



Ministry of Education, Science and Technology



Global Partnership for Education Programme Implementation Grant

Literacy and Numeracy Education Support (LANES)



Kagera Regional Library – Reading Corner furnished by GPE-LANES

Annual Implementation Status Report

Reporting period: 01st July, 2017 to 30th June, 2018

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List of Abbreviations

3Rs	Reading, Writing and Arithmetic
ADEM	Agency for Development of Education Management
AIDS	Acquired Immune Deficiency Syndrome
ANFEDP	Adult and Non Formal Education Development Plan
BE-MIS	Basic Education Management Information System
CSO	Civil Society Organization
DEO	District Education Officer
DFID	Department for International Development
DPP	Department of Policy and Planning
E EGMA	Early Grade Math Assessment
ECD	Early Childhood Development
ED DPG	Education Development Partners Group
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
EQUIP	Education Quality Improvement Programme
ERT	External Review Team
ESA	Education Sector Analysis
ESDC	Education Sector Development Committee
ESDP	Education Sector Development Plan
ESMIS	Education Sector Management Information System
ESRAC	Education Support Resources and Assessment Centres
GPE	Global Partnership for Education
HIV	Human Immunodeficiency Syndrome
HT	Head Teacher
ICT	Information Communication Technology
INSET	In-Service Teacher Training
IRT	Internal Review Team
JESR	Joint Education Sector Review
L&N	Literacy and Numeracy
LANES	Literacy and Numeracy Education Support
LCU	LANES Coordination Unit
LGA	Local Government Authority
LIC	LANES Implementation Committee
M&E	Monitoring and Evaluation
MDAs	Ministries, Departments and Agencies
MoEST	Ministry of Education, Science and Technology
MoFP	Ministry of Finance and Planning
MTEF	Medium Term Expenditure Framework

MTR	Mid Term Review
MWAKEM	Mafunzo ya Walimu Kazini Elimu ya Msingi National Accreditation Council for Technical Education
NACTE	National Examination Council of Tanzania
NECTA	Non-Government Organization
NGO	Open Distance Learning
ODL	Primary Education Development Plan
PEDP	President's Office-Regional Administration and Local Government
PO-RALG	Primary Education Records Manager
PRem	Parent Teacher Partnership
PTP	Quality Assurance
QA	School Based Continuous Professional Development
SB-CPD	Statistics and Logistics Officer
SLO	School Management Committee
SMC	School Quality Assurance Framework
SQAF	Teaching and Learning
T&L	Tanzania Education Network/Mtandao wa Elimu Tanzania
TENMET	Tanzania Institute for Education
TIE	Teacher Resource Center
TRC	Teacher Training College/Teacher College
TTC/TC	Technical, Vocational Education and Training
TVET	Technical Working Group
TWG	Technical Working Session
TWS	University of Dodoma
UDOM	United Nations Children's Fund
UNICEF	United States Agency for International Development
USAID	Water, Sanitation and Hygiene
WASH	Ward Education Coordinator
WEC	

General Characteristics

1.2 Programme Information

Program Name: LITERACY AND NUMERACY EDUCATION SUPPORT (LANES)

Developing Country Partner: TANZANIA

Grant Agent: SWEDISH EMBASSY

Program Amount: US\$ 94.8MILLION

1.3 Program financing resources

The programme implementation is financed by the GPE, while technical support is provided through Sida funds.

1.4 Duration

Start date of Program: JULY 2014

End date of Program: DECEMBER 2018

Start date of ESPIG: JULY 2014

Original end date of ESPIG: JUNE 2016

Revised end date of ESPIG: DECEMBER 2018

Program Implementation

1.1 Overall program objectives

The GPE supported *Literacy and Numeracy Education Support (LANES)* Programme is intended to improve basic skills in literacy and numeracy for children aged 5-13 years. The focus is children in pre-primary, early grades of primary school i.e. Std I to IV and those in non-formal education (NFE) setting. Key aspects of the programme have a national coverage, while some aspects have been scaled down to regions not receiving similar support from other Development Partners in order to avoid duplications.

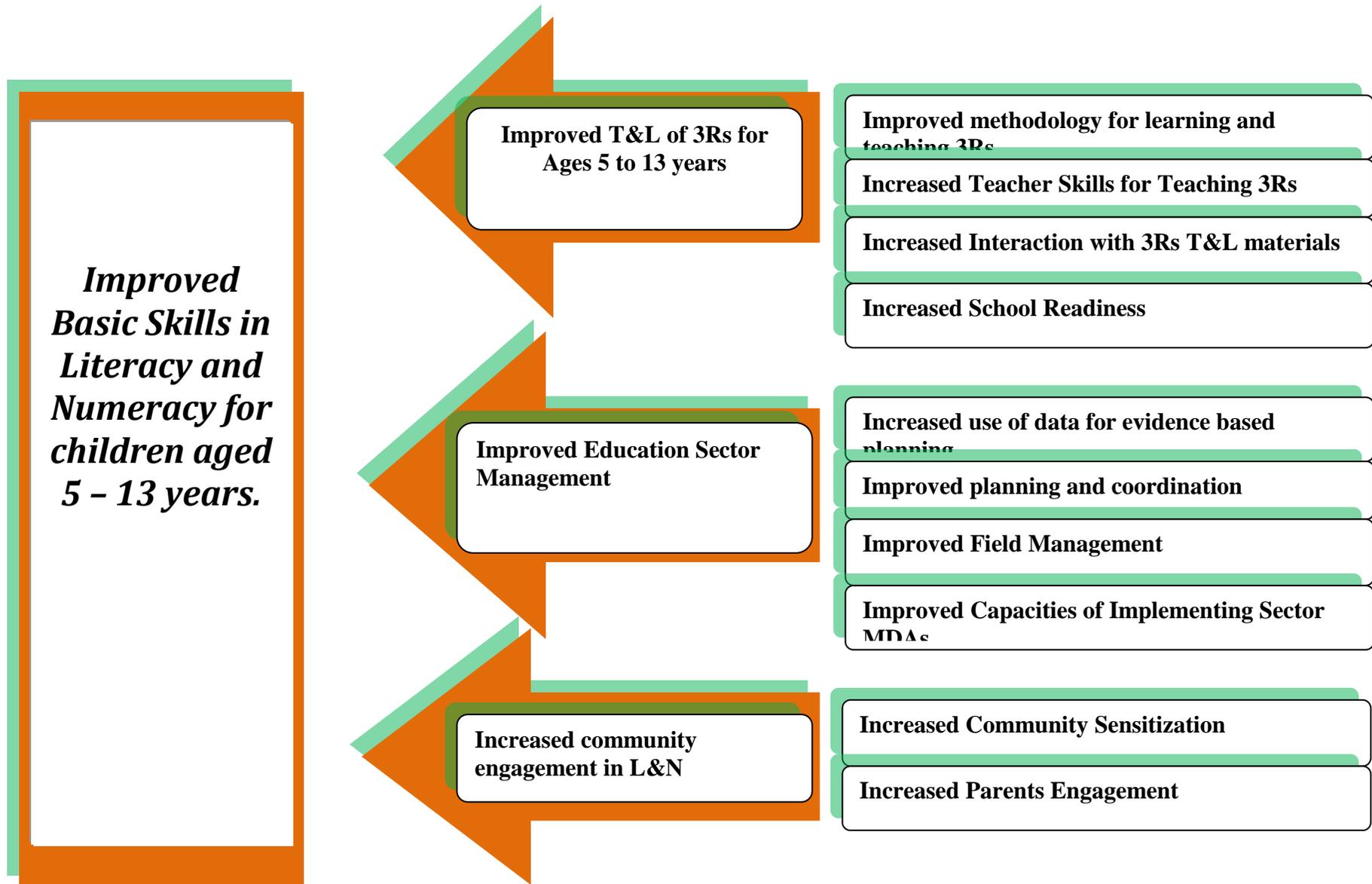
The activities implemented are in three components (Intermediate Results) (Figure 1) as summarized below:

1. *IR-1*: Improved teaching and learning of 3Rs for children at the age of 5 to 13 years. Outputs of this result is derived from activities with national & region specific coverage; notably development and distribution of teaching and learning materials (including revised curriculum materials), increased skills to deliver competence based curriculum, and increased inclusive school readiness.
2. *IR-2*: Improved Education Sector Management. Sector management has a national coverage and is aimed at strengthening the realization of ESDP goals through better sector coordination at the national and sub-national levels. The focus is at increased use of data for evidence-based decision making, improved planning & coordination, improved field management and system strengthening.
3. *IR-3*: Increased community engagement through strengthening School Management Committees (SMCs) and parents' engagement for improved literacy outcomes. Engagement of CSOs is critical in ensuring community awareness.

Generally, GPE-LANES programme contribute to the attainment of the ESDP 2016/17-2020/21 outputs, specifically at:

1. Increased capacity of communities, LGAs and MDAs to deliver quality basic education in both formal and non-formal education,
2. Increased community and parents awareness and participation in education programmes,
3. Strengthened capacity of Quality Assurance to conduct curriculum based assessments,
4. Strengthened leadership and management capacities at national and sub-national levels i.e. school, ward, LGA, regional and national,
5. Increased availability of ICT facilities to enhance the data collection and processing at LGA level,
6. Increased planning and management capacities of national, regional, and LGA officials for enhanced performance and accountability, and
7. Improved internal and external coordination mechanism functionality among education sector stakeholders.

Figure 1: LANES Theory of Change



1.1.1 GPE LANES focus during the reporting period

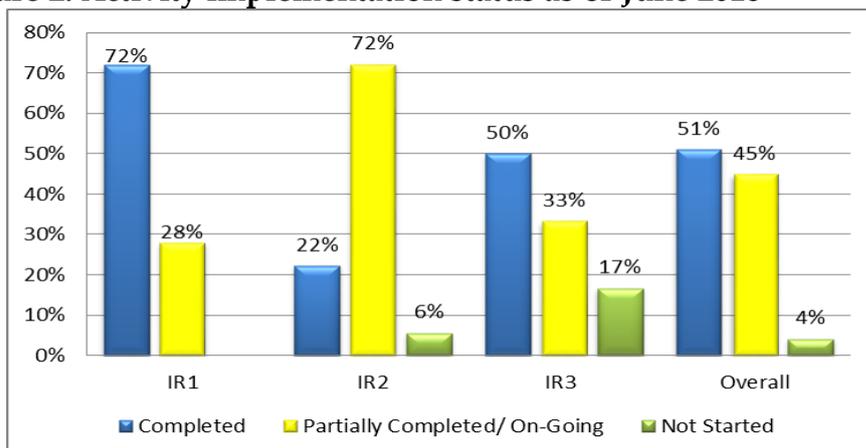
The programme in the FY2017/18 focus is on the completion of the grant activities thus achieve the expected intermediate results. Activities that were implemented during the reporting period mainly focused at:

- a) Intensified monitoring, especially on the classroom delivery of the revised curriculum and utilization of 3Rs materials, and assessment of the LANES outcome;
- b) Assessing learning needs for children aged 4 to 6 years old;
- c) Improving Education Sector Management by ensuring that ESDP is finalised and disseminated to the lower levels, i.e. LGAs;
- d) Strengthening NFE centers so as to ensure that out of school children and school drop-outs access education hence an opportunity to be mainstreamed;
- e) Revision of the pre-service teacher training curriculum to incorporate 3Rs;
- f) Operationalize satellite schools through active engagement and learning from stakeholders (including sharing of the cost-effective construction guideline and facilitation mechanisms);
- g) Effective utilization of data for evidence based decision making;
- h) Engagement of CSOs through TEN-MET for increased meaningful parents and community commitment in improving learning outcomes; and
- i) Documentation of the LANES achievements and key lessons since inception.

1.1.2 Progress towards achievement of overall objectives

The accelerated implementation of the GPE-LANES program in Tanzania Mainland started to be evident in FY2016/17; a period where major cost driver activities, including printing and distribution of STD I, STD II and STD III textbooks were completed. Since then, most outputs have been meeting expectations and the intermediate results are also on track to be met by the revised end date; with cumulative expenditure of 80% at 30th June 2018. Significant gains have been made in terms of attaining output-level results across all 3 intermediate results, including some strategic achievements in terms of systems-strengthening. Based on the revised result framework, out of 49 activities; 51% are completed, 45% have been partially completed and on-track and 4% have not started (Figure 2).

Figure 2: Activity implementation status as of June 2018



Areas of strong performance in FY2017/18 include:

- a) Increased interaction with 3Rs learning materials, including braille and tactile books for special needs;
- b) Distribution of special needs assessment kits, assessment guides and assessment of learning needs to children 4-6 years in 167 (90.8%) LGAs;
- c) Increased acceptance and capacity of the LGA officials to utilize Record Manager (PRem) system for improved field management e.g. system base pupil transfer;
- d) Procurement of 2,894 motorbikes for strengthening close-to-school support by the Ward Education Officers;
- e) ESDC approval of the School Quality Assurance Framework (SQUAF) which serve as a guideline for overseeing quality matters in education at Pre-Primary, Primary, Secondary, Adult and Non-formal, Special Needs Education and TCs education;
- f) Completion and endorsement of the ESDP (2016/17-2020/21);
- g) Completion of 4 action research that provide hands-on recommendations for improving teaching and learning of 3Rs as well as base for reaching consensus on a national 3Rs assessment methodology (building on the Literacy and Numeracy Assessment Framework - LaNAF); and
- h) Community dialogue in 20 LGAs through the network of CSOs under TEN-MET for increased understanding on the roles of parents and community in enhancing teaching and learning of 3Rs.

Realization of the above significant performance has in part be contributed by the presence of strong leadership at multiple levels and the political will of high-level management and leadership who have taken on the role of change agent.

Despite a good progress realized, the following are the notable challenges encountered:

- a) TIE is in the transition period and the team is overstretched; thus delays in completion of key activities including review of the pre-primary textbooks and PRESET and finalization of Std IV;
- b) Delays in the finalization of the procurement process for tender ME-024/2016-2017/HQ/G/36 for the supply of goods for special needs schools (Lot 2) due to prolonged consultative process prior to tender award.
- c) Most of the activities under component 2 (and partly component 1 on pre-primary textbooks, Std IV and 25 levelled) were not finalized during the reporting period.

d) Un-refunded VAT claims at the tune of Tshs. 3,798,964,167.58.

Based on the FY2017/18 performance, the rating has been downgraded from *satisfactory* to *moderately satisfactory* in the past 12 months (Table 1).

Table 1: Assessment of the achievement of overall objectives

Progress toward achievement of overall objective(s)	
Rating from Previous Reporting Period	Rating for Current Reporting Period
<input type="checkbox"/> Highly Satisfactory (HS) <input checked="" type="checkbox"/> Satisfactory (S) <input type="checkbox"/> Moderately Satisfactory (MS) <input type="checkbox"/> Moderately Unsatisfactory (MU) <input type="checkbox"/> Unsatisfactory (U) <input type="checkbox"/> Highly Unsatisfactory (HU)	<input type="checkbox"/> Highly Satisfactory (HS) <input type="checkbox"/> Satisfactory (S) <input checked="" type="checkbox"/> Moderately Satisfactory (MS) <input type="checkbox"/> Moderately Unsatisfactory (MU) <input type="checkbox"/> Unsatisfactory (U) <input type="checkbox"/> Highly Unsatisfactory (HU)

1.2 Cumulative progress towards overall objective

Whereas Table 2 provides a summary of the program key outcome and output indicators' performance, Table 4 provides a snapshot analysis on the achievement of the program results.

Table 2: Revised Annual Outcome and Output Indicators

Indicator Description	Baseline 2012/13	Baseline 2013/14	Actual 2014/15	Actual 2015/16	Actual 2016/17	Actual 2017/18
OUTCOME						
Early Grade Reading Score at standard II						
Reading with comprehension (Scoring 80% on comprehension test)	N/A	8.1%	NA	12.1%	NA	5.4% (target 24%)
Oral Reading Fluency(50 correct words per minute)		4.7%	NA	6.5%	NA	2.1 (target 8.5%)
Non word reading(40 correct words per minute)		1.4%	NA	1.3%	NA	0.5 (target 8%)
Early Grade Math Score at standard II						
Addition& Subtraction	N/A	8.2%	NA	7.9%	NA	6.7% (target 22%)
Missing Numbers		8.3%	NA	10.6%	NA	6.5% (target 22%)
Early Grade Reading Assessment (Kiswahili)-Zero Scores						
Reading comprehension	N/A	40.3%	NA	25.9%	NA	37.0% (target 31%)
Oral reading fluency		27.7%	NA	16.1%	NA	24.3% (target 21%)
Non-word reading		28%	NA	17.9%	NA	26.2% (target 21%)
Early Grade Mathematics Assessment-Zero Scores						
Addition and Subtraction L2	N/A	43.4%	NA	32.1%	NA	47.5% (target 32%)
Missing Number		10.9%	NA	7.2%	NA	10.8% (target 8%)

Indicator Description	Baseline 2012/13	Baseline 2013/14	Actual 2014/15	Actual 2015/16	Actual 2016/17	Actual 2017/18
Primary Education Key Sector Performance Indicators¹						
Percent standard IV students achieving benchmark on 3Rs	<i>To be provided. Government to develop a tool for assessing 3Rs competencies at this level</i>					
Number Enrolled in NFE ²	76,687	54,029	67,200	82,339	69,492	55,162
Girls Enrolled in NFE	35,626	25,193	33,600	36,196	30,557	23,174
% of NFE learners mainstreamed to Formal Education	84.2%	76.8%	83.3%	84.5%	TBC ³	na
Primary School Leaving Exam (PSLE) Pass Rate	30.7%	50.6%	57.0%	67.8%	70.4%	72.76%
Girls PSLE Pass Rate	26.4%	46.7%	53.6%	64.6%	67.6%	70.93%
Net Enrolment Rate	92.0	89.7%	87.8%	85.6%	85.8%	84%
Girls Net Enrolment Rate	92.5%	90.3%	89.6%	86.4%	86.8%	85%
Net Completion Rate	54.8%	55.3%	56.3%	47.3%	47.3%	33.7%
Girls Net Completion Rate	57.4%	58.3%	59.8%	50.9%	50.9%	37.5%
OUTPUT						
% of STD I to VI 3Rs teachers trained on revised curriculum			9.94%	21.2%	38%	38%
Teacher Pupil Ratio	1:46	1:43	1:41	1:42	1:42	1:51
Pre-Primary Pupil Text Book Ratio-based on revised books as per revised curriculum	N/A			0	1:3	1:3
Std I Pupil Text Book Ratio-based on revised books as per revised curriculum				1:3	1:3	1:2
Std II Pupil Text Book Ratio-based on revised books as per revised curriculum				0	1:2	1:2
Std III Pupil Text Book Ratio-based on revised books as per revised curriculum				0	1:4	1:3
% of schools with talking classrooms for pre-primary and Std I and II				N/A	0	NA
% of Schools Inspected by School Quality Assurers ⁴				22%	37.4%	N/A
# of Teacher Colleges implementing curricular that incorporates 3Rs	N/A			N/A	0	35 (not done)
% Schools implementing SB CPD programme				N/A	0	30% (not done)
# Special Needs Education Teachers trained on revised curriculum				519	1,864 ⁵	N/A
% students assessed for special learning needs before entering pre-primary or standard I				N/A	0	15% (67.8% LGAs)
# of region and LGA offices with established ESMIS office				N/A	0	120
# WECs using motorbikes for School supervision				N/A	2838	2,894 (distribution on going)
% Schools visited by WEC 2-4 times a year				N/A	90%	90%
% Primary school children registered in PReM				N/A	98%	100%
# of outreach visits conducted to sensitize about the 3Rs programme				2	4	2(50% of the target)

¹ Source: BEST, 2017

² COBET learners COHORT I (11 to 13 years)

³ At the reporting time, analysis of data for 2018 was underway

⁴ Whole School Inspection

⁵ The number include all SNE teachers for Intellectual Impairment, Visual and Hearing Impairment

Indicator Description	Baseline 2012/13	Baseline 2013/14	Actual 2014/15	Actual 2015/16	Actual 2016/17	Actual 2017/18
# of Media programmes aired to sensitize about the 3Rs programme				N/A	4	0(8 target through CSO)
# of Copies of IEC materials distributed to sensitize about the 3Rs programme				3,000	6000	3,000 (target through CSO)
% of SMCs in operation (have plans, budgets, meeting minutes)				0	90%	98%
# of SMCs trained based on revised Guideline				N/A	11,647	N/A
# of Parent Teacher meetings held annually				N/A	4	4

Important to note:

3Rs baseline data used to inform the reading and arithmetic scores in 2013/14 were derived from the EGRA & EGMA study conducted by RTI through USAID support as part of the BRN initiative. The study established a validated understanding of early grade performance for 2Rs (Reading and arithmetics) across Tanzania. In 2015, NECTA and USAID through RTI - at different times - conducted an assessment to measure progress of the 3Rs using similar tools, with NECTA having an addition of writing skills, which was neither assessed during the baseline nor included in the follow-on USAID-RTI assessment protocol.

NECTA and USAID-RTI are comparable in terms of: 1) use of approved instruments that is administered to Std II pupils, 2) both instruments had a reliability test score of 0.94 (Cronbach's Alpha) combined. However, total sample covered, tools administration modality and analysis are different.

NECTA 3Rs Assessment: 2017 Preliminary Results

Out of 7,251 pupils registered; 89.14% (6,464) participated in the assessment (3.74% higher than total number of pupils participated in the 2015 assessment). The preliminary result (Table 3) indicates less than 1% improvements when compared to the 2015 results i.e. 0.26 in reading and 0.54% in writing skills. Further, performance in arithmetic has dropped by 5.2% from i.e from 82.28% in 2015 to 77% in 2017.

Table 3: 2017 pupils' performance in comparison with 2015

Year	Reading		Writing		Arithmetic	
	N	%	N	%	N	%
2015	5,385	89.9	5,288	88.3	4,918	82.3
2017	5,826	90.1	5,486	88.9	4,770	77.0

Source: NECTA 3Rs' preliminary result, May 2018

In addition to the scores above, the following generic observations have been derived from the 2017 assessment:

- a) Whereas reading words and sentence have slightly improved, reading with comprehension remained a challenge;
- b) Pupils are more competent in dictation than use of punctuation marks;

- c) Pupils are more competent in addition skills when compared to the identification of missing numbers and level 2 addition and subtraction (*'borrowing and carrying'*);
- d) Whereas the performance of pupils from rural setting has slightly improved, urban based schools experience backslide from 2015 results;
- e) Interestingly, rural schools seemingly have performed better in writing and arithmetic than urban schools.

Table 4: Analysis of the achievement in relation to the program result

Program result area(s)	Overall assessment of achievements in relation to program results
<p><i>Goal: Improved Basic Skills in Literacy and Numeracy for children aged 5 – 13 years.</i></p>	<p>There is a strong evidence of significant and sustained improvement in the acquisition and mastering of the basic literacy and numeracy skills since inception of the GPE-LANES program. The 2018 EGRA-EGMA report draft and NECTA's 3Rs assessment preliminary results, for instance, suggest that 3Rs performance remained 'relatively stable' in the past 4 years (2013 and 2017 and 2015 and 2017 respectively) 'despite the impact of increased class size.' The class size increased by slightly more than 30% between 2015 and 2017/18 following the implementation of fee-free education policy.</p> <p>The ability to sustain the improvement has been made possible through:</p> <ul style="list-style-type: none"> a) Reinforced understanding of the revised curriculum that has contributed to improved teaching and learning of the 3Rs. In part, the revision necessitated development of new pedagogical skills necessary for effective teaching and learning of 3Rs. b) In-service professional development that enhanced teachers' ability to handle the challenges of teaching and learning in a resource poor environment, including large classrooms, management of students with diverse learning abilities using more participatory and child-centered approaches. c) Increased school-based support through routine monitoring conducted by the ward education officers, school quality assurers and district education officers. d) Enhanced SMC understanding on their roles and responsibilities in whole school development, including parents' engagement and awareness conducted through a network of CSOs under TEN/MET.
<p><i>IR-1: Improved T&L of 3Rs for Ages 5 to 13 years</i></p>	<p>Every pupil should be numerate, able to read with comprehension and communicate at an appropriate level. In total 70,620 teachers (3.3% are those who teach pupils with special needs, 2.2% are those facilitating NFE centers) received training on the revised curriculum since inception of the program. Field evidence on the overall implementation of the revised curriculum indicate that most teachers are implementing the strands and embracing the new teaching approaches including problem solving, use of environment, improvisation of teaching materials and participatory learning.</p> <p>Presence and utilization of textbooks exert a dominant influence on teaching and learning. Despite challenges experienced in some of the textbooks developed, printed and distributed; field experience indicates that available textbooks in the classrooms helped the T&L to become more informative and undemanding and repetitive learning tasks were provided for the pupils.</p>

Program result area(s)	Overall assessment of achievements in relation to program results
<p><i>IR-2: Improved Education Sector Management</i></p>	<p>The programme offers a framework for complementarities between different interventions in the same area of 3Rs reform and provided an opportunity for improved sector dialogue. During the implementation, there has been an effective collaboration, coordination and communication between education MDAs, and with other ministries which increased programme efficiency. In part this is evidenced through the process of development of the 2016/17-2020/21 ESDP which is grounded in quantitative and qualitative evidence.</p> <p>Improved sector management is expected to improve T&L and ultimately mastery of the basic skills in literacy and numeracy. The program concerted efforts has be on strengthening school quality assurance, availability of quality and clean data (including pupils information), and increased use of data for decision making at the LGAs by ensuring the availability of basic ICT infrastructure for storing and processing of data. This has resulted into the following notable achievements:</p> <ul style="list-style-type: none"> a) Increased collaboration, coordination and communication (including joint field supervision) between LGA education stakeholders, notably District Education Office and School Quality Assurers, b) Use of NECTA developed Record Manager (PREM) for pupils transfer (within and outside the LGA and region), and c) Enhanced the need to have constructive discussion and harmonization of data collected and utilized by various sources, especially for annual collected and routine data (which system to be utilized for what data and how these systems should ‘talk’ to each other). <p>Largely, the program has brought about lasting change and made significant contribution in initiating a process of reform through knowledge production, dissemination and skills development as well as strengthening national policy-targeted research and development.</p>
<p><i>IR-3: Increased community engagement in L&N</i></p>	<p>Heightening community and parents engagement to fully support T&L has been made possible through review of the SMC guidelines and subsequently circular which guide the establishment of SMC (including composition and roles) and orientation; as well as engagement of CSO in undertaking on community sensitization and awareness. The following are the key achievements:</p> <ul style="list-style-type: none"> a) Increased active participation of SMC members in planning and supervision of activity implementation at the schools; including in prioritizing the activities that funding should be provided for from the funds received by the schools and for tracking pupils’ performance. b) Signing of the contract between MoEST and CSOs through TEN/MET, following consultative process that resulted in redefining the strategic CSO contribution in attaining program result in IR-3 as opposed to the merely ‘monitoring role.’ c) Community dialogue conducted through CSOs has enhanced an understanding of the fee-free education policy at grassroots level and necessary contribution that parents would have for improved T&L.

1.2.1 Component/ Intermediate Result 1: Improved teaching and learning of 3Rs for children aged 5 to 13 years

a) Progress made during the reporting period vs the planned results

Despite an encouraging progress made, overall IR-1 progress is moderate; that is, of the 12 milestones set, 3 were completed to the expectation while 6 are in the completion stage and 3 are on-going with necessary preparations completed as follows:

- i) *Printing and distribution of pre-primary curriculum package* – review of the 6 titles of the pre-primary textbooks has been completed and has been presented for the quality review and approval process. A total of 5,392,794 copies, syllabi (64,348 copies) and teachers’ guide (100,000 copies) is planned to be printed. Printing is planned to be done by October 2018 and distribution completed by end-November 2018.
- ii) *25 titles of story books printed and distributed* - Printing of 25 levelled story books (7,835,670 copies) in the final process as follows 1) Level I and II (3,965,670 copies) with 10 titles - supplier delivered the books already, 2) Level IV (1,290,000 copies) with 5 titles - supplier delivered the books at TIE, and 3) Level III (2,580,000 copies) with 10 titles - 50% of the books delivered; final consignment to be delivered by mid-August 2018. Distribution arrangements to schools are completed, awaits all titles to be delivered by suppliers for distribution to commence, with all books expected to have been distributed by end-September 2018.
- iii) *PRESET curriculum reviewed to incorporate 3Rs* – needs assessment was conducted and key skills identified as necessary for the PRESET included among others 1) effective use of ICT, 2) use of context-based teaching aids (in Kiswahili ‘kufaragua zana’ – aids improvisation) and how to make this tools using locally materials, 3) self-reliance skills, 4) counselling and research skills, 5) teaching ethics, and 6) inclusive education. Ensuring stakeholder engagement, strategic discussion with MoEST and PO-RALG Management on one hand and educations stakeholders (including Development Partners and CSOs) was conducted. During these discussions, notable proposal put forth is the need for a clear academic progression pathway for teachers who will have been graduated at certificate level albeit without undertaking Advanced Secondary School Education (i.e. a possibility for a Diploma for the in-service teachers). Following the stakeholder meetings, TIE are currently developing a special need PRESET curriculum package (to be completed and rolled out in September 2018) and revising of the regular PRESET curriculum (to be completed before November 2018) – *all at certificate level.*
- iv) *SB-CPD modules translated, printed and distributed* – INSET modules for STD I&II and pre-primary were reviewed, improved and translated. 650 copies (450 for Std I&II and 200 copies for pre-primary teachers) were printed, spiral binded and delivery to teachers in 7 LGAs (Mbeya DC, Ludewa DC, Makambako TC, Mbozi DC, Mufindi DC, Kondoa DC, Gaita DC) for piloting. It is planned that 408 Std I & II and 149 pre-primary teachers shall participate in the pilot, that is expected to be completed in September 2018. Incorporating pilot test comments, approval and

mass printing and distribution of the INSET Modules planned to be completed November 2018.

- v) *Additional Training for STD I&II teachers & rollout of SB CPD*: Training of 1,568 NFE facilitators from 25 regions (except Mara where similar training was done through funding from Graca Machel Trust) was done. Of the trained participants, 26 were Regional Adult Educational Officers. The training focused on orienting facilitators on the revised COBET guideline/ framework and the revised curriculum. The training covered - curriculum analysis, syllabi analysis, teachers guide analysis, teaching preparation and micro-teaching by using the new skills acquired and integration of 3Rs in teaching.

With regard to additional teachers for Std I & II, 1,660 teachers from 5 regions (Dar es Salaam, Mwanza, Geita, Tanga, Kagera) have been identified, training modality developed and request for no-objection done (training planned for August 2018).

Further roll-out of the SB-CPD, discussions are underway on the modality and necessary preparation required thus immediately execute once the pilot is concluded. However the initial plans it to have the roll-out done by end of November 2018.

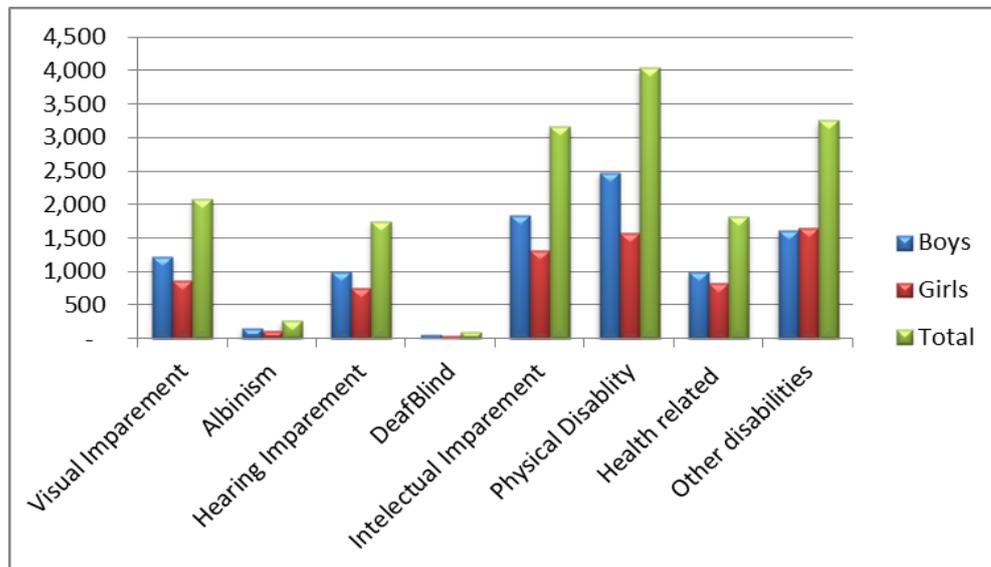
- vi) *Standard IV textbooks developed, printed and distributed* - seven titles of Std IV textbooks were developed, piloted and approved for printing and distribution. A total of 6,700,000 copies of the text books and 190,036 teacher's guide will be printed. During the reporting period, 31.3% (2,099,321 copies) and 59,892 copies of the teacher's guide had been delivered, inspected and accepted for distribution. As of end June 2018, over 1,9m textbooks (>92% of the received textbooks) were distributed to schools. Delivery, inspection and distribution of the printed textbooks is on-going and expected to be completed by end-September 2018.
- vii) *3Rs e-content developed* - 19 interactive lessons of the e-content, piloted and approved for production and distribution. The lessons include: 5 lessons for arithmetic, 6 for writing and 8 for reading. Discussion with Tanzania Broadcasting Cooperation (TBC) for airing the developed content is underway on top of distributing through social media.
- viii) *Training on maintenance and use of hearing device and braille repair* - to ensure effective use of the distributed equipment for children with special need, training of 253 teachers (from 235 centres) was conducted (target was to train 243, reached 104%). The training focused on calibration and maintenance of the hearing devices and braille machine.
- ix) *Additional 736 Assessors trained and at least 80% of all children entering Std I in Jan 2018 assessed for special learning needs* - 262 additional lead assessors (35.6% of the target) from LGAs were trained and included 184 SNE officers from LGAs and 78 teachers (3 from each region). The less number trained was due to change in modality from where only lead assessors at the LGA were trained to team up with the regional teams (comprised of 5 assessors) during assessment.

Assessment has been conducted in 68.8% of 3,959 wards in 167 LGAs (90.8% of 184 LGAs) in 26 regions. The exercise reached 29,804 children (52.7 boys and 47.3 girls) who were both in and out of schools at the age of 4 to 6 years. The

assessment results indicate that 55.2% (16,463) of the children reached had and physical disability and intellectual impairment more pronounced (Further, Tanga and Dodoma recorded highest numbers of children identified with special needs (Figure 4).

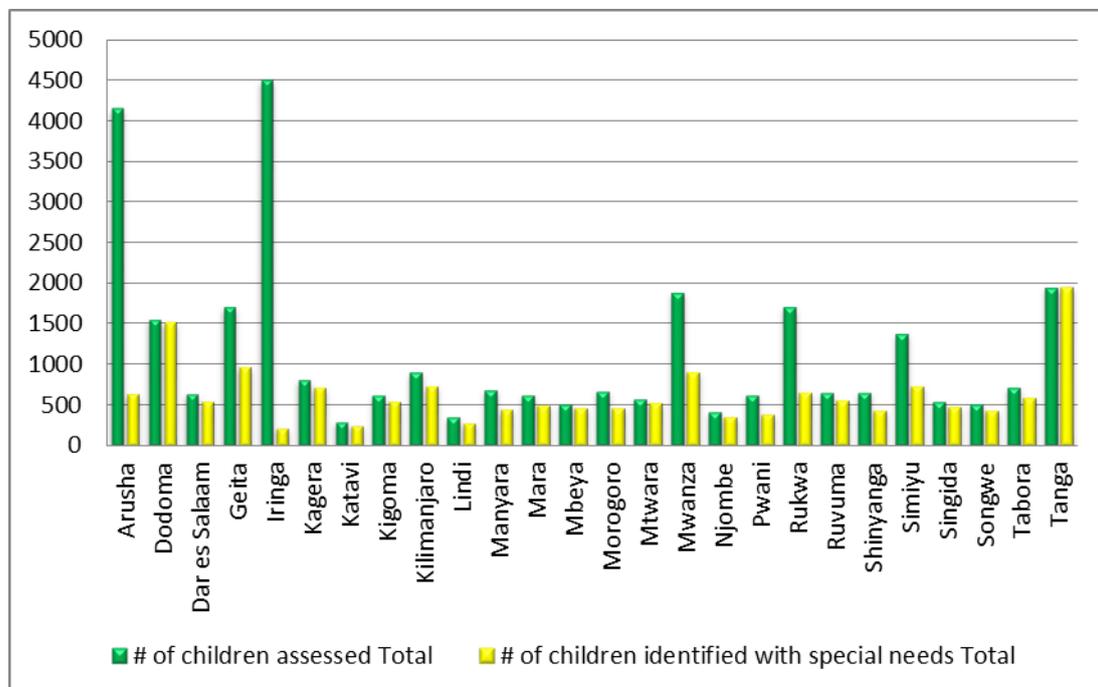
Figure 3). Further, Tanga and Dodoma recorded highest numbers of children identified with special needs (Figure 4).

Figure 3: Identified children with special need



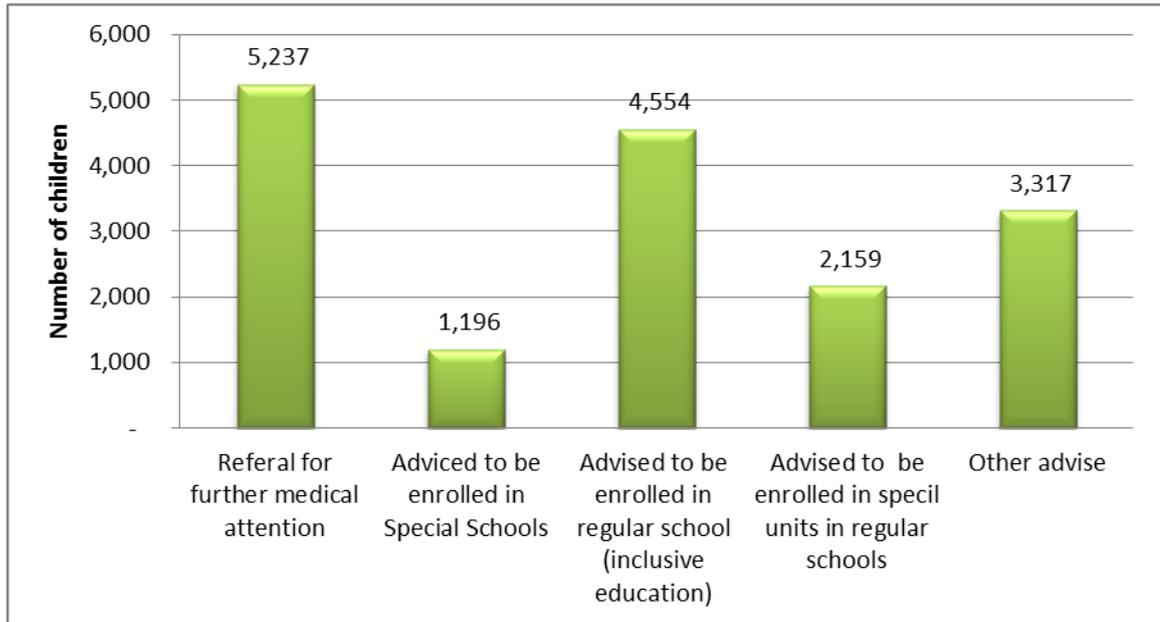
Source: Assessment of learning needs report, May 2018

Figure 4: Proportion of identified children with special need in 26 regions



During the exercise, counselling sessions were conducted with parents of children who were identified to have special needs (Figure 5).

Figure 5: Intervention advised to parents with children identified with special needs



x) *Special Needs Assessment Kits procured and distributed*: 125 assessment kits distributed in all regions and are stored at the designated schools in each region.

b) Performance rating for IR-1

Based on the revised result framework, there are 25 activities that were to be completed under 4 outputs by December 2018. As of end-June 2018, 72% of the activities have been completed and met the expectations, while 28% are on-going (Figure 6). The rating has relaxed from *satisfactory* in the previous reporting period to *moderately satisfactory* (

Table 5) as the delivery of textbooks (which is key) was not completed.

Figure 6: Implementation status for component 1 of the program

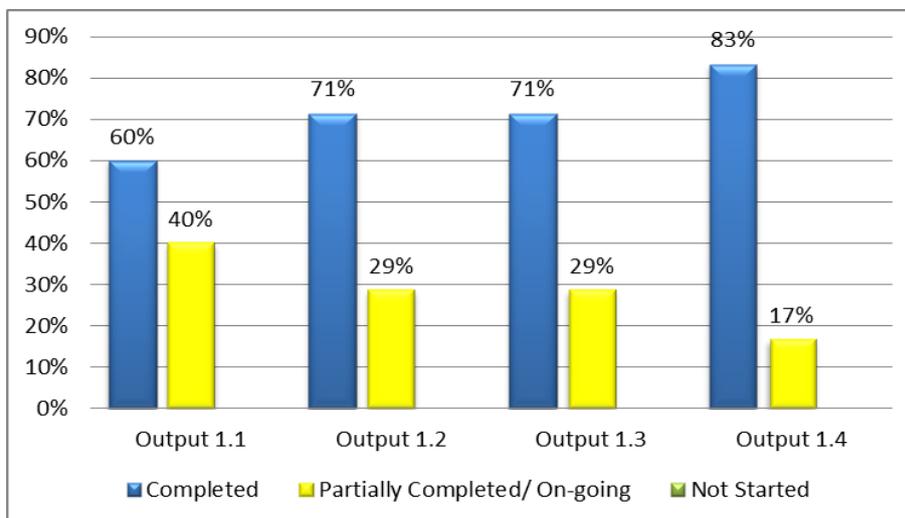


Table 5: Performance rating for component 1 of the program

Component 1: Overall progress in program implementation	
Rating from Previous Reporting Period	Rating for Current Reporting Period
<input type="checkbox"/> Highly Satisfactory (HS) <input checked="" type="checkbox"/> Satisfactory (S) <input type="checkbox"/> Moderately Satisfactory (MS) <input type="checkbox"/> Moderately Unsatisfactory (MU) <input type="checkbox"/> Unsatisfactory (U) <input type="checkbox"/> Highly Unsatisfactory (HU)	<input type="checkbox"/> Highly Satisfactory (HS) <input type="checkbox"/> Satisfactory (S) <input checked="" type="checkbox"/> Moderately Satisfactory (MS) <input type="checkbox"/> Moderately Unsatisfactory (MU) <input type="checkbox"/> Unsatisfactory (U) <input type="checkbox"/> Highly Unsatisfactory (HU)

1.2.2 Component 2: Improved Education Sector Management

- a) Progress made during the reporting period vs the planned results

Overall progress on IR-2 met expectation. Milestone for 2017/18 were 16 spread within the 4 outputs. Of these 7 were fully met, 6 are on-going and at the completion stage and 2 have been delayed.

- i) *PSLE 2017 item analysis booklet* - The importance of conducting Pupils' Item Response Analysis (PIRA), printing and distributing was evident during the 2017 JESR. The purpose is to show common factors that lead to poor performance in each subject, hence areas that call for improvements in teaching and learning. During the reporting period analysis of the 2017 PSLE has been done. Printing of 322,495 copies will be completed in August 2018 and distribution to end in October 2018.
- ii) *3Rs end-line assessment conducted* - assessment was conducted in 11 regions from which 2 LGAs in each region were sampled. In each LGA, stratified random sampling was used to select 3 schools (66 in total) including one English Medium and one Kiswahili medium from rural and urban setting respectively. 7,251 pupils were registered, out of which only 89.14% (6,464) participated. Sharing of the results to education stakeholders (including distribution of the assessment report to schools) is planned to have been done by end-October 2018.
- iii) *4 action researches conducted & 17 scholarships completed* - a two-day technical workshop was conducted to discuss findings of the 4 action research; with representation from government, donor and CSOs. The following are the key issues raised for each action research:

Action Research 1 - Promoting reading and arithmetic skills among standard I and II pupils in Tanzanian primary schools: the role of home and classroom environment: that the use of diary is central; however, there other factors that are key at promoting reading and arithmetic skills include school administration, school feeding program both of which need further studies

Action Research 2 - Enhancing early grades primary school pupils' reading and listening comprehension through e-content: that the research focused in producing local e-content, which is relevant to Tanzanian pupils thus reduces to become consumers of international content. Further, teacher's need to have access to computers but not necessarily internet access rather a Local Area Network (LAN) shall be utilized, which does not require Internet and it is cost free after installation.

Action Research 3 - Improving pupils' reading fluency in standard I and II through teacher professional development in four selected districts, Tanzania: that teachers graduating from the training institutions show that there is inadequacy in the PRESET curriculum with regard to teaching reading fluency. There arises a need to ensure that the Teacher's Colleges ensure that methodology for teaching and learning are well taught in the teacher training curricula. Further it was realized that choral strategy is used in reading which enables teachers to identify those with slow speed and not reading.

Action Research 4 - National framework for the assessment of children's literacy and numeracy learning in Tanzania: that in designing the framework both international (EGRA and EGMA) and national benchmarks were used, however the national benchmark was based on the curriculum. Whereas this is a national framework, it is designed in such a way that could be customized to fit school level assessment (formative assessment) to inform classroom practices and policy makers at higher levels likewise.

Policy briefs have been submitted to MoEST and secondary analysis on the operationalization of the recommendations is underway through Commissioner of Education office. Feedback and finalization of the research planned for September 2018.

- iv) *Joint sector field visit conducted* – one joint field visit to monitor and evaluate the quality of education being delivered across the country and identify key issues in education and training policy implementation that can be addressed was conducted in 59 sampled institutions which comprised satellite centres, primary schools, secondary schools, Focal Development Colleges and Vocational Education and Trainings. The visit was carried out in 13 councils (LGAs) of Morogoro, Mtwara, Lindi, Mbeya, Iringa, Kigoma and Kagera regions prior to the 2017 JESR.

Results from the field visit revealed that Qualified Pupil Teacher Ratio (QPTR) in most of the visited LGAs has decreased nearly to 7% while QPTR in Bukoba Municipal Council was maintained at 0.23%. Textbooks for Standard 1 to 3 were available and in use while talking classroom in the regions supported by UNICEF encouraged teaching and learning especially for lower grades including pre-primary. Furthermore, in-service training on 3Rs skills has been done in almost all schools, satellites schools were found to be a viable model to expand access to pre-primary and early primary in remote areas and that TVET have proved to produce graduates who have captured some opportunities in the labor market. Further, availability of Brick Banks (bricks reserves) in most villages has reduced construction costs for school infrastructure.

Challenges related to shortage of teachers, including those who have special skills to teach and support students with special needs in inclusive education; shortage of infrastructure such as classroom, science laboratories, and toilet holes and

teachers houses are experienced. In addition it was observed that FDCs did not offer programs that align with the needs of the community. In addition, the field visit found poor-quality learning environment in refugee camps which affected attendance, performance and completion.

- v) *ICT equipment for LGAs procured, distributed, installed and ESMIS office in operation* – during the reporting period, installation and commissioning of Wide Area Network in 19 newly established LGAs was completed and in use; server computing capacity at PO RALG enhanced. Data collection facilities (desk top computers, furniture and printers) procured and distribution completed to 65.2% (120) of the LGAs distributed and BEMIS offices in operations.
- vi) *ESDP operational matrix and implementation plan developed* – ESDP (2016/17-2020/21) operational plan developed, revised, appraised and approved to guide the implementation. Printing and distribution of both ESDP and subsequent documents planned to be completed by October 2018.
- vii) *2,894 motorbikes procured and distributed* – MoEST handled over 2,894 motorbikes to PO-RALG and distribution of the motorbikes is on-going to all WECs including over 110 motorbikes to be distributed to WECs who did not receive motorbike in EQUIP-T supported regions. The distribution is planned to be completed before end-August 2018.
- viii) *Grants for M&E provided to LGAs* – grants to 121 LGAs and 26 regional secretariats for conducting supportive supervision and education performance review meetings was disbursed. The visits and review meetings are on-going and expected to be finalized by end-of August 2018.
- ix) *Record Manager (PRem) System for Basic Education Pilot is harmonized and in operation* – system is well utilized and 2 mostly accessed functions include pupil registration and transfer. There are 2,663 registered users who accessed the system at an average of 8.97 times (23,889 successful login) between February and March 2018. Councils have already registered 16,392 and 1,484 public and private primary schools respectively. Important to note is that the system is inclusive and recorded are: visually impaired (2,129 of whom 974 are girls), hearing impaired (6,534 of whom 3,048 are girls), intellectual impaired (5,287 of whom 2,180 are girls), low vision (5,897 of whom 2,726 are girls) and physically impaired (8,544 of whom 3,478 are girls).
- x) *SQAF developed and in operation* – SQAF was approved and no-objection to orient 1,366 Quality Assurer from 11 education zones (and respective districts) of Tanzania has been granted. The orientation is planned for August 2018 and will focus on how to use the new SQA approach and respective tools. The delivery mechanisms will be participatory in that participants have maximum interaction with materials to be used during quality assurance process. Also appropriate session simulations will be integrated to maximize learning.
- xi) *Quality Assurance of 3Rs implementation at region level*: Funds for conduction whole school inspection (WSI) to 2,094 schools was disbursed to all QA offices at the LGAs. The target is 12% of all primary schools and it excludes 1,734 schools visited in FY2016/17. At the time of reporting, WSI was on-going and shall be completed in September 2018.

xii) *Poly-wrapping machine delivered* - one auto poly-wrapping machine installed at NECTA and functioning. Poly-wrapping has increased efficiency in terms of reduced time spent in examination packaging from 30 days to 07 days (actual analysis of the cost saved since installation of the machine is underway and shall be documented in the VfM matrix).

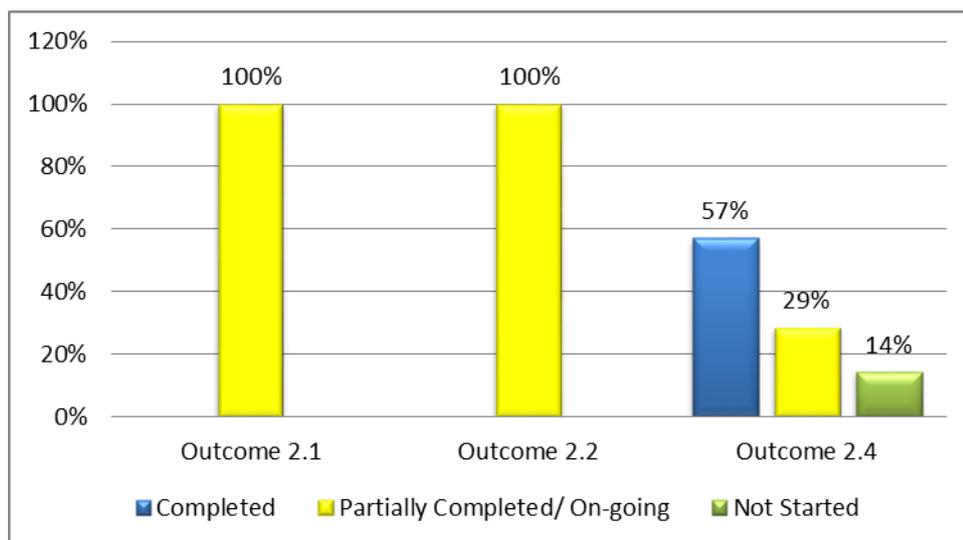
xiii) *Training of key staff in the education sector based on training needs assessment report provided:* Grant Agent has engaged Deloitte to undertake capacity building initiatives for the implementers of the LANES program. The support to be provided include: 1) documentation of VfM, mapping of activities implemented and lessons for the GPE-LANE, 2) reviewing CAG reports and identify areas that need further capacity especially in financial management, 3) mapping of the GPE-LANE activities to ensure that necessary documentation are present prior to the end-line program evaluation, 4) sub-national monitoring to document independent assessment on the progress of activity implementation targeting about 100 schools.

During the reporting period, draft report of the mapping exercise had been shared and comments provided, sub-national monitoring commenced and plans for training of VfM champions completed and approved.

b) Rating for IR-2

Based on the revised result framework, there are 18 key activities to be implemented, out of which 22% were completed to the expectations, 72% partially completed and majority are in the final stages (e.g. distribution of motorbike, Council supervision and review meetings), and 14% not yet started (printing of ETP 2014 and computerization of MoEST registry) (Figure 7). Slightly more than half of the action points in output 1 and output 3 are completed while output 4 contain 2 activities that had not started at the time of reporting (Figure 7).

Figure 7: Implementation status for component 2 of the program



During FY2017/18 implementation, there has been significant progress in the implementation of the key activities under IR-2 compared to previous years. Further, strategic achievement has been made in terms of systems-strengthening (e.g. strong potentials in data system building). Despite majority of the key activities are on-going with significant gains, the performance remains to *moderately satisfactory*.

Table 6: Assessment of the achievement for component 2 of the program

Component 2: Overall progress in program implementation	
Rating from Previous Reporting Period	Rating for Current Reporting Period
<input type="checkbox"/> Highly Satisfactory (HS) <input type="checkbox"/> Satisfactory (S) <input checked="" type="checkbox"/> Moderately Satisfactory (MS) <input type="checkbox"/> Moderately Unsatisfactory (MU) <input type="checkbox"/> Unsatisfactory (U) <input type="checkbox"/> Highly Unsatisfactory (HU)	<input type="checkbox"/> Highly Satisfactory (HS) <input type="checkbox"/> Satisfactory (S) <input checked="" type="checkbox"/> Moderately Satisfactory (MS) <input type="checkbox"/> Moderately Unsatisfactory (MU) <input type="checkbox"/> Unsatisfactory (U) <input type="checkbox"/> Highly Unsatisfactory (HU)

1.2.3 Component/ IR-3 3: *Increased community engagement in Literacy and Numeracy programmes*

- a) Progress made during the reporting period vs the planned results

Despite delays experienced in formalizing CSOs engagement, overall progress of IR-3 during the reporting period has been satisfactory. There were 7 milestones to be achieved in FY2017/18 of which 03 milestones were completed, 3 on-progress and shall be completed before November 2018 and 1 has been delayed.

- i) *Functionality of the SMC*: the preliminary reports from the on-going supportive supervision and sub-national visit by the LGAs and Deloitte respectively indicate over 80% of SMC members being actively participate in executing their duties. Members of the SMC have participated in such activities like development of the Whole School Plan, approving expenditure plans, and holding parents-teachers meeting. Reports indicates that SMCs have been central at enhancing parents' role in monitoring and overseeing school affairs; safeguarding the school environment; enhancing parents participating in renovating school buildings and repairing desks; and provide clarifications about the "Elimu Bila Malipo" initiative.
- ii) *Provide grants to CSOs to provide support in community engagement for promoting 3Rs activities*: grants for community engagement through CSOs disbursed. CSOs have conducted outreach activities and reached 21,239 parents (target 20,000 parents in 200 schools, i.e. 10 per LGA) in 20 LGAs including Ngorongoro and Longido (Arusha Region), Kiteto and Hana'ng (Manyara) Mkalama and Iramba (Singida), Uyui and Skonge (Tabora) Chunya and Mbeya Rural (Mbeya) Mbozi and Momba (Songwe) Misungwi and Kwimba (Mwanza), Bukombe and Mbogwe (Geita), Biharamulo and Bukoba DC (Kagera) and Kilindi and Handeni (Tanga). Parents were reached through community-based dialogues that aimed at sensitizing communities on the understanding of the importance of 3Rs and the role of parents in enhancing learning and teaching especially on reading, writing and arithmetic (3Rs). Parents concern raised in the dialogue include: distance to schools from homes especially for pre-primary pupils from pastoralists, parents

low literacy level and awareness which limits their participation, and limited school feeding programs. CSO activities are still on-going include:

- ✓ Interactive radio programs involving parents, teachers and SMCs in regional-based radios to be done by September 2018;
- ✓ 3Rs school based competitions to be completed by September 2018;
- ✓ Production and placement of literacy and numeracy TV spot (production to be completed in August 2018, and airing will be continuous till December 2018); and
- ✓ Production and dissemination of *Mimi na Elimu* brief by end September 2018.

iii) *Education tour programme for sensitization team to organize children clubs prepared; at least 20 children club events held national wide - 2 media tour by senior journalist of the main media houses to 7 regions of Singida, Manyara, Geita, Mwanza, Ruvuma, Lindi and Mtwara to document the implementation of 3Rs was undertaken involving 12 senior journalists will be involved. The main output of the tour was increased support from the media from where more than 6 articles were published as well as news feed during the prime-time news.*

iv) *Policy week for regional and council education officers - two-day REO-DEO meeting was held in Dodoma under the leadership of PO-RALG and the following were the key issues discussed:*

- ✓ Implementation of 3Rs in the regions and LGAs: REOs and DEOs expressed progress in improvisation of teaching and learning tools, active engagement of SMCs in ensuring enhanced learning environment, proper record management at school level and joint supportive supervision (DEO-QA-TSC). Areas of concern included lack of NFE specific classrooms despite high enrolment at the centers, school-based 3Rs performance is not systematically conducted (including peer-learning), overcrowded classroom, COBET pupils not registered in PREM and truancy especially boys.
- ✓ Accountability and administration of education sector: for effective management, REOs and DEOs were urged to strengthen participatory accountability from school level by empowering SMC to actively participate in ensuring the attainment of school development plans. Tracking and reporting (with documentary evidence) on how LANES has contributed to the strengthening of the close-to-school support was emphasized by PO-RALG management. Enhancing accountability, REOs and DEOs proposed for a comprehensive ranking beyond national examination at primary and secondary level is necessary. This may include other variables like retention rate, PTR, mastery of 3Rs skills among others.
- ✓ ESDP priorities: ESDP (2016/17-2020/21) priorities were presented and REOs and DEOs were informed on how it is aligned to the GPE-LANES program.

v) *Outreach visits conducted by senior leadership to sensitize communities about the 3Rs; 2 outreach visits were conducted. Of these, one was done by Deputy Minister for*

Education, Science and Technology Hon. Eng. Stella Manyanya during the Adult and Non-Formal Education week that took place in Songea, Ruvuma Region. The outreach focused on special need education and non-formal education, specifically at sensitizing community to actively participate and ensure that out of school children are registered in the NFE centers and actively participate with an ultimate aim of being reintegrated.

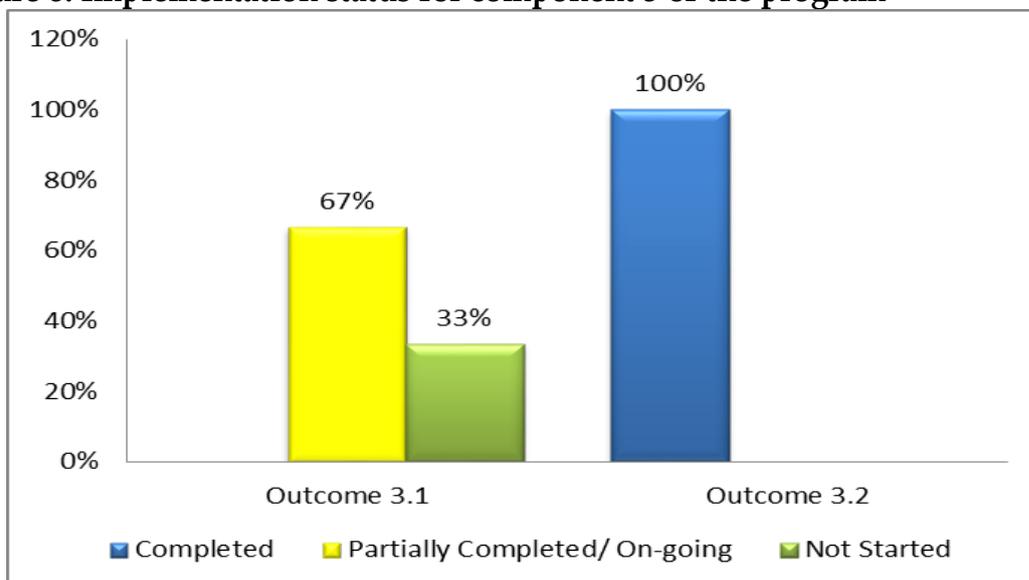
b) Rating for IR-3

Overall performance during the reporting period *satisfactory* as it was in the last 12 months (Table 7).

Table 7: Assessment of the achievement for component 3 of the program

Component 3: Overall progress in program implementation	
Rating from Previous Reporting Period	Rating for Current Reporting Period
<input type="checkbox"/> Highly Satisfactory (HS) <input checked="" type="checkbox"/> Satisfactory (S) <input type="checkbox"/> Moderately Satisfactory (MS) <input type="checkbox"/> Moderately Unsatisfactory (MU) <input type="checkbox"/> Unsatisfactory (U) <input type="checkbox"/> Highly Unsatisfactory (HU)	<input type="checkbox"/> Highly Satisfactory (HS) <input checked="" type="checkbox"/> Satisfactory (S) <input type="checkbox"/> Moderately Satisfactory (MS) <input type="checkbox"/> Moderately Unsatisfactory (MU) <input type="checkbox"/> Unsatisfactory (U) <input type="checkbox"/> Highly Unsatisfactory (HU)

Figure 8: Implementation status for component 3 of the program



1.3 Challenges during the reporting period

Key challenges summarise hereunder are of two fold, i.e. those directly related to operational effectiveness and attainment of the program results.

- a) Several activities, especially in IR-1 and IR-2 could not be completed as planned. Notable activities include distribution of motorbikes and basic ICT infrastructure (delayed procurement), delayed printing and distribution of textbooks due to the

need to ensure compliance to the revised textbook development internal quality controls process.

- b) Increased class size by nearly 30% between 2015 and 2017/18 following the implementation of fee-free education policy. It is difficult for many teachers to focus on individual pupil needs (as encouraged in the revised curriculum) thus affect the success rates of pupils' performance (evidence from the 2018 NECTA 3Rs results and EGRA/ EGMA results).
- c) With nearly 30% of primary teachers received training on the revised curriculum, schools are at different levels of engagement with the revised curriculum. Peer-support or external support from Head Teachers, WEOs, SQAs or DEOs was expected to ensure that all teachers are fully engaged. There are, however, very few good examples of schools and LGAs with active mechanisms for providing continuous support to teachers (for example, Wanyama Primary School in Kinondoni Municipality has an effective system for providing ongoing support for teachers). The roll-out of the SQAF, in part, is expected to address this challenge.
- d) Some parents are not aware on the education opportunities available to children with special needs and thus hide their information which limits access to education. The on-going awareness through CSOs will start addressing this challenge; however a robust social and behaviour change campaign is necessary.
- e) Coordination with other 3Rs interventions encouraged complementarity, providing a foundation for further synergies. However, access to project implementation reports even through the existing sector dialogue structure (including ESDC) remained difficult despite the fact that all implementers and DPs have access to the GPE-LANES documents. In part, this limits effective harmonisation

1.4 Program Results

Table 8: Achievement of indicator targets

S/N	Activity	Source	Baseline		Current reporting period			Next reporting period
			Data	Month/year	Data - As of 30 th June 2018			- 31 st Dec. 2018
					Target	Actual	Month/year for actual	With revised date
Component 1: Improved Teaching and Learning of 3Rs								
Output 1.1	Improved Methodology for Learning and Teaching of 3Rs							
1.1.1	Standard III Books that align with standard 1&2 3Rs books developed and printed for distribution to all schools in Mainland Tanzania	TIE	Std I, II, III-VI Curriculum Package Materials+ Std I&II Books not in place;		Final Standard III books in place by Sept 2016; and printed and delivered by end Dec 2016	COMPLETED: however due to the errors identified, a review has taken place and re-print through other government sources done	Apr-17	
1.1.2	Standard IV Books developed to align with standard 1-3 books and printed for distribution to all schools in Mainland Tanzania	TIE	N/A		Draft pre tested standard IV books in place by Feb 2017; Final standard IV books in place	PARTIALLY COMPLETED: 2,610,856 copies (42% of the expected copies) of the 7 titles for Std IV printed and distributed.	ON GOING	Printing and distribution of 3,655,144 copies (58% of the 6,266,000 copies) of Std IV textbooks on-going; expected to be completed by end of Sep-2018
1.1.3	Pre Primary books (6 titles) that align with the curriculum developed printed for distribution to all	TIE	Pre-primary curriculum with reviewed and aligned to the 3Rs National		Final Books in place by Oct 15 th ; 13,087,254 units printed by end Jan 2017; distributed to	PARTIALLY COMPLETED: Review of the manuscript done, approval for	ON GOING	Printing and distribution of 9,587,843 copies of 6 titles of pre-primary textbooks, 64,348

S/N	Activity	Source	Baseline		Current reporting period			Next reporting period
			Data	Month/year	Data - As of 30 th June 2018			- 31 st Dec. 2018
					Target	Actual	Month/year for actual	With revised date
	schools in Mainland Tanzania		Curriculum; Books not yet developed.		all schools in by end March 2017	printing of the 6 titles issued by CE following quality assurance of the textbooks.		copies of syllabi, 54,000 copies of teachers guide and 60,000 copies of sports guide done by Nov-2018
1.1.4	E-content for the 3Rs developed for use in schools with relevant electronic devices	TIE	3Rs E-content that aligns with revised curriculum not available	Dec-15	Studio for development of e-content established at TIE by June 2017	COMPLETED: Studio for development of e-content established	March 2018	
					E-content that aligns with 3Rs curriculum in place by Dec 2017	PARTIALLY COMPLETED: Preparation 19 e-content lessons with a total of 120 minutes for Std I and Std II completed and approved by CE for mass production and distribution	ON GOING	Online uploading and Airing by end-Aug. 2018
1.1.5	Pre-Service Teacher Training (PRESET) Curricular reviewed to incorporate 3Rs	TIE	Curricular not aligned with 3Rs	NA	Tanzania's current system for teacher pre-service instruction & certification reviewed by Dec	PARTIALLY COMPLETED: Situation assessment completed, results endorsed by	ON GOING	PRESET Curricular reviewed to incorporate 3Rs by Oct-2017; Tutors at all TCs trained by Nov. 2018 and supported to

S/N	Activity	Source	Baseline		Current reporting period			Next reporting period
			Data	Month/year	Data - As of 30 th June 2018			- 31 st Dec. 2018
					Target	Actual	Month/year for actual	With revised date
					2016; and existing programs to create a common pre-service model for all TTCs revised by June 2017	MoEST & PO-RALG management, preparation for stakeholder consultation meetings		implement new programme by Dec 2018
1.2	<i>Increased Skills for teaching Basic Literacy and Numeracy</i>							
1.2.1	Std III&IV Teachers trained on revised curriculum	ADEM	NA		22,995 Teachers trained by Sept 2016; activity and financial reports submitted to MoEST by mid-October 2016	COMPLETED - 31,966 teachers were trained in 26 regions (22,993 from 19 region and 8,973 from 7 regions)	Sept-16 and May 17 respectively	
1.2.2	Additional teachers (Std I&II) trained based on schools with highest number of students	ADEM	NA		Additional Std I & II teachers trained as per plan by June 2017	PARTIALLY COMPLETED: 5 regions (Dar es Salaam, Mwanza , Geita, Tanga and Kagera) were identified to be more in need from 1058 school	ON GOING	1,660 additional Std I & II teachers trained by end of Aug-2018
1.2.3	School Based Continuous Professional Development rolled out	TIE	SB-CPD Modules not available		School Based Continuous Professional Development (SB CPD) Modules developed, printed	PARTIALLY COMPLETED: SB-CPD modules translated and pilot is underway through UNICEF	ON GOING	Incorporation of the pilot findings, printing and distribution of the SB-CPD completed by Oct-2018; roll out to the LGAs (targeting

S/N	Activity	Source	Baseline		Current reporting period			Next reporting period
			Data	Month/year	Data - As of 30 th June 2018			- 31 st Dec. 2018
					Target	Actual	Month/year for actual	With revised date
					and distributed; SB CPD Modality and plan for implementation in place	support		DEO, QA and WEOs) done by end of Nov-2018
1.2.5	Special Needs Education Teachers trained on the adapted 3Rs New Curriculum	SNE	NA		359 Trained by September 2016- Intellectual Impairment	COMPLETED - 697 teacher for Intellectual Impairments; 519 Std I & II and 601 Std III & IV for Visual and Hearing Impairment trained	June-17	
1.2.6	3Rs training for 450 teachers who teach learners with Intellectual Impairment conducted	SNE	NA	Guides developed by end Nov 2016; training conducted by end Jan 2017				
1.2.7	Std III&IV teachers for Visual and Hearing Impairment trained on revised Std III-VI Curricular	SNE	NA	Training conducted by end Dec 2016				
1.2.8	Training for at least one Pre Primary Teacher from each public school on the revised pre-primary curriculum conducted	TIE	N/A		T&L materials developed by end Oct 2016; TOTs trained by end Oct 2016; Teachers trained by end Nov-16	COMPLETED: 16,075 pre-primary teachers from 26 regions trained	Feb-17	
1.3	Increased interaction with 3Rs Learning Materials							

S/N	Activity	Source	Baseline		Current reporting period			Next reporting period
			Data	Month/year	Data - As of 30 th June 2018			- 31 st Dec. 2018
					Target	Actual	Month/year for actual	With revised date
1.3.1	Std II Books and Curriculum materials for Pre Primary, Std III&VI printed and distributed	TIE/PORALG	Revised books that align with the curriculum in place		5,459,000 copies printed and distributed to all schools based on number of students	COMPLETED: 5,057,142 copies of Std II books were printed and distributed to schools		
1.3.2	Standard III books printed and distributed to all schools	TIE/ PO-RALG	Draft Standard III Books in place being pre-tested		6,818,818 Copies printed and distributed to all schools based on number of students	COMPLETED - 5,392,794 copies of Std III books printed	May-17	
1.3.3	Print braille books for standard I & II pupils	SNE	Regular books in place being transformed into braille print		12,800 braille books 8400 braille books (regular) and 4400 large print text books printed and distributed	PARTIALLY COMPLETED - 8,400 copies of the Std I braille printed and distributed to 63 special schools; 10,000 Std II Braille books printed, 1000 tactile/ embossed books distributed in special needs	ON GOING	Std III & IV braille (1700 per title) and large print (3000 per title) books to be printed and distributed to schools by Oct-18
1.3.4	25 titles of story books printed and distributed to all schools in 22 regions (excluding those receiving support from Tusome Pamoja)	TIE/ PO-RALG	NA		12,000,000 units printed by end Jan 2017; distributed to all schools in by end March 2017	PARTIALLY COMPLETED - Printing of 3,965,670 copies for Level I and II (10 titles) and 1,290,000 copies for Level IV (5 titles) completed and delivered at TIE.	ON GOING	7,835,670 copies distributed to all schools in by end of Oct-18

S/N	Activity	Source	Baseline		Current reporting period			Next reporting period
			Data	Month/year	Data - As of 30 th June 2018			- 31 st Dec. 2018
					Target	Actual	Month/year for actual	With revised date
						Printing of 50% 2,580,000 copies for Level III books(10 titles) completed (50% of the printed books received by TIE while remaining will be delivered by mid-July 2018		
1.3.5	Reading Corner established and in operation at 46 Libraries at regional and District Levels	TLSB	Feasibility study being conducted		Feasibility study report completed by July 2016; Plan for each Library developed by Aug 2016; materials procured by end Oct 2016	COMPLETED - Furniture and ICT equipment delivered to 43 library centers and in al reading corner in operation	Apr-2018	
1.3.6	Reading Week organized at National level annually				Reading week organized by June 2017	PARTIALLY COMPLETED: Modality for conducting reading week completed, request for no-objection submitted to the GA	ON-GOING	Reading week organized by Oct. 2018
1.3.7	Standard I&II classroom walls branded ('talking classrooms') with visual 3R learning	REGIONS	NA		Guide for classroom branding developed by end July 2016; budget for school supplies	Funds reallocated		

S/N	Activity	Source	Baseline		Current reporting period			Next reporting period
			Data	Month/year	Data - As of 30 th June 2018			- 31 st Dec. 2018
					Target	Actual	Month/year for actual	With revised date
	aids Grants for establishment of 'Talking Classrooms' provided to all schools based on number of students per school, including in Special Needs Schools/Units				approved by end Oct 2016; grants transferred to schools by end Dec 2016; schools completed branding of classrooms by end June 2016			
1.3.8	Additional standard I&II Curricular Materials Distributed to all schools		2 packages provided to each school	April/June 2015	912,698 additional copies distributed based on number of student per school by Sept 2016	COMPLETED - 1,270,000 copies of the curriculum package materials (syllabus and teacher's guide)	March-17	
1.4	<i>Improved School Readiness</i>							
1.4.1	Special Needs Assessment Kits procured and distributed to identified centers for assessment of children prior to enrolment	SNE	Procurement process is in final stages		125 Learning Needs Assessment Kits procured and distributed to 25 regions by Dec 2016; Grants given to districts by December 2016;	COMPLETED - 125 assessment kits distributed; assessment guide developed,	Dec-2017	
1.4.2	Education equipment and materials for learners with intellectual and Visual impairments procured and distributed to	SNE	NA		Materials to be purchased identified and budget approved by mid Oct 2016; Procurement process carried out	COMPLETED - 932 braille machines, 1,495 universal braille kits, 2,548 braille paper reams, 230 abacus, 1,150 pvc brailon	May-17	

S/N	Activity	Source	Baseline		Current reporting period			Next reporting period
			Data	Month/year	Data - As of 30 th June 2018			- 31 st Dec. 2018
					Target	Actual	Month/year for actual	With revised date
	identified centers				by end Nov 2016; equipment procured and distributed to schools by Jan 2017	papers and 1,150 pcs of hearing aids procured and distributed to 213 and 22 special needs primary and secondary schools respectively		
1.4.3	NFE Centers in all 26 regions established and in operation	PO-RALG	Centers have been identified and children enrolled in 2016; Centers Facilitators Guide not in place; operational manual is in place but not distributed		Complete Facilitator's Guide by end Oct 2016; Train 1840 center facilitators (10 from each LGA) by end Dec 2016; print and distribute operational manual by end Oct 2016	COMPLETED - 32,000 copies of the revised NFE operational guidelines distributed; Orientation of 1,568 NFE facilitators from 25 regions (10 facilitators per LGA) on the revised COBET guideline/ framework and the revised curriculum completed	Apr - 2018	
1.4.4	Satellite Schools in 6 LGAs of Mkalama, Rufiji, Ngorongoro, Liwale, Ukerewe and Longido established and in operation	PO-RALG	Needs per center not identified		Needs Assessment conducted and report presented by end Oct 2016; 60 Satellite Schools established-10 in each of the 6 LGAs	PARTIALLY COMPLETED: Modality for operationalization of the satellite schools completed by Mar-18; grants		

S/N	Activity	Source	Baseline		Current reporting period			Next reporting period
			Data	Month/year	Data - As of 30 th June 2018			- 31 st Dec. 2018
					Target	Actual	Month/year for actual	With revised date
						sent to mother by end Mar-18; centres in operation		
1.4.5	Assessment of Children Prior to Enrolment conducted	PO-RALG	Assessors Guide is in place; 125 region level Assessors trained		Additional 736 Assessors trained (4 from each of the 184 Councils)	COMPLETED: 262 additional assessors from LGAs trained	March-2018	
					At least 80% of all children entering Std I in Jan 2018 assessed for special learning needs	COMPLETED: Assessment conducted in 68.8% of 3,959 wards in 167 LGAs (90.8%) in 26 regions; 16,463 children with different types of special needs identified	May-2018	
1.4.6	Meeting with Special Needs Education Officers (SNEOs) from 184 LGAs to discuss take off of LANES activities conducted	PO-RALG	SNE Officers not oriented on implementation of special needs activities under LANES support		Orientation Manual developed by end Nov 2016; SNE officers orientation workshop held by end Dec 2016	COMPLETED Meeting with 186 and 26 officials from LGA and regional responsible for SNE conducted	Aug-16	
Component 2: Improved Education Sector Management								
2.1	Increased use of data for evidence based planning							
2.1.1	Follow up of Std I&II curriculum implementation	QAD	Vehicles and fuel provided to QA at 38 Districts;		3Rs Inspection checklist in place; Plan for District			

S/N	Activity	Source	Baseline		Current reporting period			Next reporting period
			Data	Month/year	Data - As of 30 th June 2018			- 31 st Dec. 2018
					Target	Actual	Month/year for actual	With revised date
	carried out.		Plan to provide grants for follow up by QA not in place; 3Rs inspection checklist not in place		level QA in place; at least 80% of all schools Inspected to determine 3Rs learning achievements			
2.1.2	PSLE 2015 Item Response Analysis Booklets produced and Distributed annually	NECTA	254,530 Copies distributed in 2015		254,530 Copies distributed by July 2016	PARTIALLY COMPLETED - Pupils Item Response Analysis for 2017 PLSE completed; printing underway	ON GOING	Printing of the Pupils Item Response Analysis for 2017 PSLE completed and distributed by Sept-18
2.1.3	End of programme impact assessment conducted	NECTA	Baseline and midline assessments conducted		NECTA Assessment report on 3Rs circulated; preparation of tools for conducting end of programme impact assessment developed and approved	PARTIALLY COMPLETED: 3Rs assessment conducted in 22 LGAs and 7,251 pupils were involved. Preliminary results indicate an improvement in reading and writing skills by 0.26% and 0.54% respectively	ON-GOING	Analysis of the assessment underway with result expected to be shared in Sept-2018
2.1.4	Action Oriented Research studies to inform on key aspects of 3Rs	UDOM	Grant provided to UDOM		At least 4 Studies conducted by June 201	PARTIALLY COMPLETED - research findings discussed through	June-18	Final report and dissemination through sector dialogue done by end Sept-18

S/N	Activity	Source	Baseline		Current reporting period			Next reporting period
			Data	Month/year	Data - As of 30 th June 2018			- 31 st Dec. 2018
					Target	Actual	Month/year for actual	With revised date
	implementation conducted					technical working session; policy brief and detailed study report submitted to MoEST for comments and input into ongoing 3Rs implementation processes		
2.1.5	Scholarships for Academic Studies (Masters and PhD) focusing on early grade education provided	UDOM	NA	-	17 Students (10 Masters and 7 PhD) enrolled in 2016 academic year	PARTIALLY COMPLETED - 17 scholarships awarded; 7 out of 10 Masters candidates have successfully completed (6 were PO-RALG employees); 3 Masters and 6 PhD candidates are in the final dissertation preparation process	ON-GOING	3 Masters and 6 PhD candidates to complete their research by Sept-2018
2.1.6	National level field visits to review implementation of 3Rs activities conducted annually	DPP	1 Field Visit Conducted (1 in 2015 and 1 in 2016)	Apr-15	2 Field Visits Conducted annually to oversee the implementation of the LANES	PARTIALLY COMPLETED - 1 joint visit conducted to inform 2017 JESR	Aug-17	Joint sector field visit conducted by Aug-17/ Aug-18

S/N	Activity	Source	Baseline		Current reporting period			Next reporting period
			Data	Month/year	Data - As of 30 th June 2018			- 31 st Dec. 2018
					Target	Actual	Month/year for actual	With revised date
					Program			
2.1.7	Regional and LGA infrastructure and tools for Education Sector Management Information System established	PO-RALG	NA		Equipment procured by Dec 2016; Equipment installed by end Dec 2016; Help desk team allocated room and started providing support directly to LGAs by beginning Jan 2017; Regional and National BEST produced by May 2017	PARTIALLY COMPLETED - Equipment procured, distribution to 120 LGAs completed	ON GOING	Distribution of the basic ICT equipment to the remaining LGAs and RS completed by Aug-18; ESMIS office in regions and LGA functional by Sept-18
2.1.8	The Education and Training Policy (ETP 2014) disseminated and ESDP and its sub sector operational plans developed	DPP	NA		2000 English copies and 18000 Kiswahili copies of the ETP printed and distributed by Nov 2016;	PARTIALLY COMPLETED: ETP 2014 translated (printing delayed due to the discussion on the need to review the ETP)	ON GOING	

S/N	Activity	Source	Baseline		Current reporting period			Next reporting period
			Data	Month/year	Data - As of 30 th June 2018			- 31 st Dec. 2018
					Target	Actual	Month/year for actual	With revised date
					Internal workshops for discussing recommended ESDP strategies held and ESDP final draft document shared by end Oct 2016	COMPLETED - ESDP (2016/17 - 2020/21) endorsed by the ESDC; ESDP operational matrix and implementation plan developed	Dec-17	ESDP package printed and disseminated to stakeholders (including LGAs) by Oct-18
2.1.9	Various studies conducted to input into development of the ESDP and its operational plans	NA			Recommendations for key studies to be carried out given by end Oct 2016; TOR and tools for studies drafted by end Nov 2016 including formulation of teams to conduct the studies	PARTIALLY COMPLETED: One study (monitoring the implementation of the revised curriculum) conducted	ON GOING	1 study to be conducted in Sept 2018
2.2	Improved Planning, Coordination, M&E							
2.2.1	Support close to schools supervision by WECs	QAD	NA		2838 Motorbikes procured and distributed by Dec 2015	PARTIALLY COMPLETED - 2,894 motorbike procured; distribution on-going (including WECs who did not receive motorbike in EQUIP-T supported regions)	ON GOING	Distribution of motorbikes to be completed by Aug-2018

S/N	Activity	Source	Baseline		Current reporting period			Next reporting period
			Data	Month/year	Data - As of 30 th June 2018			- 31 st Dec. 2018
					Target	Actual	Month/year for actual	With revised date
2.2.2	LANES activities taking place within the region/LGA monitored and support provided to improve school level implementation	PO-RALG	Regional and LGA plans for monitoring and support supervision in place; M&E Framework not developed		Regional level LANES action plans for FY2017/18 approved by end April 2017; implementation started by 1st July 2016; 2 region education performance review meetings conducted in 26 regions; 4 field visits conducted by the Regional Education teams by June 2018	PARTIALLY COMPLETED: fund disbursed to 121 LGAs and 26 regional secretariats for conducting supportive supervision of at least 10% of schools in the LGAs	ON GOING	Supervision underway; consolidation of reports and submission of regional reports to PO-RALG completed end-Sept 2018; compilation and sharing of the key findings to be done before JESR meeting
2.3	Improved Field Management							
2.4	Capacity Development for Effective Delivery of Education Services							
2.4.1	Record Manager (PReM) System for Basic Education Prepared and Completed	NECTA	NA		System in use; data on key indicators captured by the system published in various formats	COMPLETED: 2663 users registered, 23,889 successful logins between February and June 2018	June-2018	Harmonisation of the system with SIS and BEMIS to avoid duplication of one-time data on-going
2.4.2	National System for Registration and Exam results processing for Std II and IV developed	NECTA	NA		Supplier delivered machine by Oct 2016; machine installed by Nov 2016	COMPLETED: Poly-wrapping machine delivered and commissioned	Aug - 17	

S/N	Activity	Source	Baseline		Current reporting period			Next reporting period
			Data	Month/year	Data - As of 30 th June 2018			- 31 st Dec. 2018
					Target	Actual	Month/year for actual	With revised date
2.4.3	Training of key staff in the education sector based on training needs assessment report provided	DAHR	Training plan is in place		Key staff to be trained identified and given approval for support through LANES; grants provided	PARTIALLY COMPLETED: 1 Masters Candidate (with special) supported, 1 PhD candidate		
2.4.4	Education Sector Quality Assurance framework developed and key recommendations implemented	QAD	NA		Basic Education Quality Assurance Framework (BE-QAF) developed by April 2017	PARTIALLY COMPLETED - School Quality Assurance Framework (SQAF) approved; no-objection to print tools and orient QA at the Zonal and LGAs granted	June-17	1,366 Quality Assurer from 11 education zones (and respective districts) oriented on the SQAF by end of Aug-2018
2.4.5	MOEST HQ Registry computerized to increase efficiency in decision making	DAHR	NA		MOEST HQ Registry computerization completed by December 2016	NOT STARTED: Plans for computerization of the MoEST registry developed, however procurement not yet done; renovation of the archive at the MoEST Office in Dar commenced		MOEST HQ Registry computerization completed by Dec-18
2.4.6	Resource persons trained on braille	SNE	NA		7 persons trained by Perkins School	COMPLETED: Training of 253	June 2018	

S/N	Activity	Source	Baseline		Current reporting period			Next reporting period
			Data	Month/year	Data - As of 30 th June 2018			- 31 st Dec. 2018
					Target	Actual	Month/year for actual	With revised date
	repair and maintenance				for the Blind on braille repair and maintenance	teachers (from 235 centres) focusing on calibration and maintenance of the hearing devices and braille machine conducted		
2.4.7	Timely Audits and VFM exercises of the LANES programme conducted annually	CIA	NA		1 FM training conducted by end Oct 2016	COMPLETED - 2 trainings conducted i.e. 90 MoEST official trained on IPSAS; 45 officials from MDA implementing LANES participated trained on financial management, procurement and value for money	June-17	Documentation of VfM and lessons, with support from Deloitte, completed by end of Sept-2018
Component 3: Improved Community Engagement								
3.1	Improved Community Engagement							
3.1.1	Communities sensitized to ensure provision of School meals	PED	NA		Guideline for schools to implement solution developed and distributed by end Nov 2016	NOT STARTED: Preparations for development of the meal guideline for schools commenced, however in infancy stage		Guideline for schools meals developed and shared with stakeholders for dissemination by Dec-18

S/N	Activity	Source	Baseline		Current reporting period			Next reporting period
			Data	Month/year	Data - As of 30 th June 2018			- 31 st Dec. 2018
					Target	Actual	Month/year for actual	With revised date
3.1.2	Grants provided to CSOs to support monitoring of 3Rs activities at region level	CSO	NA		Modality developed and agreed upon by end Dec 2016; grants provided by Dec 2016; implementation started by Jan 2017	PARTIALLY COMPLETED - 21,239 community members/ parents in 20 LGAs participated in the dialogues that aimed at sensitizing communities on the understanding of the importance of 3Rs and the role of parents in enhancing learning and teaching especially on reading, writing and arithmetic (3Rs)	ON GOING	Community engagement activities on-going including media engagement, literacy and numeracy competition, production and distribution of <i>Mimi na Elimu</i> magazine, and documentation of best practices to be completed by Oct-2018
3.1.3	The Public sensitized about 3Rs through Media and Tour programmes	GCU	NA		Hold at least two news conference with Editors	COMPLETED: 2 visits by senior journalist conducted in 7 regions of Geita, Mwanza, Singida, Manyara, Ruvuma, Mtwara and Lindi.	June-2018	
b)	Reading Week at regional and district levels organized annually	Region	NA	NA				

S/N	Activity	Source	Baseline		Current reporting period			Next reporting period
			Data	Month/year	Data - As of 30 th June 2018			- 31 st Dec. 2018
					Target	Actual	Month/year for actual	With revised date
3.2	Improved Community Sensitization							
3.2.1	School Management Committees trained on Whole School Planning and Community Mobilization	PO-RALG	NA		11,647committees (a total of 151,411 members) completed by Dec 2016	COMPLETED - 11,647 SMCs (129,609 members) trained on the revised SMC guideline in 19 regions; 45,000 SMC guideline printed. School plans developed	ON GOING	Follow-up on the functionality of the SMCs by June-18
3.2.2	Policy week for regional and Council primary Education officers organized annually	PED/ PO-RALG	NA		Needs for the Policy Week identified by end Oct 2016; orientation manual developed detailing the key issues to be discussed by Nov 2016; Key Policy/Legal and circular documents printed for distribution at orientation meeting; meeting	COMPLETED: REO, DEO meeting conducted in Dodoma	March-18	

S/N	Activity	Source	Baseline		Current reporting period			Next reporting period
			Data	Month/year	Data - As of 30 th June 2018			- 31 st Dec. 2018
					Target	Actual	Month/year for actual	With revised date
					held by end June 2016			
3.2.3	Reading Week at regional and district levels organized annually	PO-RALG	NA		26 reading events organized by June 2017-one at each region	COMPLETED - Reading week conducted in 26 regions	June-17	

1.5 Program Disbursement

The planned schedule as per the Government and the Grant Agent agreement was as indicated in Table 4. The schedule was disrupted by delay in start of activity implementation (for over a period of 8 months). Although the first disbursement was done as per schedule from the Grant Agent, the Government did not start expenditure until second half of the first year of implementation (FY2014/15). During the reporting period, the fifth allocation 18,318,496.00 was received; making all 5 disbursement received by the government.

Table 9: Disbursements as per agreement

S/N	FISCAL YEAR	Date of Disbursement	Disbursement Amount (US\$)
1	2014/15	2014-02-07	20 000 000. 00
2	2015/16	2015-16-12	19 597 430. 54
3	2016/17	2016-09-09	18 606 744. 56
4	2016/17	2017-24-01	18 277 264. 90
5	2017/18	2017-22-12	18 318 496. 00
	TOTAL		94 799 936. 00

Table 10: Progress on Disbursements

	Current reporting period disbursement		Cumulative disbursement		Next reporting period disbursement	
	Planned (US\$)	Actual (US\$)	Planned (US\$)	Actual (US\$)	Reporting period	Future planned
GPE	18,308,505.80	18,318,496.00	94,800,000.00	94,799.936.00	2017-2018	NIL

1.6 Technical, policy, or knowledge products

Various documents were produced through LANES during the reporting period. It should be noted that the GPE-LANES programme support national 3Rs reform hence all documents supported in the process are official documents.

Table 11: Knowledge products produced through GPE-LANES during the reporting period

S/N	AGENCY/DEPARTMENT	DOCUMENT TITLE (Translated)
	QAD	National School Quality Assurance Framework SQA Operation Manual <i>Text-Books</i>
		<ul style="list-style-type: none"> • Standard IV <ul style="list-style-type: none"> ○ Sayansi na Teknolojia, Kiswahili, English, Hisabati, Maarifa ya Jamii, French, Uraia na Maadili • 25 levelled readers <ul style="list-style-type: none"> ○ Ninapenda kwenda Shule, Tijufunze Kuhesabu,

S/N	AGENCY/DEPARTMENT	DOCUMENT TITLE (Translated)
		Herufi Zetu, Mifugo ya Nyumbani kwetu, Rangi zetu, Safari ya Mjini, Tatu na Paka wake, Viumbe katika Maji, Vyakula Vyetu, and Tucheze Pamoja where by 396,567 copies each will be printed. Other titles are Jasiri Arudi Nyumbani, Upile na Bustani, Yuko wapi Rafiki yangu?, Rafiki yetu Jua, Mimi na Bibi yangu, Hii ni kazi ya nani?, Shani na Mazingira, Tausi na Rafiki zake, Sungura Mjanja, Hamisi ajifunza Kusoma, Musa si Mzigo, Kabula, Tembo na Mkonga wake, Dogo na Sisimizi Jasiri and Chiriku na Panzi

GPE Corporate Results Framework

1.7 Global numbers

1.7.1 Number of textbooks printed and distributed (as a result of the Program)

The GPE-LANES programme planned to support development, printing and distribution of 42,906,531 textbooks for pre-primary, Standard one to three grades. Since the inception of the program, 22,390,089 textbooks (52.2%) have been printed and distributed to schools. A total 20,516,442 textbooks (47.8%) are in the printing process, with a completion date of distribution to school being October-2018.

Table 12: Number of textbooks printed and distributed to schools

Subsector	Source	Previous Reporting period				Current reporting period				Next reporting period	
		Data				Data				Indicator target for the next reporting period	Indicator target for the next reporting period
		Target	Actual	% (actual/target)	Month/Year for actual data	Target	Actual	% (actual/target)	Month/Year for actual data	- Initial target set in the Program Document	- Revised target if applicable
Std I textbook (regular)		6,862,800	4,055,200	59.1%	June, 16						
Std I textbook (braille)	SNE/ Press B	8,400	8,400		April, 17						
Std I tactile/embossed textbooks	SNE/ Press B	1,000	10,000		June, 17						
Std II textbook		5,459,000	5,057,149		Mar, 17						
Std II textbook (braille)	SNE/ Press B	10,000									
Std II tactile/embossed textbooks	SNE/ Press T	600				600			600		
Std III textbook		6,818,818	5,392,794		April, 17						
Std III & IV textbook (braille)	TIE					20,400			n/a		20,400
Std III & IV textbook (large print)	TIE					36,000			n/a		36,000
Std I-IV storybooks	TIE	12,000,000				7,835,670	5,255,690	67.1%	June, 18	12,000,000	7,835,670
Pre-primary textbooks	TIE	13,087,254				9,587,843		0.0%		13,087,254	9,587,843
Std IV textbooks	TIE					6,266,000	2,610,856	41.7%	June, 18		6,266,000
Total		44,247,872	14,523,543			23,746,513	7,866,546				

1.7.2 Number of teachers trained

During the reporting period, 2 teachers for Std III – IV were trained from 26 regions which made the total number of teachers trained to be at 139%. The increase on the target was due to the fact that, LANES had to support 7 more regions which receive support from EQUIP-T program which were not in the initial plan. Further, training of special need teachers involved those who teach pupils with intellectual impairment and visual and hearing impairments, with the latter involving teachers from Std I to IV.

Table 13: Number of teacher trained through GPE-LANES funding

Level	ORIGINAL TARGET	Previous Reporting Period			Current reporting period			Next reporting period FY2018/19
		Revised Target	Actual	% (target)	Revised Target	Actual	% (target)	
Pre Primary	11,498	11,498	16,075	139.8%				
Std I&II	18,374	18,374	17,719	96.4%				

Level	ORIGINAL TARGET	Previous Reporting Period			Current reporting period			Next reporting period FY2018/19
		Revised Target	Actual	% (target)	Revised Target	Actual	% (target)	
Std III&IV	17,800	22,995	31,966	139.0%				
Additional Std I-IV Teachers	25,000	-	-	-				1,660
Non-Formal	950	950	937	98.6	1,550	1,568	101.2%	
SB-CPD					0	0		4,000
Special Needs	644	969	2102	217%	243	253	104.1%	393
TOTAL	74,266	54,786	68,799		1,793	1,821		

1.7.3 Number of classrooms built or rehabilitated

“Not applicable”

1.8 ESPIG support to the development or improvement of an Education Management Information System (EMIS)

Baseline (July 2014-June 2015)	Current reporting period	Next reporting period
<p>a. Did the ESPIG plan to support the development or improvement of an <u>EMIS</u> during the reporting period?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>b. Did the ESPIG support the development or improvement of an <u>EMIS</u> during the reporting period?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> ECD <input type="checkbox"/> Primary</p> <p><input type="checkbox"/> Lower Secondary (<i>check all that apply</i>)</p> <p><input type="checkbox"/> No</p>	<p>a. Did the ESPIG plan to support the development or improvement of an <u>EMIS</u> during the reporting period?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>b. Did the ESPIG support the development or improvement of an <u>EMIS</u> during the reporting period?</p> <p><input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> ECD <input checked="" type="checkbox"/> Primary</p> <p><input type="checkbox"/> Lower Secondary (<i>check all that apply</i>)</p> <p><input type="checkbox"/> No</p>	<p>Does the ESPIG plan to support the development or improvement of an <u>EMIS</u> during the next reporting period?</p> <p><input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> ECD <input checked="" type="checkbox"/> Primary</p> <p><input type="checkbox"/> Lower Secondary (<i>mark all that apply</i>)</p> <p><input type="checkbox"/> No</p>

Way forward

Program implementation is in the extension period and as of June 30th 2018, 80% of budget had been spent. The remaining 20% of the funding shall implement the following activities within 6 months i.e. July to December 2018:

- 1) Finalise review of the pre service curriculum to incorporate 3Rs (including development of special need PRESET curriculum, subject, syllabus);
- 2) Training of additional 1660 Std I&II teachers from 5 regions
- 3) Roll out SB CPD modules in 26 regions
- 4) Production of the 3Rs e-content, distribution and placement;
- 5) Finalise printing and distribution of pre-primary textbooks (9,587,843 copies), Std IV textbooks (3,655,144 copies), and 25 titles of the levelled story books (2,580,000 copies);
- 6) Conduct reading week in 22 regional libraries;
- 7) School supplies and education equipment for tender no. ME 024/2016-17/HQ/G/36;
- 8) Finalise and signing off of the action and academic research;
- 9) Finalise the regional and LGA monitoring support (including regional and LGA education sector review meetings);
- 10) Establish education sector data collection and analysis at MoEST;
- 11) Hold one LANES implementation close-out meeting for MDAs;
- 12) Print and disseminate ESDP;
- 13) Finalise distribution of: a) basic ICT equipment to LGA and regions, b) motorbikes, c) textbooks; d) 2017 PSLE and 3Rs assessment report
- 14) Roll out of the SQAf to the zonal and district QAs;
- 15) Internal and external audit;
- 16) Finalise VfM and lesson learnt documentation (with the support from Deloitte);
- 17) Computerisation of MoEST HQ registry;
- 18) Develop, print and distribute school meal guide;
- 19) Through TEN-MET conduct: a) interactive radio programs involving parents, teachers and SMCs in regional-based radios, b) 3Rs school based competitions, c) production and placement of literacy and numeracy TV spot, and d) production and dissemination of Mimi na Elimu brief;
- 20) Follow up with the VAT refund; and
- 21) Support JESR (field visit and working session).

Annex

1.9 Financial position as of 30th June 2018

ACTIVITY DESCRIPTION	RESP	TOTAL 2014-18(A)	PRIOR PERIOD EXP.FY 2014-17(B)	CURRENT YR REPORT-JULY2017-JUNE 2018(C)	TOTAL CUMM AMOUNTS(D)	BALANCE(A-D)	SPENT (%)
INCOME							
Opening Balance-1st July 2017				34,075,424,573			
Grant Cash Received for FY 2017/18				40,954,814,208			
Other Income				23,780,061			
Total Income				75,054,018,842			
Improved Teaching and Learning of 3Rs for children aged 5 to 13 years							
Improve Methodology for Learning and Teaching of 3Rs							
Develop Std II, III&IV Curriculum Package Materials + Books	TIE	457,565,813	457,565,813		457,565,813	-	100
Review/ Align Pre-primary curriculum with 3Rs National Curriculum	TIE	109,876,468	109,876,468		109,876,468	-	100
Assess curriculum implementation for inputs into curriculum review process	TIE	122,350,000	63,150,000	59,200,000.00	122,350,000.00	-	100
Development and airing of E-Content	TIE	500,000,000	204,022,000	201,480,713.00	405,502,713	94,497,287	81
Revise pre service curriculum to incorporate 3Rs	TIE	1,219,643,000	-	246,661,216.04	246,661,216.04	972,981,784	20
Sub Total		2,409,435,281	834,614,281	507,341,929	1,341,956,210	1,067,479,071	56
Increased Skills for teaching Basic Literacy and Numeracy							
3Rs Teacher Training interventions based on 3Rs assessment implemented by 2016	PO-RALG	12,092,130,749	12,092,130,749		12,092,130,749	-	100
Train National Facilitators for training of Std	TIE	101,993,500	101,993,500		101,993,500	-	100

ACTIVITY DESCRIPTION	RESP	TOTAL 2014-18(A)	PRIOR PERIOD EXP.FY 2014-17(B)	CURRENT YR REPORT-JULY2017-JUNE 2018(C)	TOTAL CUMM AMOUNTS(D)	BALANCE(A-D)	SPENT (%)
III&IV Teachers							
Train College Tutors for training of Std III&IV Teachers	TIE	957,319,975	957,319,975		957,319,975	-	100
Train Special Needs Education Teachers on the adapted 3Rs New Curriculum	SNE	760,694,000	760,694,000		760,694,000	-	100
Train 2 Std III&IV Teachers	ADEM	24,703,358,674.44	24,703,358,674		24,703,358,674	-	100
Additional Training for Std I&II teachers + rollout of SB CPD	ADEM	5,081,110,000	-	1,498,961,000.00	1,498,961,000	3,582,149,000	30
Train Pre Primary Teachers on the revised curriculum	TIE	11,465,230,655.50	11,465,230,656		11,465,230,656	-	100
Conduct training for 450 teachers of special needs education on adapted 3Rs curriculum for learners with intellectual impairments.	PO-RALG	717,762,495.00	717,762,495		717,762,495.00	-	100
Std III&IV teachers for Visual and Hearing Impairment trained on revised Std III-VI Curricular	PO-RALG	708,759,322.03	708,759,322		708,759,322	-	100
Sub Total		56,588,359,371	51,507,249,371	1,498,961,000	53,006,210,371	3,582,149,000	94
Increased interaction with 3Rs Learning Materials							
Support Councils to undertake EFA and Literacy Week Celebrations	PO-RALG	157,920,000	157,920,000		157,920,000	-	100
Support Regional Secretariats to undertake Literacy/Education Week Celebrations	PO-RALG	36,000,000	36,000,000		36,000,000	-	100
Support National Literacy/Education Week	MoEST	168,246,400	168,246,400		168,246,400	-	100
Print Std I Books and Curriculum materials for Std III&IV	TIE	5,658,173,014	5,658,173,014		5,658,173,014.00	-	100
Packaging and Distribution of Std I Books	PO-RALG	473,013,474	473,013,474		473,013,474	-	100

ACTIVITY DESCRIPTION	RESP	TOTAL 2014-18(A)	PRIOR PERIOD EXP.FY 2014-17(B)	CURRENT YR REPORT-JULY2017-JUNE 2018(C)	TOTAL CUMM AMOUNTS(D)	BALANCE(A-D)	SPENT (%)
Establish a reading Corner at 100 Libraries at regional and District Levels	TLSB	8,087,500	8,087,500		8,087,500	-	100
Procure 8400 braille books (regular) and 4400 large print text books for standard I & II pupils	SNE	427,519,500	427,519,500		427,519,500	-	100
Support printing of Std I-IV Books and Curriculum materials-Std II and III Books, Curriculum and Teachers Guides	TIE	31,611,092,215	16,798,138,130	2,503,721,886.40	19,301,860,016.14	12,309,232,199	61
Print curriculum materials and books for pre-primary, std I&II	TIE	9,051,326,151	1,500,149,951	1,689,075,179.46	3,189,225,130.46	5,862,101,021	35
Establish Reading Corners and Organize Reading Week	TLSB	956,000,000	-	838,329,830.00	838,329,830.00	117,670,170	88
Organize Reading Week at regional levels	TLSB	396,000,000	-		-	396,000,000	-
Distribution of Std I Books	PO-RALG	625,600,000	625,600,000		625,600,000.00	-	100
Distribution of Std II	PO-RALG	457,331,936.1	457,331,936		457,331,936	-	100
School supplies-Education equipment and materials for learners with intellectual and Visual impairments	SNE	3,086,032,419	32,510,480	546,277,470.00	578,787,950	2,507,244,469	19
Sub Total		53,112,342,610	26,342,690,385	5,577,404,366	31,920,094,751	21,192,247,859	60
Increased School Readiness							
Pre enrolment assessment of children to determine learning needs conducted at the beginning of each year of STD I in 25 Councils by 2016	PO-RALG	18,654,023	18,654,023		18,654,023	-	100
Conduct Assessment of Children Prior to Enrolment	PO-RALG	283,102,000	283,102,000		283,102,000	-	100

ACTIVITY DESCRIPTION	RESP	TOTAL 2014-18(A)	PRIOR PERIOD EXP.FY 2014-17(B)	CURRENT YR REPORT-JULY2017-JUNE 2018(C)	TOTAL CUMM AMOUNTS(D)	BALANCE(A-D)	SPENT (%)
Procure and Distribute Special Needs Assessment Kits	SNE	3,800,431,518	3,800,431,518		3,800,431,518	-	100
Establishment of 10 Satellite Schools in six councils	PO-RALG	222,000,000.00	-		-	222,000,000	-
Establish and Operationalise NFE Centres and LCs	PO-RALG	1,713,409,099	694,759,099	997,660,000.00	1,692,419,099	20,990,000	99
Conduct Assessment of Children prior to enrolment	PO-RALG	930,600,000	-	833,022,595.18	833,022,595	97,577,405	90
Hold a meeting with SNEOs from LGAs to discuss take off of LANES activities(184)	PO-RALG	189,735,296.00	189,735,296		189,735,296.00	-	100
Train LGA Assessors on assessing Learning needs prior to enrollment-184	PO-RALG	826,470,000	-	826,470,000.00	826,470,000	-	100
Sub Total		7,984,401,937	4,986,681,937	2,657,152,595	7,643,834,532	340,567,405	96
Improved Education Sector Management							
Increased use of data for evidence based planning							
Conduct 3Rs Assessments/Research, Publish and Share Knowledge					-		
Official School Ranking to ensure school level data on performance is effectively used in planning and management	NECTA	646,737,497	646,737,497		646,737,497	-	100
Midline and End-line Assessments for Std II Conducted in 2015 and 2016	NECTA	939,692,839	939,692,839		939,692,839	-	100
254,530 copies of PSLE 2015 Item Responses Analysis Booklets produced and Distributed by February, 2016	NECTA	1,125,435,983	1,125,435,983		1,125,435,983	-	100
Conduct 2 Action Oriented Research	UDOM	6,928,328	6,928,328		6,928,328	-	100
Conduct Academic Research- Masters and PhD	UDOM	70,930,047	70,930,047		70,930,047	-	100

ACTIVITY DESCRIPTION	RESP	TOTAL 2014-18(A)	PRIOR PERIOD EXP.FY 2014-17(B)	CURRENT YR REPORT-JULY2017-JUNE 2018(C)	TOTAL CUMM AMOUNTS(D)	BALANCE(A-D)	SPENT (%)
Organize International Conference on Literacy and Numeracy	UDSM	182,799,469	182,799,469		182,799,469	-	100
Organize Conference and Exhibition on ICT in Education	E-LU	245,716,900	245,716,900		245,716,900	-	100
Support staff members to participate in international conferences/seminars	DPP	43,065,553	43,065,553		43,065,553	-	100
Conduct surveys and evaluation to input into ongoing planning and implementation processes.	DPP	746,213,718	197,063,718	248,656,000.00	445,719,718	300,494,000	60
End line Assessments for Std II Conducted in 2018	NECTA	1,014,314,438	-	529,785,091.76	529,785,092	484,529,346	52
254,530 copies of PSLE Item Responses Analysis Booklets produced and Distributed	NECTA	3,114,940,476	1,557,469,976	316,678,101.51	1,874,148,077.51	1,240,792,398	60
Action Oriented Researches	UDOM	1,814,693,280	962,340,332	59,480,000.00	1,021,820,331.61	792,872,948	56
Academic Oriented Researches - Masters and PhD Candidates	UDOM	667,764,740	153,389,740	305,408,088.50	458,797,829	208,966,912	69
Coordinate, Monitor and Provide Support for LANES activities taking place within the Region							
Programme Coordination Unit for the GPE programme components established by July 2014	DPP	230,242,493.58	230,242,493.58		230,242,494	-	100
Hold periodic reviews of implementation of the LANES programme	DPP	115,976,022.03	115,976,022.03		115,976,022	-	100
Provide support to MOEVT for M&E of LANES activities implementation	DPP	97,790,000.00	97,790,000.00		97,790,000	-	100
Hold field visits to review implementation of LANES activities	DPP	61,851,590.89	61,851,590.89		61,851,591	-	100
Hold a Technical Working session to review progress of Action Plans implementation	DPP	154,350,000.00	154,350,000.00		154,350,000	-	100

ACTIVITY DESCRIPTION	RESP	TOTAL 2014-18(A)	PRIOR PERIOD EXP.FY 2014-17(B)	CURRENT YR REPORT-JULY2017-JUNE 2018(C)	TOTAL CUMM AMOUNTS(D)	BALANCE(A-D)	SPENT (%)
Monitor LANES activities taking place within the Region	PO-RALG	358,363,608.47	358,363,608.47		358,363,608	-	100
Monitoring and supportive supervision by PO-RALG	PO-RALG	602,610,812	247,410,812	355,200,000.00	602,610,812	-	100
Administrative Support to REOs/RAOs	PO-RALG	124,800,000	-		-	124,800,000	-
Monitoring and supportive supervision for 26 Regional Team	PO-RALG	1,155,286,079	509,446,079	645,840,000	1,155,286,079	-	100
Monitoring and supportive supervision for 95 LGA Teams	PO-RALG	4,651,289,720	2,663,889,720	1,677,388,296	4,341,278,016	310,011,704	93
Organize quarterly DEOs-QA-WEC meeting to discuss progress of basic education (including performance of 3Rs initiatives)	PO-RALG	4,673,044,000	1,348,500,000	2,940,110,381	4,288,610,381	384,433,619	92
Organize bi-annual REO-DEOs-QA meeting to discuss progress of basic education (including performance of 3Rs initiatives)	PO-RALG	2,496,076,000	1,091,700,000	1,404,376,000	2,496,076,000	-	100
Sub Total		25,340,913,595	13,011,090,708	8,482,921,959	21,494,012,667	3,846,900,927	85
Improved Planning & Coordination							
Support dissemination of ETP and ESDP + Operational Plans development	DPP	162,206,000	162,206,000		162,206,000.00	-	100
National Coordination Unit for the LANES programme in Operations	LNCU	694,446,347	694,446,347		694,446,346.72	-	100
Support dissemination of ETP, ESDP and operational plans development	DPP	742,340,000	112,490,000	38,960,000.00	151,450,000.00	590,890,000	20
Hold periodic reviews of implementation of the 3Rs Programme	DPP	1,102,370,000	203,570,000	391,636,717.00	595,206,717.00	507,163,283	54
LANES coordination	LNCU	1,669,522,656	849,352,018	479,854,735.04	1,329,206,752.97	340,315,903	80

ACTIVITY DESCRIPTION	RESP	TOTAL 2014-18(A)	PRIOR PERIOD EXP.FY 2014-17(B)	CURRENT YR REPORT-JULY2017-JUNE 2018(C)	TOTAL CUMM AMOUNTS(D)	BALANCE(A-D)	SPENT (%)
Enhancement of data collection and processing infrastructure	PO-RALG	3,772,666,868	116,881,752	1,803,393,104.66	1,920,274,856.66	1,852,392,011	51
Provide Grants to CSOs to provide support in establishment and monitoring of 3Rs activities at regional level	CSO	1,113,120,000	-	322,584,476.23	322,584,476.23	790,535,524	29
Support collection, data verification, use and dissemination	PO-RALG	73,713,600.00	73,713,600		73,713,600.00	-	100
Sub Total		9,330,385,470	2,212,659,717	3,036,429,033	5,249,088,750	4,081,296,721	56
Improved Field Management							
Train Quality Assurers on the 3Rs Curriculum revision	QAD	1,243,608,930	1,243,608,930		1,243,608,930.00	-	100
Procure vehicles for Inspectors to Undertake a follow-up	QAD	2,565,080,699	2,565,080,699		2,565,080,699.24	-	100
Provide fuel to Districts that received new vehicles	QAD	290,740,000	290,740,000		290,740,000.00	-	100
Train Head Teachers, Ward Education Coordinators and School Committees on Management and Supervision	ADEM	289,664,300	289,664,300		289,664,300.00	-	100
Train Head Teachers, Ward Education Coordinators and School Committees on Management and Supervision	ADEM	4,382,209,718	4,382,209,718		4,382,209,718.00	-	100
Quality Assurance of 3Rs implementation at region level	QAD	2,930,860,000	1,465,430,000	1,465,430,000.00	2,930,860,000.00	-	100
Develop Education Sector Quality Assurance System	QAD	1,172,815,000	110,865,000	248,790,000.00	359,655,000.00	813,160,000	31
Review of the school inspectorate tools to incorporate 3Rs	QAD	56,905,000.00	56,905,000		56,905,000.00	-	100
Provide Motorbikes for WECs to conduct close to school/learning centre inspection, M&E	QAD	9,118,232,878	-	8,566,070,201.00	8,566,070,201.00	552,162,677	94

ACTIVITY DESCRIPTION	RESP	TOTAL 2014-18(A)	PRIOR PERIOD EXP.FY 2014-17(B)	CURRENT YR REPORT-JULY2017-JUNE 2018(C)	TOTAL CUMM AMOUNTS(D)	BALANCE(A-D)	SPENT (%)
Procure/Maintenance and provide vehicles to QAs	QAD	1,554,629,772	200,028,457	666,691,433.65	866,719,890.62	687,909,881	56
Provide Fuel to WECs	PO-RALG	707,538,931	-	-	-	707,538,931	-
Sub Total		24,312,285,228	10,604,532,104	10,946,981,635	21,551,513,739	2,760,771,489	89
Capacity Development for Effective Delivery of Education Services							
Overall support to Systems Strengthening							
Record Manager (PReM) System for Basic Education Prepared and Completed by June, 2017	NECTA	3,374,892,419	2,485,644,113	889,248,305.22	3,374,892,418.54	-	100
National System for Registration and Exam results processing for Std II and IV completed	NECTA	3,000,000,000	-	2,780,626,403.86	2,780,626,403.86	219,373,596	93
Overall support to MDAs for effective implementation of LANES activities							
Record Manager (PReM) System for Basic Education Prepared and Completed by May, 2016	NECTA	8,307,600.00	8,307,600.00	-	8,307,600.00	-	100
Overall Institutional contribution to MOEVT/PMORALG to support LANES coordination	DAHR	204,578,496.57	204,578,496.57	-	204,578,496.57	-	100
Provide Institutional Contribution to TIE for increased capacity in LANES implementation	TIE	274,262,380	274,262,380	-	274,262,380.00	-	100
Institutional contribution to MOEST/PO-RALG to support LANES coordination	DAHR	1,476,973,463	940,728,450	536,245,013.42	1,476,973,463.19	-	100
Overall capacity Development to staff	DAHR	398,053,475	198,053,475	144,110,000.00	342,163,475.00	55,890,000	86
Computerisation of the MOEST HQ Registry	DAHR	429,876,000	-	-	-	429,876,000	-
Operational Costs-3% ADEM	ADEM	893,534,060	741,100,760	44,968,830.00	786,069,590.23	107,464,470	88
Conduct Internal Audit Exercises on LANES Programme	CIA	139,400,000	55,800,000	-	55,800,000.00	83,600,000	40

ACTIVITY DESCRIPTION	RESP	TOTAL 2014-18(A)	PRIOR PERIOD EXP.FY 2014-17(B)	CURRENT YR REPORT-JULY2017-JUNE 2018(C)	TOTAL CUMM AMOUNTS(D)	BALANCE(A-D)	SPENT (%)
To facilitate capacity building to LANES Implementers on Financial Management by June 2017	CIA	364,060,000	74,060,000	290,000,000.00	364,060,000.00	-	100
Conduct External Audit Exercises on LANES Programme	CIA	501,228,000	24,228,000	246,673,400.00	270,901,400.00	230,326,600	54
Capacity Building to Institution-3%	TIE	1,599,830,792	881,662,253	130,120,787.29	1,011,783,040.67	588,047,751	63
Capacity Building to Institution-3%	NECTA	193,830,997		31,730,197.60	31,730,197.60	162,100,800	16
10% Institutional Fees	UDOM	255,415,552	118,742,757	36,476,808.85	155,219,566.03	100,195,986	61
Conduct 10 days training for 300 teachers of special needs education on adapted 3Rs curriculum for learners with visual, hearing and intellectual impairments.	SNE	399,635,000	-		-	399,635,000	-
Sub Total		13,513,878,235	6,007,168,285	5,130,199,746	11,137,368,032	2,376,510,203	82
Increased Community Engagement							
Increased Community Sensitization and Awareness Raising							
Launch the LANES Programme to ensure community involvement by end 2014	GCU	84,695,750	84,695,750		84,695,750.00	-	100
Communities sensitized on participation in both formal and non-formal education for OOS children age 5-13	ANFE	124,975,000	124,975,000		124,975,000.00	-	100
Sensitize the Public about LANES through Media and Tour programmes	GCU	42,342,739	42,342,739		42,342,739.22	-	100
Sensitization through Media on enrolment in both Formal and Non Formal	GCU	13,415,207	13,415,207		13,415,207.00	-	100
Air programmes through TV and Radio to sensitize communities on school feeding	GCU	125,500,000	-		-	125,500,000	-
Communities sensitized on Enrolment	GCU	50,000,000	-	42,893,720.00	42,893,720.00	7,106,280	86
Communities sensitized to ensure provision of	PED	71,132,250	-		-	71,132,250	-

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School meals							
Sub Total		512,060,946	265,428,696	42,893,720	308,322,416	203,738,530	60
Increased parents and Community Engagement							
Train Management Committees on Whole School Planning and Community Mobilization	PO-RALG	692,557,360	692,557,360		692,557,360.00	-	100
Organize Policy week for regional and Council primary Education officers	PED	346,280,000	-		-	346,280,000	-
Training of School Management Committees	PO-RALG	6,011,448,612	6,011,448,612		6,011,448,612.00	-	100
Conduct Education Week at regional and district levels/ Reading Competition	PO-RALG	395,172,600	395,172,600		395,172,600.00	-	100
Sub Total		7,445,458,572	7,099,178,572	-	7,099,178,572	346,280,000	95
Total Expenditure		200,549,521,245	122,871,294,057	37,880,285,983	160,751,580,040	39,797,941,205	80
Surplus/Deficit for the Period				37,173,732,859.56			