

System Capacity Grant Annual Progress Report Template

Status: Accepted

Country	Grant ID	Grant Agent	Grant Effectiveness/Start Date
Tanzania - Mainland	GPE0000924	SCG	05/30/2023

Grant Amount	Timeframe Examined in this Report		Date of Report Submission
3,899,000 (USD)	From Date	To Date	03/28/2024
	05/29/2023	03/27/2024	

Area(s) and activity group(s) covered by grant

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

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

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

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

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

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

Implementation Progress

Overall Project Progress this Reporting Period

Overall progress this reporting period 1	Previous Rating
Moderately Satisfactory (MS)	NA

Detailed Description including factors that lead to an upgrade/downgrade in the rating

The overall progress of the project is moderately satisfactory. Some of the key activities in the windows have started and are progressing well while others were rescheduled to 2024. During the reporting period, the priority activities revolved around supporting the Policy and curriculum review process which has been the top priority for the Education Sector. Addressing the Parliament in Dodoma in April 2021 for the first time since she was sworn in as Head of State, Her Excellency President Dr. Samia Suluhu Hassan articulated a resolute commitment to the comprehensive revision of the 2014 Education Policy. The President underscored the imperative of a national curriculum review as the linchpin for cultivating a skilled workforce indispensable for propelling Tanzania's industries and services to greater heights of

excellence. Following the declaration, the Ministry of Education, in synergy with sister ministries and educational agencies, embarked upon a concerted effort towards policy and curriculum reform, thus, laying the groundwork for a transformative educational landscape.

Moreover, recognizing the indispensability of robust governance mechanisms in policy implementation and monitoring, focus was also directed at building government capacity to implement and monitor policy by working to strengthen planning and monitoring frameworks, including data systems. The policy and curriculum review and subsequent operation sector plans are gender sensitive and address all equity dimensions.

Focusing on Policy and curriculum review and development of policy implementation plans and frameworks by government necessitated prudent adjustments in governments calendar including the delay in the appointment of the GPE SCG Task force thus compelling the rescheduling of certain planned activities to 2024 i.e., Gender audit of curriculum, and development of the Gender strategy for the Education Sector to allow for adequate time for the implementation of the new policy and curriculum. It should be noted, however, that though gender audit was deferred to 2024, the development of the policy, reformed curriculum and frameworks involved a critical analysis of gender and other equity related issues and those are intricately interwoven into the fabric of the policy document and informed the development of the plans, including the upcoming Education sector Development Plan (ESDP).

The planned activities for the reporting period that have been started and progressing are as follows:

Window 1: Strengthen Gender-Responsive Policy Development and Planning for System-wide Impact.

Activity Group A

1. A national multi-sectoral technical team to support the review of the ESDP was appointed by the Permanent Secretary and has been working in conjunction with the consultants. The consultants are also building the capacities MOEST officers in the process.

Activity Group B

1. The review of ESDP Simulation Model - The contracting for the ESDP review was finalized. Initial field visit by the consultants and data collection for simulation model has been completed. The review and update of the ESDP Simulation model to ensure reliable projections of student population growth, establishment of service delivery norms, and accurate cost estimations, alongside the formulation of a well-organized and time bound ESDP development roadmap is currently in progress. This endeavor is being conducted by technical experts from IIEP-UNESCO, with support from a national team comprising 26 government officials representing a various ministry such as the Ministry of Education and Vocational Training, the President's Office, the Regional Administration and Local Government (PORALG), the Ministry of Finance, the Tanzania Planning Commission, and the National Bureau of Statistics.

2. Review, validation, and dissemination of the Education Sector plan – the review has begun in tandem with the review of the simulation model. The two reviews are being conducted by IIEP- UNESCO consultants in collaboration with the national technical team.

3. The support to review the Education and Training Policy of 2014 and the Education Act of 1978 and its amendment of 1995 - The Education Policy and Curriculum Review and validation was successfully completed, and the new Education and Training Policy was approved in December 2023 and its implementation has begun. The Alignment of Education Act (1978) with Policy Changes activities have started. A team of experts from the MoEST and affiliated institutions assembled and developed the concept note and review tools. The review is in on going.

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

Activity Group D

1. To be able to conduct the analysis of the sector coordination (including sub national), a consultant was enlisted, all the stakeholders of education are currently completing the tools for LEG assessment facilitated by UNESCO as the GPE coordinating agent. This process will be completed in 2024.

2. Education Sector Development Committee (ESDC) The Local Education Group (LEG) in Tanzania which is the ESDC convened with the support from the grant to endorse the policy, plans and review the Terms of Reference of the functions of the ESDC to enhance effectiveness of sector coordination.

3. The education Technical Working Groups assembled to deliberate on various policy documents and plans and made recommendations to the ESDC. These recommendations were approved by the ESDC. These were the ToRs for various committees in the TWG.

4. The grant supported field visits and dialogue meetings to conduct the government led Annual Joint Education Sector Reviews (AJESR). The draft annual education sector performance report will be reviewed and endorsed during the upcoming ESDC meeting scheduled in April 2024. These will include the production of the Aide Memoir.

Window 3

Activity Group E

1. The Bids to conduct Teacher Workforce Assessment, simulation including a TA on planning and management of gap have been received from 5 national and international companies and their evaluation has commenced.

Implementation Challenges

As it may be noted, the implementation pace of the grant activities has been relatively low during the reporting period. This slowdown primarily stems from the fact that approval of GPE-SCG funds occurred after the National Planning Process, the Mid-Term Expenditure Framework (MTEF) process, had been finalized. The MTEF process involves the submission of financial commitments to the Ministry of Finance for the funding year. The different timelines between the approval of funds and the MTEF process meant that GPE-SCG funds were not reflected in the Government financial system, and this only happened later, thus affecting the implementation timelines and hence the project burn rate. Moreover, the Government's focus on a major policy and curriculum review necessitated the need to reschedule the implementation timelines for the activities in Activity Group C: Support implementation of policies and plans and key interventions to identify and address multiple forms of exclusion, including planning for children with disabilities and strengthening system resilience, to ensure that they align with the revised policy priorities. Now that the implementation of the policy is started, it is expected that the speed of implementation of related activities will increase significantly as evidenced by the fact that majority of the activities have commenced in 2024.

The onset of the update of ESA and the review of the ESDP Simulation Model was delayed for more than a month by the decision of the government to change the process of recruiting the consulting firm. The government decided to enlist IIEP UNESCO through an official request to the coordination agency (UNESCO) which resulted to halting the original bidding process and shifted to a new procurement process for IIEP-UNESCO. (UN-UN agreement development). This is now finalized and the process is ongoing.

Another significant challenge has been data availability. The ESDP review and the simulation model development process is heavily dependent on the availability of data from various sources, particularly from the Ministry of Finance. However, obtaining this data in a timely manner was extremely challenging. The data was finally attained after high level advocacy by the UNICEF office to government and the analysis has begun.

Grant Implementation Progress, by Grant Window

Grant Window	Level of Progress this Reporting Period 2	Previous Rating
Window 1: Strengthen gender-responsive planning and policy development for system-wide impact	Satisfactory (S)	NA

Detailed Description:

During the reporting period, the GPE System Capacity grant (referred to as "the grant") played a significant role in advancing the review of the Education and Training Policy and curriculum reform process. The culmination of these efforts led to the refinement and validation of the final draft of the National Education Policy 2014 (2023 version) and the Curricula for Pre-primary, Primary, Secondary, and Teacher Education. This thorough review process was facilitated through a series of multi-stakeholder consultative meetings, which saw the active participation of all key education stakeholders. Stakeholders involved in these consultations included high-level government leaders led by the Minister of Education, senior officials within the President's Office Regional Administration and Local Government ministry (PORALG) under the guidance of the Deputy Minister of Education, Permanent Secretaries of the Ministry of Education, Science, and Technology (MoEST) and PORALG (Tanzania Mainland and Zanzibar), Parliamentarians, politicians, Development Partners, teachers, representatives from Civil Society Organizations (CSOs), Associations of Private School Owners, and Young People, among others. Furthermore, the revision of the curriculum entailed inviting curriculum experts from the Kenya Bureau of Curriculum, who conducted a series of workshops in Dodoma, Tanzania. These experts shared insights from Kenya's curriculum process, which were complemented by a subsequent visit from senior officials and experts from the Tanzania Institute of Education (TIE) mainland to Kenya to learn from their curriculum implementation experience. This exchange of knowledge proved invaluable in informing the review of the Tanzanian curriculum.

The draft Education policy and curriculum underwent rigorous scrutiny and discussion, first presented to the Cabinet and later to Parliament, where it received endorsement. Notably, the Policy has been officially approved by the President, marking a significant milestone in education reform. The implementation of the new curriculum is already underway, though the official launch of the policy is pending a decision by the Prime Minister. Efforts are also underway to translate the policy document into English for wider dissemination and accessibility.

Review of the Education Sector Development Plan (ESDP) and Development of a new Simulation Model:

The grant is supporting the review of the ESDP and development of a new Simulation Model and to update it with new Census Data as well as aligning it to the revised Education Policy and new Curriculum. The Terms of Reference (TOR) for the revision of the ESDP were advertised, resulting in the receipt of 9 bids. However, the government subsequently requested the International Institute for Educational Planning (IIEP-UNESCO) to undertake the task. An UN-to-UN agreement between UNICEF and IIEP-UNESCO was finalized in December 2023, formalizing the collaboration. The project commenced in December 2023, with a team of 3 consultants from IIEP-UNESCO leading the initiative, supported by a national team comprising 27 experts from various Ministries and agencies. This collaborative effort entails reviewing the existing Education Sector Analysis (ESA) document to integrate new census data, revising indicators, and developing updated ESA notes. Additionally, it involves the development of a costed Simulation Model and the revision of the ESDP.

Starting in January 2024, weekly online meetings have been conducted between the consultants and the national multi-ministerial technical team to facilitate data collection, validation, and drafting of ESA note chapters. The first mission by IIEP consultants took place from 3-13 March 2024, focusing on gathering and consolidating essential data pertaining to payroll statistics and financial information for the Education sector, spanning from Pre-primary to Higher Education, with a specific emphasis on both teaching and non-teaching staff.

The ESDP review has three main components:

Component 1 – A Sector note. The Sector note examines the current state of the education system in Tanzania Mainland and has 4 chapters. The Sector note is being populated with newly collected data in preparation for the development of the simulation model. To date, all data has been collected and is now available and being used to update the sector notes.

Component 2 – A simulation model.

The architecture of the simulation model is under construction. The level of detail will depend on the policies to monitor and data availability. The consultants and the national team have been working on the draft simulation model and expected finalization of the architecture for the end of March 2024. The validation of the model will be done during a scheduled meeting with senior management of MoEST, PORALG and Ministry of Finance in April 2024. The choice of reference scenario will be adopted at the end of April 2024.

Component 3 – The drafting of the Education Sector Development plan. This will start immediately after the validation of the simulation model and will involve every ministry in charge of education (i.e. MoEST) and its subsectors, PORALG, NACTVET, National Bureau of Statistics and the Ministry of Finance.

Review of Education Act:

The grant provided crucial support for the comprehensive review of the Education Act, Chapter 353, aimed at aligning it with the operational and management requirements of the education sector. This initiative was prompted by various policy changes and challenges that had emerged since the enactment of the law. The decision to review the act was made following the Government's commitment to revising the Education and Training Policy, 2014, 2023 Edition, which was officially adopted during a Cabinet meeting on 20 October 2023.

The review of the Education Act encompasses a broad spectrum of considerations outlined in the 2023 edition of the Education and Training Policy of 2014. These considerations span across diverse areas such as

Early Childhood Education, Primary Education, Secondary Education, Adult Education and Non-Formal Education, Special Education, Education for Children with Disabilities, Education for Children with Albinism, Alternative Education for Out-of-School Children, Vocational Education and Training, Distance Education, Pre-Service Teacher Education, In-Service Teacher Education, Technical Education, and Sports Education.

Specifically, the revised Education Act will delineate the structure and duration of each level of education, articulate objectives, define curricula, establish teacher qualifications, outline procedures for national examinations administration and assessment, and address certification protocols. Additionally, it will include sections on management and quality control, planning, resource provision, infrastructure, and safety, aimed at addressing challenges encountered in law implementation.

Furthermore, key focus areas of the review will encompass financing of Education, detailing funding sources, allocation procedures, and management practices; management and administration of Educational Institutions, covering establishment, registration, governance, and administration aspects; quality assurance and standards for educational institutions; Teacher Education and Professional development,

including admission criteria, certification procedures, and licensing protocols; and standards and competencies for teacher education programs, accreditation, evaluation, and continuing education, mentoring, and supervision procedures.

Progress:

The process of updating the Education Act, Chapter 353, alongside various laws governing institutions under the MoEST, has been initiated. National leaders have taken proactive steps to inform the public about the forthcoming stages in the implementation of the Education and Training Policy, 2014 (2023 Edition) which includes the formulation of a new Education Act and the revision of existing laws governing institutions under the Ministry. These directives were issued by the Minister of Education, Science, and Technology, Hon. Prof. Adolf F. Mkenda (MP), on 24 January 2024, World Education Day, and reiterated by Prime Minister, Hon. Kassim Majaliwa (MP), during the Question-and-Answer Session in Parliament on February 1, 2024.

The Legal Services Unit has commenced the process of soliciting opinions for the formulation of the new Education Act from within the Ministry of Education, Science, and Technology. Simultaneously, all institutions falling under the Ministry's purview have been instructed to initiate the review of their respective laws to ensure alignment with the Education and Training Policy, 2014, 2023 Edition. This particular coordination effort is supported by the grant alongside contributions from other donors and the Ministry of Education, Science, and Technology budget.

Capacity Development:

Integral to the implementation of grant activities is the concerted effort to build national capacity among key personnel within Ministries and agencies. A prime example of this capacity-building endeavor is evident in the development of the new Education Sector Development Plan (ESDP), which places significant emphasis on enhancing the capabilities of the national technical team. Comprising experts from various entities, including the Ministry of Education, Science, and Technology, the President's Office Regional Administration and Local Government (PORALG), the Ministry of Finance, the President's Office Management and Public Services, the Tanzania Commission for Universities (TCU), the Planning Commission, the National Examinations Council of Tanzania (NECTA), the Tanzania Institute of Education (TIE), and the National Council for Technical Vocational Education and Training (NACTVET), the national technical team is integral to the ESDP development process.

This capacity-building initiative involves the continuous involvement of the national team across all phases of the project. They are entrusted with various tasks, including data collection, validation, and analysis, drafting of Education Sector Analysis (ESA) notes, and contributing to the design of the simulation model architecture. Furthermore, remote support is provided by consultants through weekly meetings, supplemented by monthly in-person meetings conducted in Tanzania by IIEP consultants.

The consultants from IIEP-UNESCO are working closely with the national team to enhance their proficiency in data analysis, simulations, projections, and planning monitoring. As a result of this collaborative effort, the capacity of the national team is experiencing rapid growth, equipping them with the necessary skills and expertise to effectively contribute to the development and implementation of the ESDP and other related initiatives.

Grant Window	Level of Progress this Reporting Period 2	Previous Rating
Window 2: Mobilize coordinated action and financing to enable transformative change	Satisfactory (S)	NA

Detailed Description:

The grant is supporting a number of interventions in this window as follows:

1. Sector Coordination:

The current GPE System Capacity Grant is actively supporting Tanzania's Local Education Group (LEG) Self-Assessment. The LEG, better known as the Education Sector Development Committee (ESDC) in Tanzania, is a group of education stakeholders at the local level who work together to improve education outcomes in Tanzania. This assessment process serves as a crucial mechanism for the LEG to engage in critical self-reflection and identify areas ripe for improvement. It functions as a cornerstone for enhancing the efficacy of education planning and management while pinpointing domains requiring additional support and resources. To drive and oversee this assessment process, USD 149,000 has been allocated to UNESCO from the grant, facilitated through an UN-to-UN agreement. The ensuing study will embark on a multifaceted evaluation journey, delving deep into the essence of Tanzania Mainland's Local Education Group and the Education Sector Development Committee (ESDC). This assessment endeavor aims to unleash the full potential of educational resources, foster innovation, and foster a more inclusive and equitable education landscape across Tanzania's Mainland. The primary objective of this self-assessment initiative is to empower the LEG to introspect on their performance, identify areas ripe for enhancement, and craft a robust plan to fortify their endeavors. By doing so, the process ensures that the LEG operates

with enhanced effectiveness and efficiency, closely aligning its efforts with the overarching priorities and objectives of the Global Partnership for Education (GPE) and the Tanzanian government. Furthermore, it seeks to catalyze the development of a resilient and sustainable education system in Tanzania by empowering local education stakeholders to pinpoint and tackle challenges within their communities. Through the GPE Local Education Group (LEG) self-assessment, a more active and participatory role is envisioned for local education stakeholders in shaping and delivering education across Tanzania. This initiative equips the LEG to identify and address prevalent challenges within the Education Sector, ensuring that education initiatives are finely attuned to local needs and priorities, and that resources are optimally utilized to yield positive outcomes for all learners.

Consultants have been engaged to conduct the assessment, and assessment tools have been developed and validated. Respondents, comprising members of the Education Sector Development Committee (ESDC), are actively participating in the ongoing exercise. A stakeholder meeting is scheduled for the end of March, wherein all members of the Education Sector Development Committee will convene to conclude the assessment process and validate the findings. The assessment is methodically structured around key areas outlined in the GPE tools, specifically focusing on: (i) Strategic Effectiveness

(ii) Organizational Capacities

(iii) Collaborative Capacities

2. GPE-SCG Coordination:

The grant has supported the GPE-SCG Implementation through the establishment of a monitoring committee.

A robust 20-member GPE-SCG Technical Committee (SCGTC) has been forged, comprising representatives from the Ministry of Education, Science, and Technology (MoEST), the President's Office Regional Administration and Local Government (PORALG), the Education Sector Development Partners Group (EDPG), and Civil Society Organizations (CSOs). This esteemed Committee is chaired by the Government's Director of Policy and Planning (DPP) and co-chaired by the Chair of the Education Partners Development group (EDPG).

The SCGTC operates with a multifaceted purpose, including (a) providing strategic input on the focus and sequencing of SCG rollout, (b) offering technical expertise and support to the grant agent, (c) ensuring alignment of SCG activities with GPE guidance, and (d) collectively formulating decision statements for submission to the Education Sector Development Committee (ESDC) - the apex decision-making body for the education sector.

Furthermore, the SCGTC plays a pivotal role in endorsing Terms of Reference (TORs), workplans, budgets, and selection of implementation partners, while also ensuring quality assurance and actively engaging in SCG progress reporting as per GPE requirements.

Quarterly meetings have been diligently conducted, with three key meetings already convened to review grant implementation progress. A comprehensive roadmap and implementation plan have been meticulously crafted for the first and second years of grant activities. Notably, the SCGTC has been instrumental in the final review and validation of the Education Sector Development Plan (ESDP) TOR, as well as the validation of technical bids for the International Institute for Educational Planning (IIEP) application, leading up to the signing of the UN-to-UN contract.

Moreover, the SCGTC remains actively engaged in providing inputs and monitoring the quality of work by IIEP through regular review of progress reports and direct consultations with consultants for updates. Additionally, the Committee has been deeply involved in shaping the Draft TORs for an upcoming Teacher Workforce Survey, underscoring its pivotal role in steering and overseeing key initiatives within the education sector.

Grant Window	Level of Progress this Reporting Period 2	Previous Rating
Window 3: Strengthen capacity, adapt, and learn, to implement and drive results at scale	Moderately Satisfactory (MS)	NA

Detailed Description:

Comprehensive Review and Development of Education Sector data system:

The grant is supporting the Government (MoEST) to undertake harmonization and integration of education data systems to ensure validity and reliability (including tools revision and redefining of data categories particularly those related to children with disabilities and dropout, as well as distinction between rural and urban schools). Generally, this exercise aims to enhance the overall quality and efficiency of the education system by addressing gaps in the education data system by harmonizing the existing systems as well as build capacity to all key stakeholders involved in this exercise.

The main objective of the task is to review and improve the quality of the education data system and inform the establishment of an Integrated Education Sector Management Information System (ESMIS). The work is carried out by technical experts from MoEST and PORALG and supported by a team of experts from other Ministries and agencies and Universities and research institutions. The assignment, which

began in February 2024 and will end in March 2025, focuses on Education data systems across all levels of education and along the entire value chain of education data collection and management in Tanzania. Specifically, the assignment will cover the followings:

- i. Undertake rigorous assessment of the current practices of collecting, aggregating, cleaning, verification, analysis and reporting of the Basic Education Statistics (BEST) within the respective levels of education in the country (i.e. Pre-primary, Primary, Secondary, Adult and Non-formal Education) which is currently collected and managed jointly by PO-RALG and MoEST.
- ii. Undertake the same assessment for data on Technical, Vocational and Training colleges (currently collected and managed by NACTVET) and data on Higher Education (currently collected and managed by the Tanzania Commission for Universities (TCU)).
- iii. Explore the possibility and establish a standardized and harmonized approach of collecting, managing and reporting the education sector data across various levels and sector ministries/ departments for easier tractability and analysis across the levels (e.g., Standardized definition, labeling and computations of various education sector indicators; tractability of the students across various levels of education; ability to follow and match particular cohort of students across levels of education, etc.).
- iv. Explore and review the existing IT-systems of data collection, storage and analysis across various levels of education and across various stakeholders within the education sector in the country including but not limited to PO-RALG, MoEST, NACTVET, TCU, NECTA, Non-state actors, etc.
- v. Establish any existing limitations, weaknesses or challenges in the current data collection and management practices and systems; and assess the veracity of education sector data at various stages including how sampling is done; how the data is collected, processed, stored and shared; and advise whether there is room for improvement.
- vi. Work jointly with the education sector stakeholders in the country (both government, non-government, and Development Partners) to implement all improvements needed in the data collection, management, and reporting systems along the education sector value chain and across all education levels following the agreed recommendations.
- vii. Work towards the designing, development and maintaining of education sector dashboards (both a real time one and an annually updated). The dashboards provide a data visualization tool with a summary of different, but related education sector data sets, presented in a way that makes the related information easier to understand (often through graphs, charts and tables).

This assignment will result into high quality education sector data sets and statistics across various levels of education in Tanzania. It will further improve accessibility and usage of the data by various stakeholders through visualizing IT- systems (e.g., the dashboards) and beyond. All the above will ensure quality and evidence-based decisions, both within the policy, programs and beyond.

2, Teacher Workforce Assessment:

The grant is supporting the Government to carry out a Teacher Workforce Assessment, simulation including a TA on planning and management of gap. The main purpose of the survey is:

1. To identify gaps in current arrangements for teacher workforce planning and management (including reviewing existing documentation and research findings).
2. Drawing from international experience and evidence to formulate options (within country context) which address challenges facing Tanzania in teacher planning and management.
3. To develop a consensus among key stakeholders on the way forward to address the challenges around the teacher planning and management in a high-level policy dialogue; and
4. To provide a costed simulation of teacher needs based on indicators such as school age population growth, stock of teachers (by subject and gender) and attrition for Tanzania for the next 15 years. The main objective is to develop Teacher Forecasting Framework to enhance the alignment between student teacher intake and the evolving requirement of teacher recruitment.

Specific objectives are:

1. To conduct a teacher survey to establish the state of teacher planning and management to provide information on the required areas for intervention.
2. To review policy related documents including Teacher Deployment Strategies (Pre-Primary, Primary and Secondary) in relation to teacher planning and management.
3. To take stock of gaps and challenges pertaining to teacher planning and management factoring in gender differentials.
4. To explore how teacher planning and management have been addressed in other countries.
5. To propose options to the Sector Ministry and its implementation plan to strengthen teacher planning and management; and 4 To develop Costed Implementation plan.

The framework covers pre-primary, primary and secondary education. TORs have been prepared and the procurement of Institutional Consultancy has begun.

Lessons, innovative/promising practices

1. There needs to be a more harmonized coordination and collaboration between different government ministries in relation to the implementation of the grant activities. This will ensure synergy during the

process of planning, implementation, monitoring and evaluation.

2. A cadre of technically competent national officials are not only identified but also trained to ensure appropriate support to the implementation of project activities for sustainability.

3. Government harmonized data system will ease data access and usage and greatly reduce data request protocols and strengthen data authenticity and credibility.

Impact stories

Nothing significant to report on impact yet

Tangible Outputs, Knowledge Products, Results Framework and other Supporting Documentation

#	File Name	Document Type	Description
1	Comprehensive Review and Harmonization of Education Data Systems Tanzania concept note Feb 2024.pdf	Knowledge Product	Review and harmonization of Tanzania's Education Data systems to improve access and efficiency. An ongoing study of Tanzania
2	LETTER UNESCO (002) appointment of IIEP for ESDP Review.pdf	Knowledge Product	A letter from MoEST requesting the hiring of IIEP to carry out ESDP review and development of simulation Module. This effectively discontinued an ongoing bidding process and necessitated a restart of the procurement process to accommodate hiring of IIEP-UNESCO. As a consequence the start up of the ESDP review was delayed by 6 weeks and thus affected implementation milestones. f
2	MINUTES FOR ESDC MEETING 12 APRIL 2023.pdf	Knowledge Product	ESDC minutes where Government, CSOs and Development partners endorsed the GPE-SCG grant. Subsequent to the endorsement a technical team comprising members from MoEST, PORALG and CSOs was formed - The GPE SCG Technical Committee- to Monitor and provide technical support in implementation of the grant
2	Letter to UNICEF - Request for No - Cost Extension LEG Assessment.pdf	Knowledge Product	Letter to UNICEF from UNESCO requesting extension of the Local Education Group Assessment for another six months. The request was granted and extended to June 30th 2024
2	Proposal-Technical Support to Tanzania-V3 (002).docx	Knowledge Product	Technical Proposal Review of ESDP submitted by IIEP
2	ToR ESDP review updated version 12062023 for approval ON.pdf	Knowledge Product	ESDP Review and development of simulation module to be undertaken by IIEP-UNESCO
2	TOR for Teacher Forecasting Framework 2023 SIGNED.pdf	Knowledge Product	Signed TOR

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

Financial Reporting & Grant Management

Financial Reporting on GPE Grant

Cumulative Financial Absorption Rate

Approved Budget to Date	Cumulative Expenditure	Cumulative Financial Absorption Rate	Level of Financial Absorption
3,899,000	676,308.5	17.35	Off Track

Since the financial absorption is not rated as 'on track', please provide an explanation that identifies the main activities that have been delayed and their corresponding unspent amounts, as well as reasons for the delay and steps taken to ensure that expenditure absorption gets on track in the next reporting period.

Window Activity Budget Explanation for underspending Steps taken.

A1 Conduct gender audit of curriculum, textbooks and any other content on the state of gender mainstreaming in education. 41,698 These activities were deferred to 2024 because the reporting period was characterized with a lot of planning and establishing structures and systems. • The structures are already in place. • All needed data has been acquired from the various ministries.

A2 Develop Gender Strategy for the Education Sector and integrate gender responsive actions in

ESDP 2021/2022-2025/2026 61,143 As above

B2 Review, validation and dissemination of the Education Sector plan 89,416 As above

B4 Education Act of 1978 and its amendment of 1995 319,770 As above

B5 Provide technical and financial support to ensure gender responsive policies and plans are implemented 292,565 As above

C1 Develop re-entry operational plans for out of school children and youth (OOSCY) (Establish baseline, targets, estimated resource needs, etc.) 59,948 As above

C2 Capacity building of inclusive education personnel from MDAs and LGAs on early identification of disabilities 240,598 As above

C3 Build capacity on resource mobilization and management, financing, efficiency,

and equity 214,610 As above

Total 1,319,748

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period

1,877,368.5

Total Expenditure for the Current Reporting Period

676,308.5

Explanation for underspending or overspending in excess of 10%

This reporting period was characterized with a lot of planning and establishing structures and systems. These included formation of the SCG Task Force, recruitment of consultants for the ESDP review, simulation model development and LEG assessment. In addition, the education sector had its attention more on the curriculum reforms and the finalization, validation and approval of the Education and Training policy. The policy review process involved major changes in the structure and orientation of education delivery for the country and, now with its finalization, it allows for the rest of the activities to be implemented to operationalize and strengthen the policy. Data mining and triangulation were key activities, and they are now all in progress. All these factors took some time and caused some rescheduling of activities as indicated. However, in the next 6 months, a lot will be achieved because delayed activities have commenced. It is therefore expected that expenditure absorption will be on track in the next reporting period.

Management Performance

Level of management performance

Detailed Description

Revisions to the grant

This period, have there been any revisions to the grant other than those submitted to the Secretariat for their approval?

No

How likely is that the grant agent will submit a request for revision to the Secretariat in the next 12 months for their approval?

Moderately Unlikely

Annexes

Annex 1: List of Acronyms

Acronym	Description
AJESR	Annual Joint Education Sector Review
BEST	Basic Education Statistics in Tanzania

CSOs	Civil Society Organizations
ESA	Education Sector Analysis
ESDC	Education Sector Development Committee
GPE	Global Partnership for Education
IIEP	International Institute for Educational Planning
MOEST	Ministry of Education Science and Technology
MTEF	Mid-Term Expenditure Framework
NACTVET	National Council for Technical and Vocational Education and Training
PORALG	President's Office Regional Administration and Local Governments
SCG	System Capacity Grant
SCGTC	System Capacity Grant Technical Committee
ToR	Terms of Reference
TCU	Tanzania Commission for Universities
TWG	Technical Working Group

¹ Highly Unsatisfactory- The grant has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory - The grant has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory - The grant has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs but a resolution is likely. Moderately Satisfactory - The grant is expected to achieve most of its major outputs efficiently with moderate shortcomings or delays. Satisfactory – The grant is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory - The grant is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.

² Highly Unsatisfactory – The window has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory – The window has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory – The window has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs but a resolution is likely. Moderately Satisfactory – The window is expected to achieve most of its major outputs efficiently with moderate shortcomings. Satisfactory – The window is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory – The window is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.

³ tooltip