | | | |
| c | | | | | | Data processing and analysis completed (YES/NO) | | | | | | | | | | | | | NFE 3Rs Assessment report. | Data processing and analysis completed by November. | Data processing and analysis completed by November. | Data processing and analysis completed by November. | 3Rs Assessment Results to be disaggregated by sex | | | |
| d | | | | | | Results of NFE Learners in place; Number of Learners selected to enter Formal Schooling at grade IV. | | | | | | | | | | | | | List of integrated learners | Names of learners to be integrated in Formal Education submitted to MOEVT one month after completion of assessment. | Names of learners to be integrated in Formal Education submitted to MOEVT one month after completion of assessment. | Names of learners to be integrated in Formal Education submitted to MOEVT one month after completion of assessment. | | | |
| Output 2.1.3 | 1680 NFE and 500 satellite centers for out of school children established and are operational by 2016 | | | | | | | | | | | | | | | | | | | | | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| a | No Satellite centers currently in place | 1,977,147 | 1,242,288 | 952,788 | 4,172,222 | Number of satellite centers established | | | | | | | | | | | | | List of identified satellite centers. | 500 Satellite centers identified in each of the 168 Councils by District Education Officers and Ward Education Officers by August | NIL | NIL | Materials in the packages to be gender sensitive and learner centered.<br><br>At least 50% of the paraprofessionals to be female.<br><br>Will strive to ensure gender parity in participation through community sensitization on girls participation.<br><br>Ensure participation of children with | PE/ANFE /DEO/DAEO | Zonal Education Officers | Contracted CSOs |
| b | | | | | | Number of workshops held, number of trainers trained | | | | | | | | | | | | | Workshop reports; list of trained paraprofessionals | 3860 paraprofessionals trained for NFE and satellite centers by December | NIL | NIL | | | | |
| c | | | | | | Number of 3Rs learning Kits procured | | | | | | | | | | | | | Procurement report | 3860 3Rs Learning Kits procured by August | 3860 3Rs Learning Kits procured by August | 3860 3Rs Learning Kits procured by August | | | | |
| d | | | | | | Number of centers which received Learning Kits | | | | | | | | | | | | | Presence of Learning Kits at centers; monitoring reports | 3860 3Rs Learning Kits delivered to satellite centers by September | 3860 3Rs Learning Kits delivered to satellite centers by September | 3860 3Rs Learning Kits delivered to satellite | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | | | | | | | | | | | | | | | | centers by September | disabilities.<br><br>To take into consideration environmental issues at club level. | | | |
| e | | | | | | Number of centers which received Guides, Modules | | | | | | | | | | | | | Presence of teachers guides; Modules at centers, distribution centers | Teachers Guides and STD I Modules provided to all centers by September | Teachers Guides and STD I Modules provided to all centers by September | Teachers Guides and STD I Modules provided to all centers by September | | | | |
| f | | | | | | Number/Names of contracted NSAs | | | | | | | | | | | | | List of contracted NSAs, presence of contracts; TOR. | NSAs to manage the centers contracted by October | NSAs to manage the centers contracted by October | NSAs to manage the centers contracted by October | | | | |
| g | | | | | | Amount of Fees sent to each Council for payment of paraprofessionals | | | | | | | | | | | | | | Financial reports; | Facilitators fees sent to all Councils by December | Facilitators fees sent to all Councils by December | Facilitators fees sent to all Councils by December | | | | |
| e | | | | | | Number of NFE learners | | | | | | | | | | | | | center progress reports | First intake of learners in January | First intake of learners in January | First intake of learners | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | registered | | | | | | | | | | | | | | | | in January | | | | |
| Output 2.1.4 | Radio Instruction to Strengthen Education (RISE) provided through outreach interventions | | | | | | | | | | | | | | | | | | | | | | | | | |
| a | | 189,970 | 54,000 | 54,000 | 297,970 | Consultant is in place; consultant report is in place (YES/NO) | | | | | | | | | | | | | Presence of a consultant; consultant report | A consultant to Facilitate production of RISE videos procured by August | NIL | NIL | Girls participation in learning.<br><br>Programmes to be gender sensitive.<br><br>Programme to take into consideration availability of target audience. | ANFE | ANFE Director | USAID |
| b | | | | | | Synopsis; Scripts; programme documents and RISE videos are in place (YES/NO) | | | | | | | | | | | | | Working Session report; RISE synopsis; scripts and programme documents. | A Working Session to prepare Synopsis, Scripts and Programme by mid August 2014 and a programme completed by end August | NIL | NIL | | | | |
| c | | | | | | Number of solar inbuilt radios and MP4s procured | | | | | | | | | | | | | RISE Procurement report | 360 solar-in-build radios and MP4 for OOS outreach programme procured by October | NIL | NIL | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| d | | | | | | Number of workshops held; number of facilitators trained. | | | | | | | | | | | | | Workshop reports; list of trained rise facilitators | 360 NFE Center Facilitators trained on the use of MP3 and MP4 in teaching and learning process by December | NIL | NIL | | | | |
| e | | | | | | Number of people reached; Number integrated into formal schooling | | | | | | | | | | | | | Facilitators monthly reports; list of learners integrated into formal schooling | 17280 Visits conducted by 360 Facilitators in communities around 360 centers by June | 17280 Visits conducted by 360 Facilitators in communities around 360 centers by June | 17280 Visits conducted by 360 Facilitators in communities around 360 centers by June | | | | |
| **Output 2.1.5** | **Literacy Clubs established in 5 NFE centers and in 5 schools in all 168 councils by 2016** | | | | | | | | | | | | | | | | | | | | | | | | |
| a | No Literacy clubs in place | 1,217,310 | 669,000 | 1,217,310 | 3,103,620 | Number of Literacy materials packages procured | | | | | | | | | | | | | Procurement report | Literacy materials packages procured by August | Additional Literacy materials packages procured by August | Additional Literacy materials packages procured by | Materials in the packages to be gender sensitive and learner centered. | ANFE | Contracted CSOs | All District Adult Education Officers |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | | | | | | | | | | | | | | | | August | Will strive to ensure gender parity in participation through community sensitization on girls participation.<br><br>To take into consideration environmental issues at club level. | | | |
| b | | | | | | Number of clubs which received literacy material packages annually | | | | | | | | | | | | | List of clubs which received learning materials package | 1 Literacy materials package provided to 840 Literacy Clubs by September | 1 additional Literacy materials package provided to 840 Literacy Clubs. | 1 additional Literacy materials package provided to 840 Literacy Clubs. | | | | |
| c | | | | | | Number of mentors contracted to supervise clubs annually | | | | | | | | | | | | | List of contracted mentors | 1680 Mentors contracted to supervise Literacy Clubs for 1 year by December | 1680 Mentors contracted to supervise Literacy Clubs for 1 year by December | 1680 Mentors contracted to supervise Literacy Clubs for 1 year by December | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| d | | | | | | Number of CSOs contracted to monitor clubs, annually | | | | | | | | | | | | List of contracted CSOs | 11 CSOs (one in each Zone), Contracted to Monitor the running of Literacy Clubs for 1 year by December | 11 CSOs (one in each Zone), Contracted to Monitor the running of Literacy Clubs for 1 year | NSAs to manage the centers contracted by October | | | | |
| Output 2.1.6 | YES I CAN teaching and learning methodology adapted for OOS children aged 7-13 | | | | | | | | | | | | | | | | | | | | | | | | |
| a | Yes I Can materials, videos, facilitators guides have already been designed for adults. These will need to be adapted to fit children of age 9-13. | 41772.25 | 830088 | 0 | 871860.25 | | | | | | | | | | | | | Workshop report; Revised Yes I Can materials | | a writers workshop held to revise Adult Yes I Can materials to align with learners aged 9-13 by August | | Girls participation in learning. Programmes to be gender sensitive. Programme to take into consideration availability of target audience. | ANFE | Yes I Can Coordinator | Contracted Consultants |
| b | | | | | | | | | | | | | | | | | | Workshop reports; list of oriented facilitators | | 30 workshops held to orient 1500 NFE Learning Centers facilitators on YES I CAN | | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | | | | | | | | | | | | | | | methodology for OOS children age 9-13 by March | | | | | | |
| c | | | | | | Number of workshops held; number of facilitators trained | | | | | | | | | | | | | Workshop reports; list of oriented facilitators | | 37 workshops held to orient 1850 NFE Learning Centers on YES I CAN methodology for OOS children age 9-13 by June | | | | | |
| d | | | | | | Yes I Can evaluated (YES/NO) | | | | | | | | | | | | | Evaluation report | | Yes I Can evaluated by December | | | | | |
| e | | | | | | | | | | | | | | | | | | | Procurement report | | Workbooks for 50400 learners procured by December | | | | | |
| f | | | | | | Number of centers using Yes I Can methodolog | | | | | | | | | | | | | center monthly reports | | Yes I can methodology used to complement COBET I | | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | y | | | | | | | | | | | | | | | methodology by January 2015 | | | | | |
| g | | | | | | Number of centers which have received workbooks and learners guides. | | | | | | | | | | | | | Presence of Workbooks and teachers Guides | | Yes I can Workbooks and teachers Guides provided to 1680 NFE centers by January 2015 | | | | | |
| Output 2.1.7 | NFE Scaled Up in collaboration with Non State Actors-NSAs (CSO, PPP, CBOs) | | | | | | | | | | | | | | | | | | | | | | | | | |
| a | NSAs currently not involved in service delivery with Government through contractual basis. No NSA engagement framework | 14,284 | - | - | 14,284 | Situation analysis of NSAs providing NFE conducted (YES/NO) | | | | | | | | | | | | | Situation Analysis report; database of NSAs providing NFE | A Situation analysis of NSAs providing NFE identified by July2014. | NIL | NIL | Consider public private partnership modalities. Consider pro-poor community based organizations. | ANFE | Director | contracted CSOs |
| b | | | | | | Number/Names of oriented NSA staff members | | | | | | | | | | | | | Workshop report; list of oriented NSA staff | 50 NSAs oriented on NFE areas of collaboration conducted by July 2014. | NIL | NIL | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| c | in place | | | | | Amount of funding received by each contracted NSA | | | | | | | | | | | | | Financial report | Fees sent to 11 contracted NSAs by November | Fees sent to all contracted NSAs by November | Fees sent to all contracted NSAs by November | | | | |
| **Output 2.1.8** | **Support 168 community based interventions (learning centre facilities) to improve NFE services for OOS aged 9-13** | | | | | | | | | | | | | | | | | | | | | | | | |
| a | Community Based interventions are in place throughout the country- most are not officially recognized. No framework in place for collaboration with the ANFE Department is currently in place | 215,857 | 55,440 | 65,940 | 337,237 | Number of Learning Kits procured; number of centers with Learning Kits | | | | | | | | | | | | | Learning Kits procurement report | 168 Learning Kits provided to centers December | 169 Learning Kits provided to centers December | 170 Learning Kits provided to centers December | Consider public private partnership modalities. Consider pro-poor community based organizations. | **ANFE** | **Director** | **Community Based NFE** |
| b | | | | | | Number of centers which have received assessment packages | | | | | | | | | | | | | Delivery reports to centers; list of centers which received kits | 1 Assessment package provided to each center December | 2 Assessment package provided to each center December | 3 Assessment package provided to each center December | | | | |
| c | | | | | | Number of TV, DVDs players procured; number of centers | | | | | | | | | | | | | Procurement report; delivery reports to centers | Provide TV Monitors, DVD Players and sets of Yes I Can DVDs | NIL | NIL | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | which have received TVs, DVD players | | | | | | | | | | | | | provided to all centers by January | | | | | | |
| d | | | | | | workshops to Train Center facilitators on YES I CAN Methodology conducted (YES/NO) | | | | | | | | | | | | Workshop reports; list of trained facilitators | 3 workshops to Train Center facilitators on YES I CAN Methodology conducted by March | NIL | NIL | | | | |
| Output 2.1.9 | Programme for awareness raising and sensitization of school communities on violence against children developed. | | | | | | | | | | | | | | | | | | | | | | | | |
| a | There are no designed media campaign packages in place. UNICEF have programmes in this area which can be adopted by the ANFE Department | 345477.5 | 220125 | 220125 | 785727.5 | A media plan on Violence Against Children is in place (YES/NO) | | | | | | | | | | | | Presence of media campaign plan | Violence Against Children media campaign annual plan in place by July | Violence Against Children media campaign annual plan in place by July | Violence Against Children media campaign annual plan in place by July | Advocacy materials and programmes to be gender sensitive and launch activities to emphasize community participation | ANFE | VAC Coordinator | UNICEF |
| b | | | | | | Number of programmes/spots aired monthly | | | | | | | | | | | | Media campaign reports | 3 TV, 3 Radio programmes; 10 TV, 10 Radio spots aired monthly. | 3 TV, 3 Radio programmes; 10 TV, 10 Radio spots aired monthly. | 3 TV, 3 Radio programmes; 10 TV, 10 Radio spots aired monthly. | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| c | | | | | | | | | | | | | | | | | | Presence of copies of leaflets and booklets in distribution points and in community. | 3000 leaflets; 2000 booklets produced and disseminated quarterly. | 3000 leaflets; 2000 booklets produced and disseminated quarterly. | 3000 leaflets; 2000 booklets produced and disseminated quarterly. | | | | |
| d | | | | | | | | | | | | | | | | | | newspaper cuttings | 3 Adverts on newspapers monthly. | 3 Adverts on newspapers monthly. | 3 Adverts on newspapers monthly. | | | | |
| e | | | | | | | | | | | | | | | | | | pages visible on internet; presence of content compiled for weekly updates | Face book, tweeter pages updated weekly | Face book, tweeter pages updated weekly | Face book, tweeter pages updated weekly | | | | |
| SUB TOTAL | | 4,443,201 | 3,487,884 | 2,927,106 | 10,858,190 | | | | | | | | | | | | | | | | | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| TOTAL COMPONENT | | 4,443,201 | 3,487,884 | 2,927,106 | 10,858,190 | | | | | | | | | | | | | | | | | | | | |
| Component 3 | Promotion of Early Childhood Development for enrolment at pre primary level | | | | | | | | | | | | | | | | | | | | | | | | |
| Objective 3.1 | Promote Early Childhood Development in 55 Folk Education Colleges. | | | | | | | | | | | | | | | | | | | | | | | | |
| Output 3.1.1 | 30 Day Care Centers Facilitators trained by 2016 | | | | | | | | | | | | | | | | | | | | | | | | |
| a | Day Care centers infrastructure is in place. | 19,590 | - | - | 19,590 | Number of Day Care Centers facilitators trained. | | | | | | | | | | | | | Workshop report | Train 30 Day Care Centers Facilitators on Early Childhood Development by December | NIL | NIL | Promote women participation in training. Use of gender sensitive and learner centered methodology | Folk Education | ECD Coordinator | ANFE |
| Output 3.1.2 | FDCs day care centers Teaching and learning environment improved by 2016 | | | | | | | | | | | | | | | | | | | | | | | | |
| a | Day Care centers infrastructure is in place. | 57,750 | 31,969 | 31,969 | 121,688 | Number of swings, slides at each Day care center | | | | | | | | | | | | | Contractors reports | 3 Swings and 3 Slides placed at 55 FDCs Day Care Play Grounds by | NIL | NIL | Materials and facilities to be gender and learner | Folk Education | ECD Coordinator | Procured Contractor |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | | | | | | | | | | | | | June | | | centered.<br><br>Parity in participating children | | | |
| b | | | | | | Number of Learning Kits procured | | | | | | | | | | | | Procurement report. | 55 Learning Kits procured by August | NIL | NIL | | | | |
| c | | | | | | Number of Day Care Centers which received learning Kits | | | | | | | | | | | | Learning Kits procurement report; Delivery reports | 55 Day Care centers each provided with 1 set of Learning Kits; 5 sets of Wooden building blocks-by October | 55 Day Care centers each provided with 1 set of Learning Kits; 5 sets of Wooden building blocks-by October | 55 Day Care centers each provided with 1 set of Learning Kits5 sets of Wooden building blocks-different color, Plastic Building Blocks, Crayons, Colours and Paint Books | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| SUB TOTAL | | 77,340 | 31,969 | 31,969 | 141,278 | | | | | | | | | | | | | | | | | | | | | |
| Objective 3.2 | Parenting education programme (Zungumza na Mtoto Mchanga-ZUMM) implemented to improve communication of young children | | | | | | | | | | | | | | | | | | | | | | | | | |
| Output 3.2.1 | Research on Parent-Child Communication conducted by 2014 | | | | | | | | | | | | | | | | | | | | | | | | | |
| a | Research report and roll out plan is in place | 18,838 | - | - | 18,838 | Workshop held (YES/NO) | | | | | | | | | | | | | Workshop report | One Workshop held to Disseminate research findings by September | NIL | NIL | Equal participation of male and female. | ANFE | Parenting Education Coordinator | Contracted Consultants |
| Output 3.2.2 | ZUMM programme designed by 2016 | | | | | | | | | | | | | | | | | | | | | | | | | |
| a | ZUMM Programme for roll out not in place | 300,443 | 116,192 | 100,800 | 517,434 | Consultant is in place; consultant report is in place (YES/NO) | | | | | | | | | | | | | Presence of a consultant ; consultant report | A consultant to Facilitate production of ZUMM videos procured by August | NIL | NIL | Materials in the packages to be gender sensitive and learner centered. At least 50% of the paraprofessionals to be female. | ANFE | Parenting Education Coordinator | Contracted Consultant |
| b | | | | | | Synopsis; Scripts; programme documents and ZUMM videos are in place | | | | | | | | | | | | | Working Session report; ZUMM synopsis; scripts and | A Working Session to prepare Synopsis, Scripts and Programme by mid | NIL | NIL | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | (YES/NO) | | | | | | | | | | | | | programme documents. | August 2014 and a programme completed by end August | | | Will strive to ensure gender parity in participation through community sensitization on girls participation.<br><br>Ensure participation of children with disabilities.<br><br>To take into consideration environmental issues at club level. | | | |
| c | | | | | | Number of solar inbuilt radios and MP4s procured | | | | | | | | | | | | | ZUMM Procurement report | 360 solar-in-build radios and MP4 for OOS outreach programme procured by October | NIL | NIL | | | | |
| d | | | | | | Number of workshops held; number of facilitators trained. | | | | | | | | | | | | | Workshop reports; list of trained rise facilitators | 360 NFE Center Facilitators trained on the use of MP3 and MP4 in teaching and learning process by December | NIL | NIL | | | | |
| e | | | | | | Number of people reached; Number integrated into formal schooling | | | | | | | | | | | | | Facilitators monthly reports; District Adult and NFE Officers reports; list of | 17280 Visits conducted by 360 Facilitators in communities around 360 centers by June | 17280 Visits conducted by 360 Facilitators in communities around 360 centers | 17280 Visits conducted by 360 Facilitators in communities around | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | | | | | | | | | | | | | | learners integrated into formal schooling | | by June | 360 centers by June | | | | |
| SUB TOTAL | | 319,280 | 116,192 | 100,800 | 536,272 | | | | | | | | | | | | | | | | | | | | | |
| TOTAL COMPONENT | | 396,620 | 148,160 | 132,769 | 677,549 | | | | | | | | | | | | | | | | | | | | | |
| Component 4 | Institutionalization and mainstreaming of effective ways of promoting literacy and numeracy skills acquisition. | | | | | | | | | | | | | | | | | | | | | | | | | |
| Objective 4.1 | Enhance evidence based planning and management through performance assessment, data management, research and evaluations. | | | | | | | | | | | | | | | | | | | | | | | | | |
| Output 4.1.1 | Official School Ranking to ensure school level data on performance is effectively used in planning and management published and disseminated annually | | | | | | | | | | | | | | | | | | | | | | | | | |
| a | Official school Ranking and data disseminati on system | 179,258 | 179,258 | 179,258 | 537,773 | Number of copies printed | | | | | | | | | | | | | Copies of Booklet in place | Item Analysis Booklet produced by January | Item Analysis Booklet produced by January | Item Analysis Booklet produced by January | Data to be disaggregated by gender | PE/BRN MDU | Head of the BRN MDU | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| b | in place | | | | | Number of copies disseminated | | | | | | | | | | | | | Dissemination report; copies can be seen in use | booklet disseminate Item Analysis Booklet to(Education Actors at National, Councils and Primary Schools by February | booklet disseminate Item Analysis Booklet to(Education Actors at National, Councils and Primary Schools by February | booklet disseminate Item Analysis Booklet to(Education Actors at National, Councils and Primary Schools by February | | | | |
| c | | | | | | Number of SMSs sent | | | | | | | | | | | | | Media report | 10million SMS published in February | 10million SMS published in February | 10million SMS published in February | | | | |
| d | | | | | | Number of programmes/spots aired; number of TVs radios airing programmes/spots | | | | | | | | | | | | | Media report; programme DVDs | Publish in 3 TV Channels and 2 Radio Stations in February | Publish in 3 TV Channels and 2 Radio Stations in February | Publish in 3 TV Channels and 2 Radio Stations in February | | | | |
| e | | | | | | Number of newspapers publishing results | | | | | | | | | | | | | Media report; newspaper cuttings | Publish in 3 newspapers (5 ads) by end February | Publish in 3 newspapers (5 ads) by end | Publish in 3 newspapers (5 | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | | | | | | | | | | | | | | | | February | ads) by end February | | | | |
| Output 4.1.2 | Basic Education Management Information System functional at 92 councils and 25 regions | | | | | | | | | | | | | | | | | | | | | | | | | |
| a | BE-MIS in place in 70 Councils. 92 more Councils to be equipped by 2015 | 14,885 | 14,885 | 14,885 | 44,655 | Number of Councils receiving maintenance service annually | | | | | | | | | | | | | Maintenance reports | 50 Councils provided with technical support for maintaining the BE-MIS by June | 50 Councils provided with technical support for maintaining the BE-MIS. | 50 Councils provided with technical support for maintaining the BE-MIS. | Encourage female technicians for role modeling. | DPP/M&E Unit | Head EMIS Unit | |
| Output 4.1.3 | Life Long Learning Management Information System (LL-MIS) Scaled up in 157 Councils by 2016 | | | | | | | | | | | | | | | | | | | | | | | | | |
| | LL-MIS in place in 11 Councils where it was piloted | | | | | Number of equipment procured; | | | | | | | | | | | | | Procurement reports | Computer sets procured for 157 Councils by October | | | Encourage female technicians for role modeling. | ANFE | LL-MIS Coordinator | UNESCO |
| | | 1,471,875 | 27,553 | - | 1,499,428 | number of councils which received equipment | | | | | | | | | | | | | Delivery reports to centers; list of centers which received LL-MIS equipment | Equipment delivered to 157 councils by December | NIL | NIL | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | Number of councils reporting through the new system | | | | | | | | | | | | | Training reports; list of trained Officers | NIL | 157 Adult Education officers trained to manage LL-MIS June | NIL | | | | |
| Output 4.1.4 | 9 Action Oriented research studies on Literacy and Numeracy conducted by 2016 | | | | | | | | | | | | | | | | | | | | | | | | |
| a | Research is held on an ad hoc basis as need arises. There are no ongoing action researches in the area of literacy and numeracy | 1,471,875 | 27,553 | - | 1,499,428 | Number of officials trained | | | | | | | | | | | | | Training reports | 25 officials trained on the basics of conducting Action Orientation Research by December. | 25 officials trained on the basics of conducting Action Orientation Research by December. | 25 officials trained on the basics of conducting Action Orientation Research by December. | Encourage female participation in conducting research.<br><br>Focus on cross cutting issues including gender. | DPP/Research Unit | Head of the Research Unit | Contracted Consultant |
| c | | | | | | Working session held (YES/NO);<br><br>Action Research areas identified (YES/NO) | | | | | | | | | | | | | Working session report; identified action research areas | One Working session held to deliberate on the focus of 3 actions research-identifying the problem by March. | One Working session held to deliberate on the focus of 3 actions research-identifying the problem | One Working session held to deliberate on the focus of 3 actions research- | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | | | | | | | | | | | | | | | | by March. | identifying the problem by March. | | | | |
| d | | | | | | Number of fact finding research conducted | | | | | | | | | | | | | Field visits reports on 3 different action researches. | 3 fact finding field visits conducted regarding the 3 identified action research areas by April | 3 fact finding field visits conducted regarding the 3 identified action research areas by April | 3 fact finding field visits conducted regarding the 3 identified action research areas by April | | | | |
| e | | | | | | Number of action research reports compiled. | | | | | | | | | | | | | Action research reports | 3 action research reports compiled by May. | 3 action research reports compiled by May. | 3 action research reports compiled by May. | | | | |
| f | | | | | | Implementation plans for the recommendations in each of the action research. | | | | | | | | | | | | | | Presence of an implementation plan for identified recommendations. | A plan to implement recommended changes within the education system put in place by June. | A plan to implement recommended changes within the education system put in place by June. | A plan to implement recommended changes within the educatio | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | | | | | | | | | | | | | | | | n system put in place by June. | | | | |
| **Output 4.1.5** | **Sponsorship of research on Literacy and Numeracy provided to 9 Researchers by 2016.** | | | | | | | | | | | | | | | | | | | | | | | | |
| | No research studies in the form of scholarship currently ongoing | | | | | Names of identified researchers | | | | | | | | | | | | | List of candidates applying for scholarship; selection meeting minutes, list of candidates selected. | 3 research proposals solicited by September | additional 3 research proposals solicited by September | additional 3 research proposals solicited by September | Encourage female participation in conducting research.<br><br>Observe data disaggregation by gender in all studies.<br><br>Observe different socio-economic populations | DPP/Research Unit | DPP/Research Unit | DPP/Research Unit |
| | | | | | | Number of scholarships provided; amount funds released | | | | | | | | | | | | | List of candidates provided with scholarship | 3 scholarships provided by January | additional 3 scholarships provided by January | additional 3 scholarships provided by January | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | 3 different research studies findings shared (YES/NO) | | | | | | | | | | | | | Draft Research reports | NIL | Preliminary findings of first 3 research studies shared by June | Preliminary findings of second 3 research studies shared by June | in sampling and data disaggregation | | | |
| | | | | | | Final reports of 3 different research studies findings shared (YES/NO) | | | | | | | | | | | | | Final research reports | NIL | NIL | Final reports of first 3 research studies shared by June | | | | |
| **Output 4.1.6** | **Three Conferences to share experience on Literacy and Numeracy held in Tanzania by 2017** | | | | | | | | | | | | | | | | | | | | | | | | |
| a | There are no international conferences currently being held in the education sector. | 95,559 | 95,559 | 77,106 | 268,224 | Conference programme in place (YES/NO) | | | | | | | | | | | | | Presence of a conference programme | Programme for the 3 day conference prepared by beginning February. | Programme for the 3 day conference prepared by beginning February. | Programme for the 3 day conference prepared by beginning February | Encourage female participation in<br><br>Topics to take into consideration cross | DPP | Director | Contracted CSO |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | Officials attend conferences on an ad hoc basis and are not required to ensure their experiences input into planning. | | | | | | | | | | | | | | | | | | | | . | cutting issues including gender. | | | |
| b | | | | | | Circulated TOR for call for papers | | | | | | | | | | | | | presence of circulars for call for papers; number of abstracts received | Call for papers done by end February | Call for papers done by end February. | Call for papers done by end February 2014. | | | | |
| c | | | | | | Number of foreign participants invited | | | | | | | | | | | | | list of foreign participants | Invitations for foreign participants sent by end March 3014. | Invitations for foreign participants sent by end March | Invitations for foreign participants sent by end March | | | | |
| d | | | | | | Number of invited participants. | | | | | | | | | | | | | List of invited participants | Invitations sent out to all participants by March. | Invitations sent out to all participants by March. | Invitations sent out to all participants by March. | | | | |
| e | | | | | | Conference held (YES/NO) | | | | | | | | | | | | | Conference report | Conference held by end May 2014. | Conference held by end May | Conference held by end May | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| f | | | | | | Number of officials who attended conferences ; number of conferences attended | | | | | | | | | | | | | | List of officials who attended conferences; participants reports | 5 Government officials attend at least three different international conferences on literacy and numeracy by June. | 5 Government officials attend at least three different international conferences on literacy and numeracy by June. | 5 Government officials attend at least three different international conferences on literacy and numeracy by June. | | | | |
| Output 4.1.7 | PEDP Impact Evaluation conducted and PEDP IV developed by June 2016 | | | | | | | | | | | | | | | | | | | | | | | | | |
| a | PEDP IV (2012/13-2015/16) is in place | 562,500 | 562,500 | 562,500 | 1,687,500 | A consultant hired (YES/NO) | | | | | | | | | | | | | Presence of a consultant for review of PEDP III; presence of a consultant for development of PEDP IV | NIL | A consultant to conduct impact evaluation hired by January | A consultant hired to Facilitate development of PEDP IV by April | At least 50% of writer's workshop participants to be female.<br><br>Review data to be disaggregated by gender. | DPP/ANFE | | UNESCO/IIEP |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| b | | | | | | Inception report is in place (YES/NO); A writers workshop to draft PEDP IV held (YES/NO) | | | | | | | | | | | | | Inception Report; Writers report for development of PEDP IV | NIL | An Inception report completed by February | A writers workshop to draft PEDP IV held by end April | Field visits tools to be gender sensitive | | | |
| c | | | | | | Field visits conducted and reports are in place (YES/NO; first draft of PEDP IV is in place (YES/NO) | | | | | | | | | | | | | Field reports; draft review report; draft PEDP IV | NIL | Field data collection completed by October and report finalized by March | A Workshop to discuss preliminary priorities held by May | | | | |
| d | | | | | | Disseminati on workshop held (YES/NO); A Workshop to discuss preliminary priorities held (YES/NO) | | | | | | | | | | | | | Workshop report; ESDC meetings; final review report; workshop report | NIL | A workshop to disseminate findings conducted and final report approved by April | A writers workshop to finalize PEDP IV held by beginning May | | | | |
| e | | | | | | PEDP IV completed | | | | | | | | | | | | | Presence of PEDP IV | NIL | | PEDP IV complete | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | (YES/NO) | | | | | | | | | | | | | | | | d by end June. | | | | |
| Output 4.1.8 | ANFEDP Impact Evaluation conducted and ANFEDP II developed by June 2016 | | | | | | | | | | | | | | | | | | | | | | | | | |
| a | ANFEDP( 2012/13-2017/17) is in place | 115,313 | 115,313 | 115,313 | 345,938 | A consultant hired (YES/NO) | | | | | | | | | | | | | Presence of a consultant for review of PEDP III; presence of a consultant for development of PEDP IV | NIL | A consultant to conduct impact evaluation hired by January | A consultant hired to Facilitate development of ANFEDP by April | At least 50% of writer's workshop participants to be female.<br>Review data to be disaggregated by gender.<br>Field visits tools to be gender sensitive | DPP/PE | Director | UNESCO/IIEP |
| b | | | | | | Inception report is in place (YES/NO); A writers workshop to draft ANFEDP II held (YES/NO) | | | | | | | | | | | | | Inception Report; Writers report for development of ANFEDP II | NIL | An Inception report completed by February | A writers workshop to draft ANFEDP held by end April | | | | |
| c | | | | | | Field visits conducted and reports are in place (YES/NO; first draft of | | | | | | | | | | | | | Field reports; draft review report; draft | NIL | Field data collection completed by October and report finalized by | A Workshop to discuss preliminary | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | ANFEDP II is in place (YES/NO) | | | | | | | | | | | | | ANFEDP II | | March | priorities held by May | | | | |
| d | | | | | | Dissemination workshop held (YES/NO); A Workshop to discuss preliminary priorities held (YES/NO) | | | | | | | | | | | | | Workshop report; ESDC meetings; final review report; workshop report | NIL | A workshop to disseminate findings conducted and final report approved by April | A writers workshop to finalize ANFEDP held by beginning May | | | | |
| e | | | | | | ANFEDP II is in place (YES/NO) | | | | | | | | | | | | | Presence of ANFEDP II | NIL | | ANFEDP completed by end June. | | | | |
| Output 4.1.9 | Sector-Wide Programme and Costed Implementation Plan Developed by June 2017 | | | | | | | | | | | | | | | | | | | | | | | | |
| a | ESDP (2008-2017) is in place | - | - | 111,410 | 111,410 | A consultant hired (YES/NO) | | | | | | | | | | | | | Presence of a consultant for review of PEDP III; presence of a consultant for developm | NIL | A consultant to conduct impact evaluation hired by January | A consultant hired to Facilitate development of ESDP by April | At least 50% of writer's workshop participants to be female.<br><br>Review data to be disaggregat | DPP | Director | UNESCO/IIEP |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | | | | | | | | | | | | | | ent of ESDP | | | | ed by gender. Field visits tools to be gender sensitive | | | |
| b | | | | | | Inception report is in place (YES/NO); A writers workshop to draft ESDP held (YES/NO) | | | | | | | | | | | | | Inception Report; Writers report for development of ESDP | NIL | An Inception report completed by February | A writers workshop to draft ESDP held by end April | | | | |
| c | | | | | | Field visits conducted and reports are in place (YES/NO; first draft of PEDP IV is in place (YES/NO) | | | | | | | | | | | | | Field reports; draft review report; draft ESDP | NIL | Field data collection completed by October and report finalized by March | A Workshop to discuss preliminary priorities held by May | | | | |
| d | | | | | | Dissemination workshop held (YES/NO); A Workshop to discuss preliminary priorities held | | | | | | | | | | | | | Workshop report; ESDC meetings; final review report; workshop report | NIL | A workshop to disseminate findings conducted and final report approved by April | A writers workshop to finalize ESDP held by beginning May | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | (YES/NO) | | | | | | | | | | | | | | | | | | | |
| e | | | | | | ESDP in place (YES/NO) | | | | | | | | | | | | | Presence of ESDP document | NIL | | ESDP completed by end June. | | | | |
| SUB TOTAL | | 2,439,389 | 995,067 | 1,283,291 | 4,717,747 | | | | | | | | | | | | | | | | | | | | |
| TOTAL COMPONENT | | 2,439,389 | 995,067 | 1,283,291 | 4,717,747 | | | | | | | | | | | | | | | | | | | | |
| Component 5 | Strengthen Capacity of the education system and its Human Resources for improved coordination, planning and management | | | | | | | | | | | | | | | | | | | | | | | | |
| Objective 5.1 | By 2016, the capacity of the education system and its Human Resources for improved planning and management in quality education delivery has been strengthened. | | | | | | | | | | | | | | | | | | | | | | | | |
| Output 5.1.1 | 15525 school committees trained on school level planning and management by 2016 | | | | | | | | | | | | | | | | | | | | | | | | |
| a | Training of School Committees on planning and managemen | 3,101,013 | 3,101,013 | 3,101,013 | 9,303,039 | Number of TOTs trained | | | | | | | | | | | | | Training reports | 13 TOTs (School Inspectors) trained by December | 13 TOTs (School Inspectors) trained by December | 13 TOTs (School Inspectors) trained by | 50% of School Committee trainees to be female. | PE/School Inspection | Directors (PE/School Inspecti | ADEM |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | t has not been held. | | | | | | | | | | | | | | | | | | | | | December | | | on) | |
| b | | | | | | Number of workshops held; number of school committee members trained | | | | | | | | | | | | | Workshop reports; list of school committees/school committee members who received training. | 932 workshops(50 participants per workshop) held to train 46575 members of 5174 School Committees by June | 932 workshops(50 participants per workshop) held to train 46575 members of 5174 School Committees by June | 932 workshops(50 participants per workshop) held to train 46575 members of 5174 School Committees by June | | | | |
| **Output 5.1.2** | **3,337 Ward Education Coordinators (WECs) and Inspectors supported in supervision, monitoring and evaluation of the PEDP III, NFEDP and FEDP action plans by 2016** | | | | | | | | | | | | | | | | | | | | | | | | | |
| a | Training of School Committees on planning and management has been done on an ad hoc basis. | 5,238,214 | 196,257 | 91,976 | 5,526,447 | Training programme for WECs | | | | | | | | | | | | | Training reports | Training programme and materials for WECs prepared by August | NIL | NIL | 50% of School Committee trainees to be female. | PE/School Inspection | Directors (PE/School Inspection) | ADEM |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| b | Around 30% of all WECs have motorcycles | | | | | Number of WECs trained | | | | | | | | | | | | | Training reports | 834 WECs trained by January. | 834 WECs trained by January. | NIL | | | | |
| c | | | | | | Number of WECs trained | | | | | | | | | | | | | Training reports | 835 WECs trained by June | 835 WECs trained by June | NIL | | | | |
| d | | | | | | Number of motorcycles procured; number of WECs provided with motorcycles. | | | | | | | | | | | | | procurement report; list of WECs provided with motorcycles | 2336 WECs provided with motorcycles by October | NIL | NIL | | | | |
| e | | | | | | Number of vehicles procured; number of councils provided with vehicles. | | | | | | | | | | | | | procurement report; list of councils provided with vehicles | 36 Councils provided with 36 vehicles for school inspection October. | NIL | NIL | | | | |
| **Output 5.1.3** | **School Improvement Tool Kit for head teachers developed, published and distributed annually** | | | | | | | | | | | | | | | | | | | | | | | | | |
| a | School Improvement tool Kit is in place. No head teachers trained on planning | 1,117,341 | 976,619 | 976,619 | 3,070,579 | Number of kits printed; distributed. | | | | | | | | | | | | | Presence of Kits at distribution points; list of schools provided with kits; | 16029 School Improvement Took Kit for head teachers distributed by August. | NIL | NIL | Tool Kit to be gender sensitive. To include topics on girls empowerm | DPP/BRN MDU | Head of the BRN MDU | Contracted Firm for training |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | and management | | | | | | | | | | | | | | | | | | presence of Kits at Institutions. | | | | ent-Violence Against Children | | | |
| b | | | | | | Number of TOTs trained | | | | | | | | | | | | | Training reports | 200 TOTs for head teachers trained by September | NIL | NIL | | | | |
| c | | | | | | Number of workshops held; head teachers oriented. | | | | | | | | | | | | | Workshop reports; list of trained head teachers | 103 orientation workshops conducted to orient 5174 Head Teachers by May. | 103 orientation workshops conducted to orient 5174 Head Teachers by May. | 103 orientation workshops conducted to orient 5174 Head Teachers by May. | | | | |
| SUB TOTAL | | 9,456,568 | 4,273,889 | 4,169,608 | 17,900,065 | | | | | | | | | | | | | | | | | | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| TOTAL COMPONENT | | 9,456,568 | 4,273,889 | 4,169,608 | 17,900,065 | | | | | | | | | | | | | | | | | | | | |
| Component 6 | Strengthen Management for effective collaboration monitoring and evaluation of Sub Sector plans including the LANES programme. | | | | | | | | | | | | | | | | | | | | | | | | |
| Objective 6.1 | By 2016, the Education Sector dialogue structure for review, M&E of action plans including LANES components is effectively functioning. | | | | | | | | | | | | | | | | | | | | | | | | |
| Output 6.1.1 | Annual Review to share progress report and next FY year sub sector Action Plans held annually. | | | | | | | | | | | | | | | | | | | | | | | | |
| a | Joint Education Sector Review conducted annually: Field Visits conducted annually- last one was in 2012; last TWS was conducted in 2012. | 136,155 | 136,155 | 136,155 | 408,465 | | | ■ | | | | ■ | | | | ■ | | | Presence of TORs | Terms of Reference for Field Visits finalized by December | Terms of Reference for Field Visits finalized by December | Terms of Reference for Field Visits finalized by December | Consider equal participation of male and female in review activities.<br><br>Tools for field visits to be gender sensitive.<br><br>Report to include gender | DPP | ESDC Task Team | Contracted Consultants |
| b | | | | | | | | | ■ | | | | ■ | | | | ■ | | Field Visits reports | 1 Field monitoring visit held in 12 regions by January. | 1 Field monitoring visit held in 12 regions by January. | 1 Field monitoring visit held in 12 regions by January. | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| c | | | | | | | | | | | | | | | | | | | Presence of TORs | Terms of Reference for additional Field Visits finalized by April | Terms of Reference for additional Field Visits finalized by April | Terms of Reference for additional Field Visits finalized by April | disaggregated data and information. | | | |
| d | | | | | | Number of Field Visits held; field visits report is in place (YES/NO) | | | | | | | | | | | | | Field Visits reports | Additional Field monitoring visit held in 13 regions by May | Additional Field monitoring visit held in 13 regions by May | Additional Field monitoring visit held in 13 regions by May | | | | |
| e | | | | | | TWS programme is in place (YES/NO) | | | | | | | | | | | | | Presence of TWS programme | Programme for the Technical Working Session prepared by May. | Programme for the Technical Working Session prepared by May. | Programme for the Technical Working Session prepared by May. | | | | |
| f | | | | | | Annual Implementation Report is in place (YES/NO) | | | | | | | | | | | | | Presence of Annual Implementation Report | Annual implementation report completed by end June | Annual implementation report completed by end June | Annual implementation report completed by end June | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| g | | | | | | Annual Work plan is in place (YES/NO) | | | | | | | | | | | | | Presence of Annual Work plans | Annual Work Plans for 2015/16 finalized by end June. | Annual Work Plans for 2015/16 finalized by end June. | Annual Work Plans for 2015/16 finalized by end June. | | | | |
| h | | | | | | TWS has been held (YES/NO) | | | | | | | | | | | | | Technical Working Session Report | Hold a Technical Working session to review progress of Action Plans implementation held by June | Hold a Technical Working session to review progress of Action Plans implementation held by June | Hold a Technical Working session to review progress of Action Plans implementation held by June | | | | |
| SUB TOTAL | | 136,155 | 136,155 | 136,155 | 408,465 | | | | | | | | | | | | | | | | | | | | |
| Objective 6.2 | Enhance evidence based planning and management through performance assessment, data management, research and evaluations. | | | | | | | | | | | | | | | | | | | | | | | | |
| Output 6.2.1 | Steering Committee for the LANES programme formulated by June 2014 | | | | | | | | | | | | | | | | | | | | | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| a | LANES Implementation Committee (LIC) not yet in place. | 4,213 | 4,213 | 4,213 | 12,639 | LANES Implementation Committee not yet in place. has been formulated (YES/NO) | | | | | | | | | | | | | List of LANES Implementation Committee members; minutes of the first meeting | A meeting to formulate the LANES Implementation Committee for the LANES Implementation Programme held by July. | | | Strive for gender parity of the committee members but mindful of the required specialties | DPP | Director | SIDA/TENMET |
| b | | | | | | Quarterly Meeting of the committee have been held (YES/NO) | | | | | | | | | | | | | Quarterly meeting Minutes | LIC holds quarterly meetings to discuss LANES progress in September, January, March and June | LIC holds quarterly meetings to discuss LANES progress in September, January, March and June | LIC holds quarterly meetings to discuss LANES progress in September, January, March and June | | | | |
| Output 6.2.2 | Programme Coordination Unit for the LANES programme components established by July 2014 | | | | | | | | | | | | | | | | | | | | | | | | | |
| a | LANES Programme Coordination Unit not | 377,538 | 377,538 | 377,538 | 1,132,614 | National LANES Coordinator is in place | | | | | | | | | | | | | Presence of a National LANES | National LANES Coordinator recruited by | NIL | NIL | Encourage women and people with | DPP | Director | SIDA/TENMET |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | yet in place | | | | | (YES/NO) | | | | | | | | | | | | | Coordinator | July. | | | disabilities to apply for LANES Coordination Unit positions. | | | |
| b | | | | | | LANES M&E Specialist is in place (YES/NO) | | | | | | | | | | | | | Presence of M&E LANES Specialist | M&E Specialist recruited by August. | NIL | NIL | | | | |
| c | | | | | | LANES Financial Officer is in place (YES/NO) | | | | | | | | | | | | | Presence of LANES Financial Officer | Financial Officer recruited by August. | NIL | NIL | | | | |
| d | | | | | | Programme Assistant is in place (YES/NO) | | | | | | | | | | | | | Presence of LANES Programme Assistant | Programme Assistant recruited by September. | NIL | NIL | | | | |
| e | | | | | | Office space has been allocated for LANES team | | | | | | | | | | | | | Presence of office space for LANES team. | Office space provided by July. | NIL | NIL | | | | |
| f | | | | | | Number and types of furniture procured | | | | | | | | | | | | | Procurement reports | Furniture and work equipment procured by July. | NIL | NIL | | | | |
| g | | | | | | Operational funds have been allocated for LANES (YES/NO) | | | | | | | | | | | | | | Procurement report | Office furniture and electronic equipment procured by July | NIL | NIL | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| h | | | | | | | | | | | | | | | | | | | Procurement reports; presence of LANES vehicles (labeled "*Global Partnership for Education-Literacy and Numeracy Support Programme*-LANES") | One vehicle procured by September | NIL | NIL | | | | |
| i | | | | | | | | | | | | | | | | | | | Financial reports | A total of $177, 906 provided as operational costs for LANES Coordination Unit by July | A total of $177, 906 provided as operational costs for LANES Coordination Unit by July | A total of $177, 906 provided as operational costs for LANES Coordination Unit by July | | | | |
| **Output 6.2.3** | **Ministry Level Coordination Unit for sub-sectors formed by June 2014** | | | | | | | | | | | | | | | | | | | | | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| a | Ministry Level Coordination Officers for LANES not yet in place | 447,687 | 118,937 | 118,937 | 685,562 | Number of Laptops; printers procured; Names of officers provided with laptops | | | | | | | | | | | | | Procurement Report; LANES reports; department reports | 3 Laptops and 1 All in One Printer procured for Primary Education Department by July | NIL | NIL | Encourage women and people with disabilities to apply for LANES Coordination Unit positions. | DPP/PE/ ANFE/P MORALG /FE | Directors | |
| b | | | | | | Number of Laptops; printers procured; Names of officers provided with laptops | | | | | | | | | | | | | Procurement Report; LANES reports; department reports | 7 Laptops and 1 All in One Printer procured for PMORALG by July | NIL | NIL | | | | |
| c | | | | | | Number of Laptops; printers procured; Names of officers provided with laptops | | | | | | | | | | | | | Procurement Report; LANES reports; department reports | 3 Laptops and 1 All in One Printer procured for Primary ANFE Department by July | NIL | NIL | | | | |
| d | | | | | | Number of Laptops; printers procured; Names of officers provided with laptops | | | | | | | | | | | | | Procurement Report; LANES reports; department reports | 3 Laptops and 1 All in One Printer procured for Primary ANFE Department by July | NIL | NIL | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| e | | | | | | Number of vehicles procured | | | | | | | | | | | | | Procurement reports; presence of LANES vehicles (labeled "*Global Partnership for Education-Literacy and Numeracy Support Programme*-LANES") | 3 vehicles for implementing Departments (PE, ANFE, FE) have been procured by September | NIL | NIL | | | | |
| f | | | | | | Vehicles are present at respective Ministries/Departments( YES/NO) | | | | | | | | | | | | | Procurement reports; presence of LANES vehicles (labeled "*Global Partnership for Education-Literacy and Numeracy Support Programme*-LANES") | 1 vehicle allocated to PE, 1 to ANFE and 1 to Folk Education September | NIL | NIL | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| g | | | | | | Amount of funding released for Primary Education | | | | | | | | | | | | | Financial reports | $ 32, 893 allocated to Primary Education for coordination, M&E of LANES by July | $ 32, 893 allocated to Primary Education for coordination, M&E of LANES by July | $ 32, 893 allocated to Primary Education for coordination, M&E of LANES by July | | | | |
| h | | | | | | Amount of funding released for Primary Education | | | | | | | | | | | | | Financial reports | $ 54343 allocated to PMORALG for M&E by July | $ 54343 allocated to PMORALG for M&E by July | $ 54343 allocated to PMORALG for M&E by July | | | | |
| i | | | | | | Amount of funding released for Primary Education | | | | | | | | | | | | | Financial reports | $19709 released to NFE Department for coordination, M&E of LANES by July | $19709 released to NFE Department for coordination, M&E of LANES by July | $19709 released to NFE Department for coordination, M&E of LANES by July | | | | |
| j | | | | | | Amount of funding released for Primary Education | | | | | | | | | | | | | Financial reports | $11, 542 released to Folk Education for coordination, | $11, 542 released to Folk Education for | $11, 542 released to Folk Education for | | | | |

| | 2013 BASELINE | ANNUAL BUDGET | | | TOTAL | INDICATORS | TIMEFRAME | | | | | | | | | | | MoV | TARGETS | | | CROSS CUTTING ISSUES CONSIDERATIONS | RESPONSIBLE DEPARTMENT/ MINISTRY | RESPONSIBLE OFFICER | COLLABORATING PARTNER |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | | | | | | | |
| S/N | | 2014/15 | 2015/16 | 2016/17 | 2014/17 | | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | Jul-Sep | Oct-Dec | Jan-Mar | Apr-Jun | JUNE 2015 TARGETS | JUNE 2016 TARGETS | JUNE 2017 TARGETS | | | | |
| | | | | | | | | | | | | | | | | | | | M&E of LANES by July | coordination, M&E of LANES by July | coordination, M&E of LANES by July | | | | |
| k | | | | | | Number of Folk Persons; names of staff members selected as LANES Components Folk Persons | | | | | | | | | | | | | Presence of Staff members with clear roles for LANES | Focal Persons for Components Implementation allocated by July | NIL | NIL | | | | |
| Sub Total | | 829,438 | 500,688 | 500,688 | 1,830,815 | | | | | | | | | | | | | | | | | | | | |
| Total Component | | 965,593 | 636,843 | 636,843 | 2,239,280 | | | | | | | | | | | | | | | | | | | | |
| Grand Total | | 40,577,937 | 24,350,094 | 29,849,169 | 94,777,199 | | | | | | | | | | | | | | | | | | | | |

**ANNEX 2: OVERVIEW OF SUBSECTOR ACTION PLANS**

**PEDP III ACTION PLAN-2013/14 TO 2015/16**

| S/N | OUTPUTS |
|---|---|
| **Specific Objective 1: Increase access at the pre-primary and primary education levels.** | |
| 1.1 | Primary and Pre Primary Teaching and learning environment improved by 2016 |
| 1.2 | School meals provided at 15, 525 primary schools by 2016 |
| 1.3 | Primary schools in 112 councils in all regions supplied with clean water, sanitation and hygiene facilities by 2016 |
| **Specific Objective 2: Ensure that Education is inclusive to all school age children** | |
| 2.1 | 500 Satellite schools for out of school children in areas with hard to reach schools established by 2016 |
| 2.2 | 31 schools/Units provided with assistive devices for teaching and learning materials by 2016 |
| 2.3 | Guidelines for implementation of the Inclusive Education Strategy developed by June 2014 |
| 2.4 | 60 special needs primary schools/units renovated by making them friendly to pupils with disabilities by 2016 |
| 2.5 | Pre enrolment assessment of children to determine learning needs conducted at the beginning of each year |
| **Specific Objective 3. Increase the Number of Primary school teachers to improve quality of primary education** | |
| 3.1 | 9 Teacher's Colleges rehabilitated and expanded to reduce overcrowding by 2016. |
| 3.2 | 39,000 Pre and Primary school teachers recruited by 2016 |
| **Specific Objective 4: Ensure provision of adequate teaching and learning materials for quality primary education.** | |
| 4.1 | Capitation Grants for Primary Education provided annually |
| 4.2 | Capitation Grants for Pre Primary Education provided annually |
| 4.3 | School Incentive Scheme established to Promote the retention of teachers especially in difficult and hard-to-reach areas |
| 4.4 | 3Rs Learning Kits for 15525 schools provided to the primary schools by 2016. |
| 4.5 | 'Literacy' and 'Numeracy' (3Rs) materials for pupils with special needs developed and distributed to 15525 by 2016. |
| 4.6 | 21 Government Teacher Colleges provided with Teaching and learning Materials for 3Rs |
| 4.7 | Literacy Clubs established in all in 5 schools in 162 councils |
| **Specific Objective 5 : Curriculum and Teacher Capacity** | |
| 5.1 | Primary Education and Grade A Teachers Curricula reviewed and revised to |

| | |
|---|---|
| | address current developments by 2016 |
| 5.2 | National Literacy Development Guide for Primary Education developed by 2016 |
| **Specific Objective 6: Provide In Service Training to teachers on 3Rs to enhance learning achievement at early grades** | |
| 6.1 | 3Rs baseline, midline and end line Assessments conducted at STD II to determine pupils 3Rs skills by 2016 |
| 6.2 | 3Rs Teacher Training interventions based on 3Rs assessment implemented by 2016 |
| 6.3 | School based INSET Scaled-up to 130,015 primary school teachers by 2016. |
| 6.4 | Student Teacher Enrichment Programme (STEP) |
| 6.5 | Build the Capacity of Teachers to deliver on the Competency based curriculum |
| **Specific Objective 7: Enhance evidence based planning and management through performance assessment, data management, research and evaluations.** | |
| 7.1 | Official School Ranking to ensure school level data on performance is effectively used in planning and management published and disseminated annually |
| 7.2 | Basic Education Management Information System Established at 92 councils and 25 regions |
| 7.3 | 9 Action Oriented research studies on Literacy and Numeracy conducted by 2016 |
| 7.4 | One hundred (100) officials trained in action-oriented research skills by 2016 |
| 7.5 | Sponsorship of research on Literacy and Numeracy provided by 2016 |
| 7.6 | Conferences to share experience on Literacy and Numeracy held in Tanzania by 2016 |
| 7.7 | The fourth phase of PEDP developed by end June 2016 |
| **Specific objective 8: Strengthen the capacity of the education system and its Human Resources for improved planning and management in quality education delivery** | |
| 8.1 | 15,525 school committees trained on school management, procurement, financial management and accountability by 2016 |
| 8.2 | 2,141 Ward Education Coordinators (WECs) and Inspectors supported in monitoring and evaluation by 2016 |
| 8.3 | School Improvement Tool Kit for head teachers |

**ANFEDP ACTION PLAN-2013/14 TO 2015/16**

| S/N | OUTPUT |
|---|---|
| | |
| **Specific Objective 1: Increased participation of children aged 9-13 years in non-formal education Centers** | |
| **1.1** | Communities sensitized on participation in both formal and non-formal education for OOS children age 5-13 |

| | |
|---|---|
| 1.2 | Learning centers strengthened to impart 3Rs skills for Out Of School (OOS) children aged 9-13 years |
| 1.3 | Radio Instruction to Strengthen Education (RISE) provided through outreach interventions |
| 1.4 | Literacy Clubs strengthened in all Centers |
| **1.5** | YES I CAN teaching and learning methodology adapted for OOS children aged 9-13 |
| **1.6** | NFE Scaled Up in collaboration with Non State Actors-NSAs (CSO, PPP, CBOs) |
| **Specific Objective 2: Increased participation of youth and adults in literacy and non-formal education** | |
| **2.1** | YES I CAN programme piloted for adults by June 2014 |
| 2.2 | YES I CAN programme scaled up in 1620 centers in by June 2015 |
| 2.3 | IPPE expanded/scaled up to 50 Councils out of 162 councils by June 2016 |
| 2.4 | ODL Guidelines in place and in use by June 2015 |
| 2.5 | ODL Services for Secondary Education expanded from O-Level to A-Level |
| 2.6 | ODL O-Level study materials of all subjects (14) reviewed; Physics and Chemistry subjects developed |
| 2.7 | Certificate and Diploma courses in Distance Education established by June 2014 |
| **Specific Objective 3: Parenting education programme (Zungumza na Mtoto Mchanga-ZUMM) implemented to improve communication of young children** | |
| 3.1 | Research on Parent-Child Communication conducted by 2014 |
| **3.2** | ZUMM Piloted in 9 Councils by 2015 |
| **3.3** | ZUMM Programme Scaled up by 2015 |
| **Specific Objective 4: Human Rights Education programme implemented at all levels of the education system by 2016** | |
| 4.1 | Oversight Committee with MOEVT and Commission for Human Rights and Good Governance and Ministry of Justice and Constitutional Affairs established by June 2014 |
| 4.2 | Guidelines to mainstream HRE in Government Institutions developed and distributed by 2014 |
| 4.3 | Programme for awareness raising and sensitization of school communities on violence against children developed |
| **Specific Objective 5: Improve Planning, Coordination, Management, M&E of NFE programmes** | |
| 4.4 | LL-MIS Scaled up in 162 Councils by 2016 |
| 4.5 | WECs , District NFE Coordinators, Inspectors capacity on follow up of NFE programmes improved by 2015 |
| 4.6 | ANFEP I and Preparation of ANFEPII completed by June 2016 |

**MCDGC ACTION PLAN-2013/14 TO 2015/16**

| S/N | **OBJECTIVES** |
|---|---|
| 1 | Buildings and other Infrastructures in 50 FDCs Rehabilitated and expanded by June, 2016 |
| 2 | Promote Early Childhood Development in 55 Folk Education Colleges. |
| 3 | Quality of services in 55 FDCs improved |
| 4 | Provide support to groups to empower the community in participating in economic activities |
| 5 | Provide training on community development, gender and children issues. |
| 6 | Advocate and sensitize the community on rights of different groups |
| 7 | Review Policies and Guidelines to ensure they incorporate current developments on community development, gender and children. |
| 8 | Coordinate, Monitor and Evaluate community based initiatives under the MCDGC |

## ANNEX 3: CONCEPT NOTE FOR PROGRAMME IMPLEMENTATION GRANT DEVELOPMENT

### INTRODUCTION

1. This Note has been prepared by the consultants engaged to (a) appraise the educational plans for the Education Development Partners Group, and (b) facilitate the Government of Tanzania in its identification and development of a programme to receive GPE support.

2. The **Education Sector Development Committee** (ESDC) is the central decision-making body in relation to education sector interventions. Chaired by the PS MoEVT, it contains senior representatives of all involved GoT MDAs, Development Partners and Civil Society Organisations. On Tuesday 20th November the ESDC determined that the programme to be submitted to GPE for its support should focus on **Literacy and Numeracy for All Children**. This Concept Note is aimed at taking forward that decision into the identification and detailing of an effective programme responding to Tanzanian priorities.

### GENERAL ISSUES

3. From the **on-going Appraisal** of the ESDP as revised in 2007/08 and the several sub-sectoral plans, it would appear that Tanzania Mainland's educational priorities include ensuring that:

   - Each child is learning (as evidenced by PSLE, Form 2 and Form 4 exam performance);
   - All children complete at least Standard VII;
   - There are sufficient secondary or vocational places for Standard VII leavers;
   - A much higher proportion of the cohort proceeds to Upper Secondary and beyond;
   - Mathematics and science teaching and learning is substantially upgraded at all levels; and
   - Adult illiteracy is overcome.

   To achieve these outputs and outcomes, substantial upgrading of infrastructure, facilities, and learning equipment will need to be provided. There must also be

sufficient, well-deployed and motivated teachers, receiving continuous professional development and applying varied and effective pedagogies.

4. The Global Partnership will support Tanzania Education plans with a Grant of US$ 94.8 Million, for a programme promoting **Quality Education for All**, provided its criteria are met. GPE's five objectives for 2012-15 comprise:

   - Fragile and conflict affected states able to develop and implement their education plans;
   - All girls in GPE-endorsed countries successfully complete primary school and go to secondary school in a safe, supportive learning environment;
   - Dramatic increase in the number of children learning and demonstrating mastery of basic literacy and numeracy skills by Grade 3;
   - Improve teacher effectiveness by training, recruiting and retaining teachers and supporting them to provide a good quality education; and
   - Expand the volume, effectiveness, efficiency and equitable allocation of external and domestic funding and support to education in GPE-endorsed countries

5. In addition, the programme's objectives and activities should impact upon the broad-reaching goals and priorities of the Global Partnership:
   - Improved learning outcomes;
   - Increased support to girls' education; and
   - A reduction in the number of out-of-school children.

   Tanzania's application will need also to demonstrate the **value-for-money** of the proposed programme in delivering results against its Education Plan.

6. As a further indication of its focus, GPE lists the following outcomes indicators:
   - Gross Enrolment Rate; Girls GER
   - Primary Completion Rate; Girls PCR;
   - Transition Rate from Primary to Lower Secondary; Girls Transition Rate;
   - Early Grade Reading Score; Girls Early Grade Reading Score;
   - Early Grade Math Score; Girls Early Grade Math Score; and
   - End of Primary Reading score; Girls End of Primary Reading Score.

## IMPLEMENTATION PROGRAMME PRINCIPLES

7. From the plans, from analyses of recent interventions and from discussions, the following principles are suggested. The GPE-supported programme, pursuing the goal of **achieving significant and sustainable impact in the quality of education for all**, should:

- Be **simple** rather than complicated;
- Be **concentrated and focused** rather than scattered and dispersed;
- Be about **educational achievement** rather than infrastructure;
- Be measured in terms of its **outcomes** (e.g. children's learning rather than classrooms built or teachers trained);
- Be geared to **solving a problem** and achieving a major objective rather than just making things better and "improving the output by 17.3 per cent";
- Achieve **synergies** with existing/planned interventions rather than creating duplication; and
- Achieve **visibility**, as a necessary element of sustaining commitment.

8. The ESDC was given a number of alternatives that followed from the above considerations. These included:
   - **LEARNING**;
   - **TEACHING**;
   - **EQUITY**;
   - **GENDER**;
   - **LITERACY**; and
   - **SYSTEM STRENGTHENING.**

9. In deciding to focus on **Literacy and Numeracy for All Children**, the ESDC drew upon the lessons – positive and negative – from past interventions and took account of both the aspirations and circumstances of **contemporary Tanzania** and the **worldwide 'support to Education' debate**.

**FOCUSSING UPON 'LITERACY AND NUMERACY FOR ALL CHILDREN**

10. The selected focus takes forward GPE's objective (above) that relates to children demonstrating mastery of basic literacy and numeracy skills as this is clearly a Tanzanian priority also. Focussing upon pre-primary and primary, the programme might address any or all of hours of instruction, classroom organisation, teaching methods, and pedagogical management, learning materials, language of instruction, continuous appraisal and supplementary (free) one-to-one tuition in relation to the educational foundations.

11. The matter of Equity will also be considered as 'all children' includes the vulnerable and disadvantaged, those in remote areas and the hard-to-reach, and those with special learning needs. In addition, the particular role of private schools may be considered.

12. The possible challenging yet achievable objective-level indicator might be: 'At least 95% of the cohort demonstrate functional literacy and numeracy by the end of Standard IV, from 2015 onwards'.

13. These and other possibilities should be considered thoughtfully and thoroughly in discussions during this coming week.

**QUESTIONS TO BE ANSWERED**

14. The following issues now need open and widely-participative discussion:
    a. What are the main problems to be faced in the area of 'Literacy and Numeracy for All Children'?
    b. What other programmes and projects are on-going or planned in this area?
    c. What is the central challenge to be faced?
    d. What are the alternative strategies that might be applied?
    e. What are the advantages and disadvantages of each of these strategies?
    f. What is/are the preferred strategy/is?
    g. What should be the precise programme purpose – the succinct specific objective – of the programme? [NOTE: this must be a clear statement, in no more than 20 words at most, of the unitary purpose];
    h. What results are, together, necessary and sufficient to achieve that objective?
    i. What activities are required in order to achieve each of these results?
    j. How may those activities each be conducted within the available budget of US$ 94.8 million?
    k. What particular actions regarding gender should be included in the programme?
    l. How may the sustainability be assured beyond the duration of the programme period?
    m. To what higher objective/s should the programme purpose contribute?
    n. What should be the SMART indicators of the programme purpose?
    o. What should be the SMART indicators of each result?
    p. What should be the SMART indicators of the higher objective/s?
    q. What are the risks related to the achievement of the programme purpose?
    r. What assumptions should be made in relation to the achievement of the programme purpose?
    s. By what means and by whom should the programme's results, risks and achievement of purpose be monitored?
    t. What arrangements should be made regarding the programme's management?

15. Answers to these questions will be developed during discussions – at formal meetings, minutes of consensus advice should be taken (including list of

participants, key points of discussion and conclusions); individuals are also invited to submit their constructive comments. As a wide range of ideas and suggestions will be received, no one set of proposals will necessarily be followed in its entirety – but the consultants will take every comment received into full consideration.

**DEVELOPING AND DETAILING THE PROGRAMME**

16. After effective **dialogue and collaboration** between all of those involved, the consultants will continue to support the Government, the GPE Task Team and the Supervising Entity in finalising the application package for GPE funding. Some key schedule items are tabulated:

| Date | Event |
|---|---|
| Monday 26th November | Comments on the implementation programme to be received by consultants |
| Monday 10th December | Draft implementation programme document submitted to ESDC |
| Thursday 13th December | ESDC meeting – decision regarding implementation programme |
| 14th – 28th December | Finalisation of programme document |
| Friday 28th December | Submission of programme document to GPE Secretariat |

**17.** Of relevance to this application to GPE is the on-going Appraisal of ESDP and the several sub-sector programmes. A fairly complete draft has been distributed on schedule for discussions with the Education Development Partners Group on Wednesday 21st November, although TVETDP is not yet available for appraisal. It is trusted that the accomplishment of the Appraisal will harmonies with the development of this GPE Implementation Programme.

**ANNEX 4: EDUCATION SECTOR PERFORMANCE INDICATORS**

| S/N | INDICATOR AND DEFINITION |
|---|---|
| 1. | **Gross Intake Rate (GIR)** |
| | Total number of new entrants in the first grade of pre-primary or primary education expressed as a percentage of the official school-entrance age population. |
| 2 | **Net Intake Rate (NIR)** |
| | New entrants in the first grade of pre-primary or primary education who are of official school-entrance age expressed as a percentage of the official school entrance age population. |
| 3. | **Gross Enrolment Ratio (GER)** |
| | Total number of pupils/students enrolled in a given level of education expressed as a percentage of the corresponding school-age population. |
| 4. | **Net Enrolment Ratio (NER)** |
| | School age pupils/students enrolled in a given level of education expressed as a percentage of corresponding school-age population. |
| 5. | **Dropout Rate (DR)** |
| | Proportion of pupils enrolled in a given grade in given school year who are no longer enrolled in the following school year. |
| 6. | **Promotion Rate (PR)** |
| | Proportion of pupils enrolled in a given grade in a given school year who are in the following grade in the next school year. |
| 7. | **Repetition Rate (RR)** |
| | Proportion of pupils enrolled in a given grade in a given school year who are in the same grade in the following school year. |
| 8. | **Gender Parity Index (GPI)** |
| | Ratio of females to males, that is, the number of females divided by males. |
| 9. | **Pupil/Student Teacher Ratio (PTR)** |
| | Average number of pupils/students per teacher in a given level of education. |
| 10. | **Pupil/Student Qualified Teacher Ratio (PQTR)** |
| | Average number of pupils/students per qualified teacher in a given level of education. |
| 11. | **Survival Rate (SR)** |

Percentage of pupils/students enrolled in a first grade of a given level of education who reach final grade of that level.

**12. Completion Rate (CR)**

Number of pupils/students enrolled in a final grade of a given level of education expressed as percentage of school-age population of that grade.

**13. Pass Rate (PR)**

Number of pupils/students who passed an exam expressed as percentage of total candidates who sat for the examination.

**14. Transition Rate (TR)**

Number of pupils/students admitted to the first grade of a higher level of education in a given year expressed as a percentage of the number of pupils/students enrolled in the final grade of the lower level of education in the previous year.

**15. Pupil/Student Book Ratio (PBR)**

Average number of pupils/students per book.

**16. Teacher Attrition Rate**

Proportion of teachers who leave the teaching carrier in a given year.

**17. Percentage of New Entrants into Primary Schools with Pre-Primary Education**

New entrants into primary schools who have attended pre-primary education expressed as percentage of all new entrants.

**18. Percentage of Tutors in Teachers' Colleges with Relevant Qualifications**

Tutors in Teachers' Colleges who have relevant university degrees or diplomas expressed as percentage of all tutors.

**19. Percentage of Female Students**

Number of female students expressed as percentage of total number of students.

**20.**

**Percentage Distribution of Teaching Staff by qualification and Sex**

Distribution of teachers by qualification expressed as percentage of all teachers.

**21.**

**Percent of Trainees by Type of VET Programme**

Number of VET trainees by type of VET programme expressed as percent of total trainees.

**22.**

**Percentage of Female Students Enrolled in Technical and Higher Learning institutions by Award and Field of Study**

Number of female students enrolled in Technical and Higher Learning institutions expressed as percentage of total enrolment by Award and Field of Study.

**23.**

**Percentage of Students Studying Abroad by Field of Study**

Number of students studying abroad by field of study expressed as percentage of all students studying abroad.

**24.**

**Percent Distribution of Higher Education Students provided with Loans by Sex**

Number of higher education students provided with loans expressed as percentage of all students by sex.

**26.**

**MoEVT Budget Allocation as Percentage of Total Government Budget**

Budget of MoEVT expressed as percentage of total government budget.

**27.**

**Share of Government Budget on Education Sub-Sectors as Percentage of Total Government Budget on Education Sector**

Budget of education sub-sectors expressed as percentage of total government budget in the education sector.

**28.**

**Growth Rate of Gross Domestic Product (GDP)**

Annual increase of GDP in a year expressed as percentage of the GDP of the previous year.

**ANNEX 5: DP PRIORITIES IN THE EDUCATION SECTOR-MAINLAND AND ZANZIBAR**

| S/N | Priority Area/Activity | Time Frame | Total value | 2012/13 | Budget for 2013/14 | Modality | Implementing Partners | Partners | Sub Sector Focus | Focus/Region/ Districts |
|---|---|---|---|---|---|---|---|---|---|---|
| **UNESCO** | | | | | | | | | | |
| 1 | Support Institutional Mechanisms for Teacher Education Coordination<br>-Formation of the Teacher Professional Board and Accreditation System | 2011-2015 | 210,000 | 10,000 | 10,000 | Programme | MOEVT, zMOEVT, NECTA, NTRC | UNICEF | Teacher Education | |
| 2 | Review PRESET curriculum delivery and monitor its implementation | 2011-2015 | 1,085,000 | - | - | Programme | TIE, MOEVT, zMoEVT | | Teacher Education | |
| 3 | Provide ToT and Inspectors on MSK and effective science teaching | 2011-2015 | 1,325,000 | 15,000 | 35,000 | Programme | MOEVT, zMOEVT, VETA, VTA, NACTE, KIST, ZIE | | Secondary Education | |
| 4 | Gender analysis of TVET sub-sector Revision of ZNZ TVET Policy of 1996 | 2011-2015 | 1,325,000 | 40,000 | 35,000 | Programme | MOEVT, zMOEVT | | TVET | |
| 5 | Initiate literacy survey<br>T&L Materials and Tools for AOL for adolescent girls forced out of school due to pregnancy | 2011-2015 | 1,325,000 | 195,000 | 230,000 | Programme | AIE, MOEVT, zMOEVT, NBS, PMORALG, MCDGC | UNICEF | A/NFE | |
| 6 | Support implementation of Inclusive Education Strategy<br>-IE Strategy for ZNZ<br>-Costed Plans and Guidelines for Mainland | 2011-2015 | 195,000 | 20,000 | 195,000 | Programme | MOEVT, zMOEVT, PMORALG, LGAs, TCs, MCDGC | | Inclusive Education | |
| 7 | ILFE toolkit adaptation | 2011-2015 | 1,165,000 | 215,000 | 50,000 | Programme | MOEVT, zMOEVT, TIE, ZIE | | Inclusive Education | |

| S/N | Priority Area/Activity | Time Frame | Total value | 2012/13 | Budget for 2013/14 | Modality | Implementing Partners | Partners | Sub Sector Focus | Focus/Region/ Districts |
|---|---|---|---|---|---|---|---|---|---|---|
| 8 | EFA end decade assessment Support development of M&E Strategic Framework and Capacity Development Plan (ZNZ and Mainland | 2011-2015 | 655,000 | 172,500 | 87,718 | Programme | MOEVT, zMOEVT | | M&E | |
| **UNICEF** | | | | | | | | | | |
| 1 | IECD policy finalization and implementation | 2011-2015 | 2,880,000 | 496,563.00 | 331,000.00 | Programme | MCDGC, MOEVT, LGAs, ZMSWYWCD, CiC | MoHSW | ECD | |
| 2 | School based INSET at the primary level | 2011-2015 | 2,520,000 | 544,053.00 | 265,838.35 | Programme | MOEVT, zMOEVT | | PRIMARY EDUCATION | |
| 3 | School based INSET at the pre-primary level | 2011-2015 | 1,200,000 | 155,250.00 | 206,088.00 | Programme | MoEVT, zMOEVT, ZMRC | | Pre-primary education | |
| 4 | Integrated Post Primary Education (IPPE) mainstreaming | 2011-2015 | 1,440,000 | 510,000.00 | 439,319.39 | Programme | IAE, LGAs, MOEVT, | | A/NFE | |
| *5 | Inclusive Education strategies implemented | | | 180,000.00 | 119,886.00 | Programme | MOEVT, LGAs, | | | |
| 6 | Inspectorate Data System Development | 2011-2015 | 2,160,000 | 439,000.00 | 516,760.00 | Programme | MoEVT, zMoEVT | | INSPECTORATE | |
| 7 | Whole School Development Planning | 2011-2015 | 2,400,000 | 623,000.00 | 611,000.00 | Programme | MOEVT, ADEM, TIE, PMORALG, , zMOEVT,FAWE | TACAIDS, | PRIMARY EDUCATION | |

| S/N | Priority Area/Activity | Time Frame | Total value | 2012/13 | Budget for 2013/14 | Modality | Implementing Partners | Partners | Sub Sector Focus | Focus/Region/ Districts |
|---|---|---|---|---|---|---|---|---|---|---|
| 8 | Education Sector Dialogue & Advocacy | 2011-2015 | 480,000 | - | 20,000.00 | Programme | ADEM, TIE | MOF, | Education planning & management | |
| 9 | Education resource leveraging | 2011-2015 | 5,000,000 | 100,000.00 | 341,899.70 | Programme | ADEM, TIE, FAWE | UDSM, TENMET | Sectorwide | |
| **WFP** | | | | | | | | | | |
| 1 | School Feeding Programme | | 77,000,000 | 18,000,000 | | Programme | MoEVT and 16 LGAs | NGOs | PE | |
| **AFDB** | | | | | | | | | | |
| 1 | Alternative Learning Skills Development Phase II – ZNZ only | 2011-2015 | 23,000,000 | 2,000,000 | 6,767,820 | Project | zMOEVT | | TVET | |
| 2 | Support to Expanded Education Support Project (TVET, Skills and Entrepreneurship) | | 51,000,000 | TBC | | Project | MOEVT | | TVET | |
| **WB** | | | | | | | | | | |
| 1 | Science and Technology Higher Education Program – APL 1 | End 2013 | 100,000,000 | | | Project | MoEVT, MCST, HEIs | | Higher Education, ICT, STI | |
| 2 | Zanzibar Basic Education Project | End 2013 | 42,000,000 | | | Project | zMoEVT | | PE and SE | |
| 3 | Secondary Education Development Program II – APL 1 | End 2015 | 150,000,000 | | | Project | MoEVT, PMO-RALG | | SE | |
| 4 | UWEZO | End 2013 | 3,000,000 | | | Project | TWAWEZA | | Advocacy and Lobbying | |
| 5 | ECD | | 138,000 | | | Project | MoEVT, MCDGC, MoH, PMO-RALG | UNICEF, CIC, | ECD | |

| S/N | Priority Area/Activity | Time Frame | Total value | 2012/13 | Budget for 2013/14 | Modality | Implementing Partners | Partners | Sub Sector Focus | Focus/Region/ Districts |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | AKF, BvLF | | |
| 6 | PER, SDI, ICT | N/A | N/A | | | TA | MoEVT, MoF, PMO-RALG | | Finance, Service Delivery, ICT | |
| **USAID** | | | | | | | | | | |
| 1 | 21st Century Basic Education Program (TZ21) | 01/01/2011 - 31/12/2015 | 48,927,000 | 9,785,400 | | Project | | | Primary | |
| 2 | TZ21 Impact Evaluation | 10/04/2012 - 09/04/2015 | 724,618 | 241,539 | | Project | DataVision | | Primary | |
| 3 | Lower Primary Deaf Education | 25/9/2010 - 24/9/2015 | 624,000 | 124,800 | | Project | Global Deaf Connection (GDC) | | Primary | |
| 4 | KISA Project - School Scholarships and Leadership Training to young women | 6/6/2011 - 5/6/2014 | 150,000 | 50,000 | | Project | AfricAid | | Secondary Education | |
| 5 | Textbooks and Learning Materials Program (TLMP) - | 21/10/2011 - 20/10/2012 | 2,000,000 | | | Project | South Carolina State University | | Secondary Education | |
| 6 | Tanzania Youth Scholars - OVC | 16/05/2011 - 15/05/2016 | 3,600,000 | 1,200,000 | | Project | International Youth Foundation | | Secondary and Vocational Education | |

| S/N | Priority Area/Activity | Time Frame | Total value | 2012/13 | Budget for 2013/14 | Modality | Implementing Partners | Partners | Sub Sector Focus | Focus/Region/ Districts |
|---|---|---|---|---|---|---|---|---|---|---|
| 7 | Pastoralist Girls' Education Support Project | 23/01/2009 - 22/01/2013 | 581,182 | 116,236 | | Project | Maryknoll Sisters Emusoi Centre | | Secondary Education (Girls' Scholarships) | |
| 8 | Education Access for the Underserved Maasai Girls (ACCESS) | 08/11/2007 - 30/12/2012 | 1,963,327 | 392,665 | | Project | Maasai Women Development Organization (MWEDO) | | Secondary Education (Girls' Scholarships) | |
| 9 | Empowerment Through Literacy Education Access Project (E-LEAP) | 21/12/2007 - 3/1/2014 | 1,500,000 | 250,000 | | Project | Maasai Women Development Organization (MWEDO) | | Women's Adult Literacy | |
| 10 | Girls Scholarships | 01/07/2008 - 30/06/2012 | 132,000 | 33,000 | | Project | Wanawake na Maendeleo Foundation (WAMA) | | Secondary Education (Girls' Scholarships) | |
| 11 | Tanzania and Zanzibar Girls' Scholarship Program (TZGSP) - | 19/04/2012 - 31/12/2014 | 250,000 | 125,000 | | Project | Forum for African Women Educationalists (FAWE) | | Secondary Education (Girls' Scholarships) | |
| 12 | Tanzania and Zanzibar Girls' Scholarship Program (TZGSP) - | 19/04/2012 - 31/12/2014 | 250,000 | 125,000 | | Project | Tanzania Association of Women Leaders in Agriculture and Environment (TAWLAE) | | Secondary Education (Girls' Scholarships) | |
| 13 | HIV/AIDS Peer Education and School Counseling Services (PASHA) - | 7/1/2012 - 6/30/2013 | 200,000 | | | Program (Implementation Letter) | MoEVT (Mainland) | | Primary and Secondary Education | |
| **SIDA** | | | | | | | | | | |
| 1 | General Budget Support (total) | 2009-2015 | 396,000,000 | 63,400,000 | 60,400,000 | GBS | GoT | | URT | |
| 2 | Zanzibar Education Development Programme | 2010-2014 | 6,000,000 | 2,200,000 | 2,500,000 | Programme | zMOEVT | | SWAP, Classrooms, CD, and Consultancy | |

| S/N | Priority Area/Activity | Time Frame | Total value | 2012/13 | Budget for 2013/14 | Modality | Implementing Partners | Partners | Sub Sector Focus | Focus/Region/ Districts |
|---|---|---|---|---|---|---|---|---|---|---|
| 3 | Research Programme | 2009-2013 | 36,000,000 | 9,000,000 | 9,800,000 | Programme | UDSM, Muhimbili, Ardhi, COSTECH | | Research, Higher Education | |
| 4 | Teaching and Learning Science, Mathematics and English in Secondary Schools using ICT | 2011-2012 | 1,000,000 | | 320,000 | | MOEVT | GeSCI | Secondary Education, ICT | |
| 5 | Support to HAKIELIMU | 2012-2016 | TBD | | TBD | Project-CSO | HAKIELIMU | | Advocacy and Lobbying | |
| 6 | UWEZO Tanzania Programme | 2009-2013 | 2,600,000 | | 650,000 | Project-CSO | UWEZO | TWAWEZA | Advocacy and Evidence based research | |
| 7 | TENMET | 2012-2016 | TBD | | TBD | Project-CSO | TENMET | | Networking and advocacy | |
| **DFID** | | | | | | | | | | |
| 1 | General Budget Support (portion attributed to the education sector) | 2011-2014 | 57,000,000 | 14,000,000 | | GBS | GoT (MOEVT, PMORALG, MCDGC) | | Education Sector | |
| 2 | Education Sector Development Program (ESDP) | 2011 - 2014 | 143,000,000 | 48,000,000 | | SBS | GoT (MOEVT, PMORALG, MCDGC) | | Education Sector | |
| 3 | Support to HakiElimu | 2008 - 2012 | 2,400,000 | 715,000 | | Project-CSO | HAKIELIMU | | Advocacy and Lobbying | |
| 4 | Support to UWEZO | 2009 - 2013 | 3,000,000 | 630,000 | | Project-CSO | UWEZO | AcT, TWAWEZA | Advocacy and Lobbying | |
| 5 | Education Quality Improvement Programme for Tanzania (EQUIPT) | 2012 - 2016 | 95,000,000 | TBD | | Programme | CSOs, Direct Programming with Management Agent | GoT (PMO-RALG, MOEVT) | PE, TE, management, NGOs | |

| S/N | Priority Area/Activity | Time Frame | Total value | 2012/13 | Budget for 2013/14 | Modality | Implementing Partners | Partners | Sub Sector Focus | Focus/Region/ Districts |
|---|---|---|---|---|---|---|---|---|---|---|
| **CIDA (Canadian Dollar)** | | | | | | | | | | |
| 1 | Education Sector Development Program (ESDP) | 2008-2015 | 165,000,000 | 25,000,000 | 4,892,178 | SBS | MoEVT, PMO-RALG, MCDGC | | Education Sector | |
| 2 | Tanzania Education Network (TENMET) | 2008-2013 | 2,750,000 | | | Project | TENMET | | Advocacy and Lobbying | |
| 3 | Support to Canadian NGOs & Tanzanian Partners<br>-ACCC/MOEVT – Education for Employment Program<br>-CODE/CBP – Readership Program<br>-Aga Khan Foundation Canada/Tanzania – AKU et al. | | | | | | | | | |
| **JICA** | | | | | | | | | | |
| 1 | The In country Training Programme for Educational Administration and Management for District Academic Officers (DAOs) and District Statists and Logistics Officers (SLOs) | 2006/07-2011/12 | 900,000,000 (TSH) | | | Project | MOEVT, PMO-RALG and ADEM | | Primary and Secondary Education | GOT |
| 2 | Technical Cooperation for In-Service Education and Training for Secondary School Science and Mathematics Teachers | 2009/10-2011/12 | 1,500,000,000 (TSH) | | | Project | MOEVT | MOEVT | Secondary Education | GoT |
| 3 | General Budget Support (portion attributed to the education sector) | 2006/07-2010/11 | 9.5 billion (JPY) | | | GBS | GoT | | Education Sector | GoT |
| | | | | | | | | | | |

**ANNEX 6: COMMITTEES FOR FOR ENHANCING EDUCATIONAL SECTOR DIALOGUE**

The ESDP management committee structure will be as follows:

i. Inter-Ministerial Steering Committee (IMSC);
ii. Joint Education Sector and Thematic Area Working Group (JESTWG);
iii. Government Education Sector and Thematic Area Working Group (GESTWG);
iv. Ministerial Development Committees;
- Education Sector Development Committee (ESDC); and
- Folk Education Development Committee (FEDC).

v. Sub- Sector Task Force; and
vi. Sub- Sector Technical Working Groups.

These six committees will together ensure the coordination and synchronization of the Sector. Plans and will help design programmes that are in line with Government policies and MKUKUTA. MOEVT will provide secretariat services for IMSC, JESTWG and GESTWG. The Permanent Secretaries of MOEVT and PMO-RALG are Co-chairs of the ESDC meetings.

The Director of Policy and Planning from MOEVT chairs the JESTWG and GESTWG meetings. Each of the six committees meets on a quarterly basis and their Compositions and functions are as follows:

## Inter Ministerial Steering Committee (IMSC)

- Permanent Secretary, MOEVT (Co-Chair);
- Permanent Secretary PMO - RALG (Co-Chair);
- Permanent Secretary MCDGC;
- Permanent Secretary MOFEA;
- Permanent Secretary MLEYD;
- Permanent Secretary MCST;
- Permanent Secretary MHSW;
- Permanent Secretary MICS;
- Director of Department of Government Business, PMO; and
- Representative of Planning Commission [Director-level or above).

## Functions of Inter-Ministerial Steering Committee (lMSC)

a) To oversee the implementation, development and execution of decisions of national educational policies;
b) To monitor the ESDP;
c) To provide higher level inter-ministerial coordination;

d) To guarantee ESDP consistency with broader Government Policies
e) To oversee Annual Budgeting and planning processes for Education Sector; and
f) To ensure effective Public Expenditure and Financial Accountability.

**Joint Education Sector and Thematic Area Working Group (JESTWG);**

a) Director of Policy and Planning MOEVT;
b) Director of Sector Coordination in the PMO-RALG;
c) Director of Policy and Planning MCDGC;
d) Director of Policy and Planning MOFEA;
e) Director of Policy and Planning PMORALG;
f) Director of Policy and Planning MLEYD;
g) Director of Policy and Planning MCST;
h) Director of Policy and Planning MHSW;
i) Director of Policy and Planning MICS;
j) Director of Government Business, PMO;
k) Representative of Planning Commission (Director-level];
l) Representatives of DPs;
m) Two (2) Representatives of CSOs;

**Functions of the JESTWG**

i. Provide comments on sector or thematic area policies and programmes strategies and programmes;
ii. Analyze recommendations from previous reports and studies as inputs into plans and budgets;
iii. Identify strategic interventions for resource allocation/priority expenditure' programmes and activities.
iv. analyze resource requirements and predictability for implementing sector policies, strategies and programmes;
v. Agree on external resource projectors for the MTEF period;
vi. Monitor review and report on sector/thematic area performance; and
vii. Link with GESTWG, IMSC and Cluster Working Group on sector policies, strategies and programmes.

**Government Education Sector and Thematic Area Working Group (GESTWG)**

a) Director of Policy and Planning MOEVT;
b) Director of Policy and Planning MCDGC;
c) Director of Policy and Planning MOFEA;
d) Director of Policy and Planning PMORALG;
e) Director of Policy and Planning MLEYD;

f) Director of Policy and Planning MCST;
g) Director of Policy and Planning MHSW;
h) Director of Policy and Planning MICS;
i) Director of Local Government Coordination PMO-RALG;
j) Director of Department of Government Business, PMO; _
k) Representative of Planning Commission [Director-level or senior officer]; and
l) Senior Officers from MOEVT, PMO-RALG and MCDGC.

**Functions of the GESTWG**

- Engage in dialogue on the formulation of sector or thematic area policies, strategies and programmes in line with MKUKUTA;
- Plan and analyze resource requirements and predictability for implementing sector policies, strategies and programmes;
- Monitor, review and report on sector/thematic area performance;
- Link with GESTWG, IMSC and cluster working group on sector policies, strategies and programmes;
- Identify strategic areas of interest for studies, analyze and recomn1t:nd in order to inform policies, strategies and budget preparations; and
- Link with JESTWG and Ministerial Development Committees on sector policies, strategies and programmes.

**Ministerial Development Committees**

Ministerial Development Committees are composed of Education Sector Development

Committee (ESDC) and Folk Education Development Committee (FEDC).

i. Education Sector Development Committee (ESDC)
a) Permanent Secretary, MOEVT (Chair);
b) Permanent Secretary, PMO-RALG (Co-Chair); •
c) Commissioner of Education;
d) Director of Policy and Planning;
e) Other MOEVT Directors and Heads of allied Institutions;
f) Director of Local Government Coordination PMO-RALG;
g) Representative from MCDGC;
h) Two Representatives from CSOs;
i) Four Representatives of the Development Partners;
j) A representative of the Teachers' Union;
k) Two Representatives from Faith Based Organizations;
l) Representative from MOFEA;
m) Representative from PMO;

ii. Folk Education Development Committee (FEDC)

a) Permanent Secretary, MCDGC (Chair);
b) Director of Policy and Planning, MCDGC;
c) Other MCDGC Directors;
d) Director, General, VETA;
e) Two Representative from MOEVT;
f) Representatives from MOFEA;
g) Representatives from PMO;
h) Representatives from PMO-RALG;
i) A representative from CSO;
j) A representative of the Development Partners;
k) Director, Institute of Adult Education; and
l) Representative of Planning Commission.

**Functions of the ESDC/FEDC**

a) Ensure that education plans are in line with Government policies;
b) Identify needs for technical and financial resources to support education, programmes;
c) Advise the management on an effective multi-media Information Education and Communication (IEC) programme;
d) Share expenditure of Education Programme fund (EPF) for planned and approved activities;
e) Relate to education programmes action plans and expenditure reports;
f) Review programmes targets annually in order to assess progress and to set targets for the following year;
g) Ensure the participation of education stakeholders in the ESOP review process;
h) Effectively collect, communicate and receive educational information among education stakeholders;

Each of the Ministerial Development Committees is empowered to establish Technical Working Groups and Task Force in their areas of interest and to define the TOR and determine the membership of these Groups.

**Functions of the ESDC and FEDC Technical Working Groups and Task Forces**

ESDC and FEDC have six Technical Working Groups (TWOs) namely: Enrolment expansion;

Quality improvement; Resource allocation, Cost efficiency and financing (RACEF);

Monitoring and evaluation; Institutional arrangements; and Crosscutting issues (CCIs).

Each TWG will be responsible for planning the implementation and monitoring the implementation of education development programmes such as PEDP, SEDP and FEDP.

The Development Committees will maintain a Task Force consisting of representatives of all key members from the TWGs, which will oversee and scrutinize the work of the TWOs before submission to the Development Committees.

In addition to the structure of management committees, the Annual Education Sector Review will continue to be conducted to further the educational dialogue and enable good advice from many sources to be translated into public action.

The Annual Education Sector Review will be a high level meeting that will bring together the Education stakeholders so as to receive and review the status of ESDP performance and make recommendations accordingly. This will also facilitate the ESDP Policy Implementation Dialogue. The objectives will be to:

- Facilitate assessment of the performance of the education sector in terms of the effectiveness of budgeting and expenditures as well as overall progress in implementing ESDP; and
- Provide for various stakeholders to monitor progress and offer constructive criticisms.

**AESR's functions will be to:**

- Assess level of education sector development over the previous year;
- Review of the budgeting process, budget execution and financing requirements at sub-sector and sector levels; and
- Assess effectiveness of sector dialogue framework and issues discussed by thematic groups.

**Participants will comprise:**

a) The Permanent Secretaries, Deputy Permanent Secretaries, of MOEVT, MCDGC; PMORALG, MCST, MHSW, MICS, MLEYD, MOW, MOFEA and MAFS;
b) Commissioner for Education, Directors and Assistant Directors MOEVT;
c) Director and Assistant Director of Sector Coordination, PMO-RALG;
d) Director and Assistant Director of Government Business, PMO;
e) Directors, Assistant Directors responsible for Planning, Training, Science and Technology from MCGC, MCST, MHSW, MICS, MLYED, MOW, MAFS and MICS;

f) Commissioners for Budget and External Finance, MOFEA;
g) Selected REOs, DEOs;
h) Heads of education institutions;
i) Non-State Actors representatives;
j) Development Partners Representatives; and
k) Representatives from students and committees.

AESR Meetings will take place between the months of September and October while, Thematic

Reviews (long term reviews) will be conducted once in three years.

**ANNEX 7: FIDUCIARY RISK ASSESSMENT MATRIX INCLUDING RISK MANAGEMENT PROPOSALS**

| GPP Area | Level of Risk | Justification for assessment | Proposals towards Risk Management |
|---|---|---|---|
| Budget Credibility | Substantial (2011)<br><br>Moderate to Substantial (2008) | Incidence of arrears is being tackled but overall position remains unclear and budgeting process does not focus systematically on ensuring that existing commitments are met. There is a risk of increasing payment arrears against infrastructure contracts, especially those managed through agencies and funds. Weak credibility at disaggregated level continues due to re-allocations, in-year changes to priorities, revenue forecasting issues etc. In the education sector, capitation grants received appear to be significantly different from planned and between different schools even in the same district. | Make accessible in a systematic and timely way approved Estimates within two weeks of appropriation;<br><br>Ensure that information on actual expenditures, rather than just transfers are publicly available on an annual basis for the education sector. |
| Comprehensiveness and Transparency | Substantial (2011)<br><br>Substantial (2008) | Transparency (and understanding) of inter-governmental fiscal transfers remains a significant problem at all levels. This situation is typified by the education sector. Information on transfers to public bodies (although significant in value terms) in the Budget or the consolidated financial statements is minimal (e.g. in education | Systematically include on a website and in newspapers all grant transfers to LGAs including the amount and date of transfer;<br><br>Improve the sharing of information on budgets/financial statements of public authorities and organizations (allied institutions) across the |

| GPP Area | Level of Risk | Justification for assessment | Proposals towards Risk Management |
|---|---|---|---|
| | | transfers to HESLB, VETA et al) In addition, there is poor oversight of potential fiscal risk of these government agencies or public enterprises. Although documents may be publicly available, access to the information remains problematic (based on social contacts rather than a clear policy of disclosure). | whole education sector;<br><br>Re-introduce the notification of transfers (including capitation grants) to schools and require the information to be displayed on school and local notice boards. |
| Policy Based Budget | Substantial (2011)<br><br>Substantial (2008) | Multiplicity and complexity of the planning and budgeting processes at local government level raises doubts about their effectiveness, particularly given the screening role of the RAS. Links between the Budgets presented to Parliament for appropriation, and the very detailed activity-cost budgets associated with the Tanzanian MTEF remains unclear. In many cases recurrent cost implications of capital investments (with the exception of the Road Fund) are lost in the detailed medium term budgeting process. Questionable implementation of agreed policy in education. | Simplify capitation grant guidelines for Primary Education and Secondary Education Development Plans. |

| GPP Area | Level of Risk | Justification for assessment | Proposals towards Risk Management |
|---|---|---|---|
| Predictability and Control in Budget Execution | Substantial to High (2011)<br><br>Substantial to High (2008) | Efforts to improve tax revenue administration have achieved some notable success but optimization of collections is now facing more difficult challenges of exemptions and coverage. Monthly cash rationing and limited transparency surrounding the process undermine predictability of funding and therefore service delivery/value for money. Increasing number of compliance issues raised by the NAO particularly for local government, although compliance (or use of emergency procedures) is also an issue at central level. Issuance of guarantees is not based on clear criteria. Although the computerized payroll system is being enhanced, how the integrity of supporting procedures is to be maintained is unclear. Internal audit and audit committees need to be strengthened... | Simplify inter-governmental transfers;<br><br>Make accessible the in-year budget execution reports within four weeks of the end of the quarter;<br><br>Improve the timeliness and transparency of fund transfers to LGAs and onwards to school. |
| Accounting, Recording and | Moderate | Government's introduction of electronic fund transfers, closure of dormant bank | Make accessible in a systematic and timely way |

| GPP Area | Level of Risk | Justification for assessment | Proposals towards Risk Management |
|---|---|---|---|
| Reporting | (2011)<br><br>Moderate to Substantial (2008) | accounts and efforts to complete outstanding bank reconciliations is improving data integrity Issues with the effectiveness and integrity of the Epicor system are being addressed (in some cases again). Reporting at the school level remains limited and understanding of resources (cash and in-kind) limited to infrequent and sample based expenditure tracking surveys. At local government level reporting on the website is transfers only not actual expenditure (to be found in individual financial statements). | audited Financial Statements once tabled. |
| External Audit and Scrutiny | Substantial (2011)<br><br>Substantial (2008) | Technical improvements are ongoing but the independence of the audit office is increasingly questioned as funding autonomy and role in human resource management is constrained. Despite structured response to recommendations from the paymaster general, action appears limited. The opposition currently chairs the Parliamentary scrutiny committees but their effectiveness is limited by the capacity of members and ruling party dominance of | Improve the presentation of audit reports;<br><br>Publish, or at least making available to relevant stakeholders, the actions taken (management response) on audit recommendations;<br><br>Ensure sufficient provision of technical support to parliamentary committees to improve their capacity to effectively scrutinize budgets and audit reports;<br><br>Ensure that audit reports/management letters for |

| GPP Area | Level of Risk | Justification for assessment | Proposals towards Risk Management |
|---|---|---|---|
| | | these committees. | all organizations within the education sector are available on the web. |
| Procurement | Substantial (2011)<br><br>Not separately assessed in 2008 | There have been improvements in compliance to legal and regulatory requirements e.g. establishment of procurement management units and Public Procurement Appeals Authority (PPAA). However anecdotal evidence and the national corruption survey still question the integrity of the actual selection process at both central and local government level. In Education, concerns over direction on choice of supplier for textbooks, limiting normal procurement processes is of particular concern. From a fiduciary risk perspective, proposed changes to the law to improve the independence of the PPRA are to be welcomed; however, the proposed ability to purchase second-hand goods and increased use of 'emergency' procedures | Change PPRA's procurement indicators (used to monitor procurement law compliance) to reflect more accurately the evaluation process and value for money issues;<br><br>Provide short-term oversight of procurement processes by DFID and AfDB in education and infrastructure18 during the bidding process;<br><br>Ensure that the breakdown of contract evaluation criteria and scores for the winning bidder are made available to all bidders and confidentially on ad-hoc requests to budget support donors. |

| GPP Area | Level of Risk | Justification for assessment | Proposals towards Risk Management |
|---|---|---|---|
| | | raises alarm bells. | |
| Overall assessment | Substantial (2011)<br><br>Substantial (2008) | The overall assessment of substantial is explained further by: (I) the ability of GoT to recruit and retain qualified staff, which remains a significant problem; (ii) the sheer volume of money available, and a realistic assessment of capacity to absorb in a meaningful way, (iii) the perverse impact of some performance indicators, particularly the DP imposed requirement to achieve clean audit certificates for funding releases; (iv) continuing problems in corporate governance including delays in appointment and/or confirmation of CEOs, Board Directors and Chairmen; (v) concerns over lack of civil service conflicts of interest safeguards and political independence (vi) insufficient emphasis by all stakeholders on issues of sustainability; (vii) some DPs' reactions to findings have sometimes been inconsistent and/or poorly communicated; and (viii) continued focus by some DPs on | |

| GPP Area | Level of Risk | Justification for assessment | Proposals towards Risk Management |
|---|---|---|---|
| | | technical often sophisticated recommendations which are not adopted in developed countries. | |

**ANNEX 8: BRN Initiatives**

| 1. Student Teacher Enrichment Programme |
|---|
| **Teacher training** |
| Train the trainer |
| Trainers train teachers |
| **Enrichment Classes** |
| Teachers conduct test exam, marks and item analysis |
| Teachers conduct enrichment classes |
| Monitoring and Evaluation of the programme |
| **2. 3R Assessment** |
| **Develop and print instrument** |
| Design execution for assessment |
| Train the trainers and school inspectors for execution |
| Conduct 3Rs Assessment in Primary Schools |
| Data Processing, Analysis, Reporting and Dissemination |
| **3. 3R Training** |
| Develop and print Training Manual for 3R Teaching and Pupil Assessment |
| Prepare Training of Trainers (TOT) for 3R Teaching and Pupil Assessment |
| Train the trainers |
| Training of 3Rs Teaching and Pupils' Assessment |
| Monitoring & Evaluation of the Training |
| **4. Official School Ranking** |
| Disseminate Item Analysis Booklet |
| Publish in online |
| Publish in SMS |
| Publish in TV |
| Publish in newspaper |
| Distribute reports to key stakeholders |
| **5. School Incentive Scheme** |
| Monetary incentive to primary schools |
| Non-monetary incentive to primary schools |
| **6. School Improvement Tool Kit** |
| Create and distribute school management toolkit |
| Train the trainers for primary school head orientation |
| Conduct orientation to primary school heads |
| Train the trainers for secondary school head orientation |
| Conduct M&E for orientation to primary and secondary school heads |
| **7. Capitation Grants** |
| Ensure timely and accurate release of capitation grants for books to primary schools (PEDP III) |
| Ensure timely and accurate release of capitation grants for materials to primary schools (PEDP III) |
| **8. Teacher Motivation** |
| Clearing backlog of outstanding teacher claims |

**ANNEX 9: JOB DESCRIPTIONS FOR THE LANES COORDINATION UNIT OFFICERS**

## A. National Programme Coordinator

### Overall Responsibilities:

The National Project Coordinator's overall responsibility is to co-ordinate the implementation of LANES programme in the whole country in collaboration with government, agencies, local and international partners. He/she will be responsible. He/she will be responsible for the elaboration and implementation of the LANES programme Action Plan, maintaining relations and coordinating management of LANES programme staff team and directly supervises any technical support personnel and/or experts. He/she will supervise the financial and administrative team and assures timely and adequate financial and administrative management, adherence to procedures, budgeting and financial reporting.

The National Programme Coordinator reports to the Director for Policy and Planning.

### Duties and Responsibilities

### Human Resource Management:

i. Assist in the recruitment, management and support of the education programme staff to ensure that we recruit staff with the required skill sets and competencies for the positions
ii. Assist in building the capacity of staff involved in the programme through the provision of technical support, training and advice
iii. Jointly develop objectives for team members and develop job descriptions for any newly joining staff members as appropriate.
iv. Conduct performance reviews on a regular basis and as per Concern National and International Staff Manuals.
v. Ensure that staff are properly monitored and supervised and that necessary action is provided when staff are found to be under performing: capacity building or disciplinary action as appropriate;
vi. Ensure resource material is available for our staff's professional development;
vii. Support staff with regular visits to the field to complement the information garnered through reports and discussions

### Programme Management:

i. Ensure linkages, synergy and complementary with education sector activities in other Ministries through joint planning, monitoring and evaluation with the coordinators and teams of other sector programmes;
ii. Develop capacity building strategies and skills development (for partners and staff) to ensure satisfactory delivery of the LANES programme;
iii. Support the assessment, support and monitoring of CSO partners involved in the implementation of the LANES programme.

iv. Ensure that issues of gender, equality, accountability, risk and vulnerability are addressed and monitored to show progress and/or highlight the need for modification.
v. Ensure LANES programme activities have strong community facilitation (pedagogical skills) and good understanding of participatory and child centred learning methodologies;
vi. The National Programme Coordinator is the budget holder for the LANES programme and therefore responsible for budgeting (submission of budget revisions), expenditure tracking and all aspects of financial management of the programme;
vii. Participate in all budget planning, monitoring and financial reporting exercises with regular liaison with the SE Office;
viii. Produce high quality LANES programme reports
ix. Represent the LANES programme at education meetings and coordinating with NSAs and other organisations ensuring the programme and its activities are linked into the bigger national picture
x. Link with the MDAs in Government at the district, regional and national levels to ensure that programming is jointly planned and sustainability of the interventions is maximised.

**Programme Planning Monitoring & Evaluation**

i. Ensure effective monitoring and evaluation in line with best practice and ensure that there are adequate tools to measure impact and ensure accountability and efficiency
ii. Advise and assist in the monitoring of the Results Framework f and carrying out of baseline data collection and analysis to develop appropriate M&E systems;
iii. Ensure that an M&E plan is established with clear goals/ outcomes/targets with measurable indicators
iv. Provide direction and support to the education team regarding results based management;
v. Ensure M&E is incorporated into all educational programme plans and mechanisms are implemented.
vi. Provide technical assistance to all on issues of education, particularly for adult literacy activities;
vii. Ensure that the cross cutting approaches are incorporated into program implementation;

**B. Monitoring and Evaluation Specialist**
**Overall Responsibilities:**

The Monitoring and Evaluation Specialist's overall responsibility is to support the effective and efficient management and implementation of the LANES programme through driving development results planning, monitoring, evaluation and reporting in line with programme and reporting requirements. In addition, s/he will be working closely with the National Programme Coordinator in establishing proper internal systems for programme monitoring, quality assurance and evaluation.

The M&E specialist will ensure that proper monitoring and evaluation is carried out at outcome level and will provide input to extracting and capturing lessons learned. The Monitoring and Evaluation Specialist will also provide support to the SE reporting to ensure that reports cover outcome indicators and strategic information on results and impact of interventions.

**Duties and Responsibilities**

i. Ensure that the LANES programme complies with all requirements (including planning, M&E and reporting);
ii. Effective monitoring and reporting of the LANES programme in support of effective partnership building and resource mobilization;
iii. Implementation and management of audit and evaluation exercises and processes;
iv. Establish and manage internal systems for effective and efficient programme and Programme monitoring and reporting, both internal within Government and for external and Implementing Partners;
v. Establish effective mechanisms for monitoring the LANES Programme implementation;
vi. Monitor on a regular basis the LANES programme activities including annual and quarterly reports, ongoing monitoring of overall financial status;
vii. Support LANES programme staff with effective use of tools and methodologies for planning, monitoring and reporting;
viii. Support to the LANES programme in terms of implementation of the M&E system, programme coherence, benchmarking and measuring of indicators at outcome level;
ix. Support to value-for-money monitoring, including tracking of resources towards outcomes;
x. Coordinate timely and appropriate reporting.
xi. Direct responsibility and accountability for planning, management and oversight of thematic and programme evaluations and other types of evaluations conducted for the LANES programme;
xii. Follow up on implementation of evaluation recommendations. Ensuring the optimal use of evaluations by providing guidance in preparation of timely management response to all mandatory evaluations and by developing a communication plan;
xiii. Serve as the communications office focal point to the Evaluation Office, SE and update the NPC on a regular basis vis-à-vis progress of the implementation of the LANES programme activities;
xiv. Undertake regular field visits to ensure compliance and timely execution of the planned monitoring & evaluation by various programme units;

**C. Financial Officer**
**Overall Responsibilities:**

The Financial Officer is a mid-level professional whose responsibilities focus on the preparation of monthly, quarterly and annual financial statements. These tasks involve financial analyses, the preparation of estimates and the preparation of working papers

to ensure that all financial transactions are accurately recorded in the financial system. This is done in order to provide senior management assurance regarding the quality of the information that underlies the LANES programme's financial reports.

The Financial Officer must stay abreast in his/her field, monitoring international accounting standards for changes that may affect financial reporting and bringing these issues to the attention of the NPC.

The Financial Officer interacts with all finance employees, other employees involved in the recording of transactions, internal auditors, and external auditors (Office of the Auditor General).

**Duties and Responsibilities**

i. Takes a critical view of financial operations to identify opportunities to improve internal controls while streamlining financial business processes, comparing them as appropriate with current best practice. Provides specialized financial advice on general accounting issues and processes relating to the quarterly and year-end financial reporting.
ii. Responsible for the maintenance and improvements of procedures that aim to uphold the integrity of the LANES programme financial information and reports. The Financial Officer normally discharges this responsibility at the end of the month, quarter and year accounting periods but that often requires much preparatory work and analysis on an-ongoing basis;
iii. Prepares month-, quarter- and year-end cut-off schedules with due dates for submission of key tasks and working papers;
iv. Receives and reviews for accuracy, reasonableness, consistency and policy compliance, and accepts quarterly and year-end worksheets; consolidates all the information and follows up on any correction that may be needed for errors and omissions; works to find the appropriate corrective action in a way that deadlines are met. Submits papers to the auditors at year-end;
v. Working from the trial balance report, sees that the proper analysis, interpretation, calculations and classification of transactions are effected;
vi. Oversees the employee benefit accrual calculations received from the Human Resources Division and regions for leave, severance and termination provisions as well as accruals for merit and variable pay. Ensure supporting documentation is available as an audit trail;
vii. Serves as one of three main contacts with the Office of the Auditor General at year end (in conjunction with the NPC); must maintain a good working relationship with the auditors;
viii. Prepares quarterly and year-end financial statements and notes for review by the NPC.
ix. Participates as needed in programme-wide initiatives by contributing expertise and knowledge within own area of responsibility.

In more detail the Financial Officer will take responsibility for the following routine aspects:

i. Manage and reconcile Cash Endowments;
    a. Assist the creditors payment process by:
    b. Assist the sundry debtors process by:
        - Respond to counter and telephone enquires as relates to creditor payments and sundry debtors;
        - Provide support, relief and assistance to other positions within Finance as required;
    c. Assist in any other financial operations as per the direction of the NPC;
    d. Ensure all tasks are performed with accuracy, discretion, judgment and confidentiality as circumstance dictate;
    e. Communicate effectively at a high level and respond efficiently to achieve determined service level expectations and requirements of the NPC; and
    f. Ensure Government Regulations and legislative requirements are adhered to at all times.

**D. PROCUREMENT SPECIALIST**

The Procurement Specialist is responsible for identifying and screening procurement suppliers, negotiating terms and conditions favorable to the LANES Programme, driving improved supplier service levels, minimizing risk while improving the LANES Programme business results, standardizing and automating business and procurement best practice processes.

**Roles & Responsibilities:**

i. Liaising with the MOEVT Director for Procurement, the LANES procurement Specialist ensures:
ii. Aspects of procurement planning, preparation of bidding documents, purchasing, negotiations, strategy, and all other tool and process implementation for procurement related to goods and services are done timely;
iii. Leadership and direction to procurement organization is provided.
iv. Management and development of resources to deliver business partner satisfaction and achievement of the LANES Programme core business and financial objectives;
v. Negotiation of favorable contractual terms and conditions for the LANES Programme with suppliers are doe timely;
vi. Strong relationships with software publisher partners, fostering collaboration and teamwork;
vii. Delivery on cost reduction commitments through identification, development and execution of strategic sourcing initiatives;
viii. Development and implementation efficiencies, standardized tools, practices and procedures shortening quotation, RFP and decision making and evaluation time;

ix. Development and execution of a performance driven supplier management process resulting in structured feedback;
x. Procurement policies are observed to ensure relevance and conformance with best practices and ensure compliance with national procurement regulations and policies;
xi. Total Cost of Ownership (TCO) practices is established and reinforces through regular benchmarking, periodic RFP's, and supplier performance metrics reporting Knowledge, Skills and Abilities.

**E. NON FORMAL EDUCATION SPECIALIST**

The Non Formal Literacy Specialist will have the following responsibilities:

i. Advice the Director of Adult and Non- Formal Education on literacy development, parenting education, literacy clubs, LL-MIS and Human Rights Education provision in the country;
ii. Carrying day to day operations of LANES;
iii. To liaise with the National LANES Program Coordinator on all literacy development matters;
iv. Designing detailed Literacy Action Plans;
v. Advising on Curriculum, Teaching and Learning materials including Literacy Facilitators' Guidelines, Modules and Textbooks;
vi. Preparation of Training Programs for strengthening skills of Literacy teachers, Wards Education Coordinators and Education Officers on District level;
vii. Providing professional advice on planning, monitoring and evaluation of Literacy programs executed by any NSAs and participating institutions ;
viii. Collect and review Literacy Program M&E indicators needed by M&E Unit of Ministry and LANES Steering Committee; and
ix. Solicit funds from in and outside the country for literacy development

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