Application Form for Education Sector Program Implementation Grant - ESPIG

<table>
<thead>
<tr>
<th>OVERVIEW</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Country:</td>
<td>Tanzania Mainland</td>
</tr>
<tr>
<td>Grant agent(s):</td>
<td>Swedish International Development Cooperation Agency (Sida)</td>
</tr>
<tr>
<td>Coordinating agency(ies):</td>
<td>Department for International Development (DFID) United Kingdom</td>
</tr>
<tr>
<td>Date of submission of the endorsed ESP/TEP:</td>
<td>8/21/2018</td>
</tr>
<tr>
<td>Period of the ESP/TEP:</td>
<td>2016/17-2020/21</td>
</tr>
<tr>
<td>Date of submission of the full ESPIG package:</td>
<td>11/21/2018</td>
</tr>
<tr>
<td>Program name (optional):</td>
<td>GPE-LANES II</td>
</tr>
<tr>
<td>ESPIG amount requested - Fixed Part(^2):</td>
<td>USD 38,866,100</td>
</tr>
<tr>
<td>ESPIG amount requested - Variable Part(^3):</td>
<td>USD 51,133,900</td>
</tr>
<tr>
<td>Agency fees (additional to the country allocation):</td>
<td>n/a</td>
</tr>
<tr>
<td>Estimated ESPIG starting date:</td>
<td>1/7/2019</td>
</tr>
<tr>
<td>Estimated ESPIG closing date (must be last day of the month, e.g. June 30, 2025):</td>
<td>6/30/2023</td>
</tr>
<tr>
<td>Expected submission date of completion report:</td>
<td>12/31/2023</td>
</tr>
</tbody>
</table>

**Grant currency** - please enter 'X' in the box to indicate the currency of the grant amount and fees

- [x] US Dollar
- [ ] Euro\(^4\)

**Grant modality** - (please enter 'X')\(^5\)

- [x] Sector Pooled
- [x] Project Pooled/ Co-financed
- [x] Project/ Stand-alone

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\(^1\) This application form was revised in July 2018.

\(^2\) Including other grant agent costs such as supervision, country offices, etc.

\(^3\) Including other grant agent costs such as supervision, country offices, etc. Please note that any grant agent costs which is allocated to the variable part can only be disbursed if indicators are reached.

\(^4\) Only applicable to grants approved after January 1, 2019, including grant applications submitted in November 2018.

\(^5\) See Annex 1 for definitions.
Note to the user

Disclosure of ESPIG Documents:
⇒ Following the final GPC/Board approval of this application, the final document will be published on GPE website. This is in line with GPE’s transparency policy, requiring that all approved ESPIG applications and other related documents including program documents, and Joint Sector Review reports or aide memoirs will be published on GPE website under the country pages of the developing country partner unless objected by the individual country. Please note that sensitive personal information, including phone numbers and email addresses, will be redacted/erased from documents prior to publishing on our website.

Notification to the Secretariat:
⇒ Prior to any ESPIG application development process, the coordinating agency should always notify the Secretariat of the country’s intent to apply. The Secretariat will engage with the government and coordinating agency to agree on a timeline for the preparation and submission of the application, based on the country’s own education sector planning and GPE quarterly submission dates.

ESPIG Guidelines:
⇒ Applicants should read the ESPIG Guidelines, which explain the application development process, including timeline, necessary steps and intermediary submissions for the quality assurance process of the application. In case additional information is needed, the applicant can contact the country lead at the Secretariat.

Application Package:
⇒ The full ESPIG application package is considered an integral part of the GPC or Board’s approval. Changes to any of these documents after submission to the GPE should follow the ESPIG Policy. This includes any changes to program documents during the internal approval process of the grant agent.

Data Sources:
⇒ The financial, education sector, and any country information data included in the application should be accompanied by the relevant sources in the corresponding sections of the form.
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I. FULFILLMENT OF FUNDING REQUIREMENTS – FIXED PART

I.1 Requirement 1: An endorsed quality ESP/TEP

Please explain why the endorsed ESP/TEP can be considered a quality plan by summarizing the main conclusions and recommendations of the Appraisal Report and how these were addressed in the Appraisal Memo, including any adjustments made to the ESP/TEP and/or any medium-long term follow-up actions decided upon, as a result of the independent assessment, as well as any other outstanding issues related to the ESP/TEP.

The endorsed Tanzania Mainland Education Sector Development Plan (ESDP) (2016/17-2020/21) was submitted to the GPE Secretariat in August 2018. The independent ESDP Appraisal Report (February 2018) concluded that a main strength is the strong linkages to strategic documents, such as the Tanzania Vision 2025 and the National Five-Year Development Plan, 2016/17-2020/21. It is an evidence based comprehensive plan and includes all education sub-sectors, including formal and non-formal education. Through the ESDP, the Government of Tanzania (GoT) has declared its commitment to improving equity and quality. The process of elaborating the ESDP was very participatory and inclusive and it contains a solid Monitoring & Evaluation Framework.

Some suggested areas of improvement included noting challenges in the management partnership between the Ministry of Education, Science and Technology (MoEST) and the President’s Office - Regional Administration and Local Government (PO-RALG) for implementation and monitoring of the ESDP, detailing the activities in the Operational Plan, and reviewing the 2020 government funding targets as perhaps too ambitious. Other areas for improvement include elaborating a capacity development plan, stronger planning for gender mainstreaming, and development of a communication strategy.

In light of the recommendations of the Appraisal Report and the GoT’s management response reported a number of adjustments were made to strengthen the ESDP. These included clarifying the inter and intra-organizational implementation challenges and specifying that the ESDP represents the overarching framework under which the 184 District Councils and multiple partners’ plans will be aligned. In terms of the financial issues, the ESDP considers debt servicing in narratives attached to budgets. The ESDP underscores need for conducting jointly agreed studies during its implementation including those focusing on market demands. Other revisions included clarification of resources dedicated for Local Government Authorities (LGAs); more detail on the identification of the most vulnerable regions; additional wording on gender related issues; greater alignment with the National Strategy for Inclusive Education; strengthened discussion on coordination of the various education information management systems; and a communication strategy for dissemination of the ESDP.

Work is underway for preparation of a supporting document for new targets for government contribution to education; devoting greater efforts and dialog with development partners and the private sector to support Technical and Vocational Education and Training (TVET); strengthening baseline data; and, elaborating a capacity development plan for which a timeline has been established.

* Evidence of a credible ESP will primarily be drawn from the ESP documents submitted prior to the application itself. This section should therefore be limited to a brief summary of key issues highlighted in the appraisal process.
1.2 Requirement 2: Commitment to finance the endorsed ESP/TEP

Please use the table below to provide information on external resource mobilization. Indicate if you are using fiscal or calendar year, and if the former please state when (the month) the fiscal year begins and ends. Also include, where applicable, the sources of all data.

Please provide the latest evidence of domestic resource mobilization using the template for Requirement Matrix Annex on Domestic Financing available on the GPE website via this link.7 Attach the completed template to this application.

**TABLE 1 | Evidence of external resource mobilization**

<table>
<thead>
<tr>
<th>Actual value for three years</th>
<th>Target values for the period of the Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data for the past three years (indicate years as relevant)</td>
<td>Data for the relevant duration of the program (indicate years as relevant)</td>
</tr>
<tr>
<td>Education sector plan</td>
<td></td>
</tr>
<tr>
<td>Education sector plan cost (Tzs)</td>
<td></td>
</tr>
<tr>
<td>4,029 Billion</td>
<td>4,809 billion</td>
</tr>
<tr>
<td>External funding – excluding GPE funds (Tzs)</td>
<td></td>
</tr>
<tr>
<td>383 Billion</td>
<td>382 billion</td>
</tr>
<tr>
<td>Funding gap as recorded in the ESP (Tzs)</td>
<td></td>
</tr>
<tr>
<td>-347 billion</td>
<td>-432 billion</td>
</tr>
<tr>
<td>GPE support (Tzs)</td>
<td></td>
</tr>
</tbody>
</table>

Tanzania Mainland received GPE support 2014-2018: Tzs 200 billion (USD 94 million).

**TABLE 2 | Major interventions of development partners**

<table>
<thead>
<tr>
<th>Donor name</th>
<th>Major interventions</th>
<th>Financial scale (amount)</th>
<th>Years covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>DFID</td>
<td>(i) Girls’ Education (primary and lower secondary) support to CAMFED (Tanzania) Primary and Lower Secondary, System</td>
<td>£ 5,634,353</td>
<td>(i) 2012-19</td>
</tr>
</tbody>
</table>

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7 This Excel template is the same as the domestic financing spreadsheet initially submitted during the Quality Assurance Review (QAR) process. It is also available on the GPE website at: [http://www.globalpartnership.org/content/funding-model-requirement-matrix-domestic-financing-annex](http://www.globalpartnership.org/content/funding-model-requirement-matrix-domestic-financing-annex). Should you have any question about this section of the application form, please send an email to the GPE Secretariat at gpe_grant_submission@globalpartnership.org.
### I.3. Requirement 3: Availability of critical data, or a strategy to use and produce data

This requirement concerning the availability of data or alternatively a strategy to produce and use data is divided into three sub-components as indicated below.

#### I.3.1 A recent education sector analysis

- Provide information and dates on the most recent education sector analysis, including a list of which analytic elements are included (e.g. demographic analysis, analysis of existing policies, costs and financing, system performance and system capacity).
- Indicate how vulnerability and equity, particularly the situation of education for marginalized groups, including girls and children with disabilities, have been addressed.

The most recent analysis of the education sector is found in the Education Sector Development Plan (ESDP) 2016/17-2020/21, which was updated between April and August 2018 as a part of the ESP package for this GPE application.

Analytic elements in the ESDP and its simulation model include:
- Demographic analysis
- Costs and financing
- System Performance
- System Capacity

The ESDP specifically analyzes the situation for vulnerable and marginalized children, including out-of-school children, orphans, refugees, and children with disabilities, with data and analyses disaggregated by gender. Tanzania endorsed a National Strategy for Inclusive Education in December 2017.

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8 Reference can be made to the assessment made in the GPE Funding Model Requirements Readiness Matrix (Quality Assurance Review Phase I Matrix), with this paragraph limited to an update on progress vis-à-vis identified gaps; alternatively, if the analysis exists in another document, this section can simply reference that document, which should then be attached.
1.3.2 Basic financial and education data

- Provide date of last submission of data to UIS and highlight any areas where data was not provided;
- Highlight any gaps in national data (such as data quality issues, disaggregation by gender, availability of data on marginalized groups, financial data, etc.); and
- Provide summary of strategies to address these, including how the implementation of a data strategies will be financed and whether they are part of the endorsed ESP.9

The Basic Education Management Information System (BEMIS), part of the Education Sector Management Information System (ESMIS), is able to collect, store and analyse data pertaining to the 12 main UNESCO Institute for Statistics (UIS) indicators. The last submission of data to UIS on the 12 indicators was made in 2013, however, in 2014 and 2015 the validity of some data was disputed. The 2017 data is currently being finalized for submission.

Education data from all subsectors are collected in late March on an annual basis and the results published by the end of July in the Basic Education Statistics-Tanzania (BEST). The publication includes all Indicators listed in the Results Framework of the ESDP, which serve as inputs for the Joint Education Sector Review (JESR). The data analyses are used for policy and planning, particularly at the national level.

Financing data related to expenditure has not been reported to UIS previously due to complexities in its compilation. The Ministry of Finance and Planning (MoFP) provides guidelines, ceilings and priorities that have to be followed by all ministries in strategic and annual planning, and both ministries have sub-sections not related to education (science for MoEST and several other sectors for PO-RALG). While this arrangement creates some constraints in aligning at the detailed, operational level, the strategic and annual plans are already aligned with the ESDP at the level of the Key Performance Indicators (KPIs). However, finance data will be reported, in collaboration with the MoFP, starting in 2018.

1.3.3 A system or mechanisms to monitor learning outcomes

- Indicate whether there is a system for measuring learning outcomes and if so, describe briefly;
- Highlight any gaps and provide summary of strategies to address these, including how the implementation of the strategies will be financed.10

Tanzania Mainland supports a national examination system which includes the following annual national assessments:
- Standard Four National Assessment
- Standard Seven Primary School Leaving Exam (PSELE)
- Form Two National Assessment
- Form Four Certificate of Secondary Education Examination (CSEE)

The Standard Four and Form Two assessments are used mainly at district and school level to monitor overall student progress and to determine promotion to the next grade level. The PSLE and CSEE serve as Key

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9 If these strategies are included in the endorsed ESP, this paragraph should be limited to a list of the strategies and their financing source and a reference to the relevant section in the ESP.

10 If the system or strategy to develop one are included in the endorsed ESP, this section should be limited to a brief statement and a reference to the relevant section in the ESP.
Performance Indicators (KPIs) for the education sector, and disaggregated results are reported in the annual Basic Education Statistics for Tanzania (BEST).

Tanzania also conducts the Early Grade Reading Assessment (EGRA) and the Early Grade Mathematics Assessment (EGMA) every other year as a part of the Education Programming for Results (EPforR) results-based financing. From the EGRA and EGMA, Tanzania has adapted a sample-based National 3Rs Assessment administered every other year in Standard Two. In order to monitor and track student performance in literacy and numeracy more comprehensively, development of a national Literacy and Numeracy Assessment Framework (LaNAF) has been commissioned. The LaNAF will guide the development, implementation and reporting of standardized assessment of literacy and numeracy at national, district and school levels. The LaNAF will be developed through the collaboration of the National Examinations Council of Tanzania (NECTA) and the Tanzania Institute of Education. This will be enriched by the action research which was supported by GPE LANES I.

II. COUNTRY INFORMATION

NOTE: 1. Federal State applicants should duplicate this section as needed for States applying.
2. Please include the sources of population and GDP data in footnotes.

| Total population:  | 54,199,163 (National Bureau of Statistics projections, 2018) |
| GDP Per Capita (USD): | USD 1,006 (National Bureau of Statistics, June 2017) |
| School year runs from (month to month): | January to December |
| Budget cycle runs from (month to month): | July to June |

III. PROGRAM

III.1 Program description (extracted from program document)

Provide below the location (page numbers) in the program document where a description of the program can be found. This includes information on program objectives, and related expected outcomes, and the components and sub-components with financing amounts.

OR:

In 1,500 words or less (maximum 3 pages), please:

- Provide a narrative of the Program in summary form, describing overall program objectives and related expected outcomes, and the components and sub-components with financing amounts.
- Indicate as relevant GPE’s anticipated share by components and sub-components if this is a co-financed project.

NOTE: it is highly encouraged that a summary of the program description is provided. Unlike the program document, this application is translated to give non-bilingual GPC and Board members an understanding of the program during their review of the application package.
Please refer to the following pages in the program document:

- Program Executive Summary: pp. 8-9
- Program Description: Modality (Fixed and Variable Parts- division of funds) p. 33; and p. 107 (relation between fixed and variable parts)
- Program Objectives, components and outcomes summary: Fixed Part - page 47-49
- Program Objectives and selected DLI relevance and results chains - Variable Part – pp. 91-98
- Program Outcomes and Outputs: Annex 4, “Results Framework” pp. 135-144
- Budget Summary - Program components and DLI allocations –Annex 1, p. 128
- Fixed Part sub-components budget: Annex 5 (spreadsheet – attachment to PD)

Please define the event or project activity that will mark the start of the program and which will take place by the expected start date:

The activity that will mark the start of the GPE LANES II programme is the development of the Operations Manual. The Operations Manual describes the context and objectives; activities, the results and process for performance assessment of results, how each indicator will be reported and the technical support provided to the programme. The GPE LANES II Task Force, which was formed by the ESDC to facilitate this ESPIG application, will continue during implementation in order to support continuous monitoring and follow up of risk mitigation for the Fixed Part. The modality of the task force will be detailed in the Operations Manual. A POM already exists for the EPforR, which has been updated twice.

III.2 Expected Outputs¹¹ (extracted from program document)

Please complete the table below, extracting relevant information from the detailed program document. If the program plans to purchase and distribute textbooks, train teachers, or build or rehabilitate classrooms, please use the following indicators¹² (GPE Strategic Plan 2016-2020):

- Number of textbooks purchased and distributed
- Number of teachers trained
- Number of classrooms built or rehabilitated

NOTE: These indicators are NOT compulsory. They are therefore applicable only when the program plans to implement these activities. In case of sector-pooled funds, please indicate numbers planned at sector level.

<table>
<thead>
<tr>
<th>TABLE 3</th>
<th>Target outputs per year</th>
<th>Baseline (Year 2017)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Implementation year¹³ (July-June)</td>
<td>Year 1 2019/20</td>
</tr>
</tbody>
</table>

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¹¹ For sector-wide financing (through budget support or pooled funds), a reference could be made to the ESP results framework.

¹² See Annex 1 for definitions of these indicators.

¹³ Implementation year begins with grant effectiveness/ signing of grant agreement.
### III.3 Financial overview

Please complete the table below, indicating program cost and disbursement by year as applicable, based on information extracted from the program document. If it is a co-financed project, indicate estimates for the expected disbursements of GPE funds by year.

**TABLE 4 | Program costs and expected disbursements by year – in USD**

<table>
<thead>
<tr>
<th>Indicate years:</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>year 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total program costs per implementation year(^{14})</td>
<td>20,292,540</td>
<td>12,493,720</td>
<td>4,173,013</td>
<td>1,906,827</td>
<td>38,866,100</td>
</tr>
<tr>
<td>Total program costs per calendar year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### III.4 Aid effectiveness

Please complete the table below to illustrate how the proposed grant financing modality is evolving in comparison to the previous grant (where applicable) vis-à-vis alignment with national systems.

**TABLE 5 | Evolvement of grant financing modality**

<table>
<thead>
<tr>
<th></th>
<th>Previous GPE grant</th>
<th>Current application</th>
</tr>
</thead>
<tbody>
<tr>
<td>In relation to the ESP/TEP</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^{14}\) Implementation year runs by 12-month cycle beginning with grant effectiveness/s signing of grant agreement. For example, if the grant start date or grant signing is expected to occur in July 2020 then the implementation year is July 2020 to June 2021, and July 2020 should be entered as Year 1. The program costs per calendar year for 2020 should reflect the estimated costs for the July – December 2020 period.
### Is the GPE-funded Program aligned with the Education Sector Plan?

- Partially as previous ESDP did not include 3 Rs which was key to the GPE LANE3

### Are the projected expenditures of the Program included in the multi-year forecast of the Minister of Finance (Medium Term Expenditure Framework)?

- Yes. It was included in MTEF and the fund was released through the Exchequer.

### In relation to the national budget and parliament

#### Is the project included in the national budget?

- Yes. It was because MTEF is integrated into the national budget.

#### Does the national annual budget show specific appropriations for the different planned expenditures (economic and/or functional classification)?

- Yes. There are specific codes for expenditures linked to fund releases.

### In relation to treasury

#### Is the majority of the financing disbursed into:

- (a) the main revenue account of government,
- (b) a specific account at treasury or
- (c) a specific account at a commercial bank?

- It was disbursed through the Grant Agent to its account. The grant agent made disbursements to a) MoFP’s designated account at Central Bank of Tanzania. The fund was channeled to the b) MOEST (in Tsh) through the Exchequer based on agreed activities and budgets. In instances where PORALG was the implementation agent, funds were transferred from MOEST to PORALG which then required PORALG to provide financial and narrative accountability to MOEST at a later stage.

- All funds will be disbursed through the Grant Agent to its account. The grant agent will make specific disbursements to Ministry of Finance and Planning to a single designated account in a) Central Bank of Tanzania (BOT).

- MoEST, when instructed by MoEST, will in turn disburse Fixed Part funds through the Exchequer to b) Consolidated Fund Accounts of the respective implementing agencies, (such as MoEST, PORALG or MDA). MoEST will
approve disbursements based on the agreed activities and budgets in the annual Work Plan.

In the case of the Variable Part of the Fund, EPforR processes will be followed and disbursement will be done by the Grant Agent to MOEST EPforR Dollar designated account at BOT. The funds are then transferred as required to the EPforR Operations TZS Account at CRDB for disbursements to spending entities. The PS MOEST on instruction of the EPforR strategic Management team (SMT) makes disbursements to:

c) the respective Ministries, MDAs, Councils and Schools commercial bank accounts.

This remains the same: The Ministry of Education, Vocational Training and Science and Technology (MoEST) is the lead Ministry, for the implementation of the GPE programme and the Permanent Secretary of MoEST is the accounting officer.

The fund will be executed according to the current internal control systems which require a high-level approval of any activity before fund releases.

For the Variable Part, non-earmarked finance is transferred to the Government Revenue Account, Bank of Tanzania, based upon achievement of
### In relation to procurement

**Are government procurement rules used? If so, are there any derogations/safeguards on the use of these rules introduced?**

Procurement rules used were those of government determined by Public Procurement Act. 2013. These are subject to external government audit on procurement. There are multiple processes within government. Once approved then the request was subject to the Grant Agents procurement processes before final approval was given.

Similarly, GOT procurement process and rules apply. However, the process has been streamlined as now the Grant Agent observes every step of the process to expedite final approval. During the procurement processes, the CA offers support for quality assurance and capacity building. No objection is required by GA for all procurement above 75,000 USD.

### In relation to accounting

**Is the financial accounting directly on government's accounting systems used for the national budget? If not, are the accounting results afterwards integrated in government's accounting systems?**

Yes, all the accounting took place on government accounting systems (EPICOR) used for the national budget.

Government undertakes the majority of its financial transactions, will include the Fixed Part funds, in accordance with government's accounting system (EPICOR) used for government budgets. For the Variable Part which will go through the commercial bank account, Dummy Vouchers will be created and integrated into the government's accounting system.

### In relation to audit

**Will the financial accounts be audited by the government's external auditor?**

Yes. Government conducted its own internal and an external audit by Chief Auditor General (CAG) and in addition the Grant Agent.

Yes. Government will conduct its own internal audit as well as an external audit by CAG and if needed, the Grant Agent will...
commissioned an independent audit as is required for all partners receiving more than USD500,000 in a year.

In relation to reporting

| Will the information on project execution be included in the Education Sector Plan Annual Implementation Report prepared by the Ministry of Education? | Included in Education Sector Performance Report submitted to annual joint education sector review. | Yes. Information on implementation on project execution will be included in annual joint sector reviews and reports. |

| Will separate/additional reports be required for the Program? | Yes. By the grant management agency who required reports for all activities under taken. No in terms of additional financial reporting. | Yes, in terms of project execution. The MOEST will provide semiannual reports on the Fixed Part. For each specific activity, the implementing entity will submit a report to the GPE Coordination Unit which will incorporate them into the final GPE-LANES II report. Separately, quarterly minutes on the EPforR which include the Variable Part will be shared among key role players. |

Tanzania’s Budget Act of 2015 has streamlined and harmonized reporting at all levels across ministries. This includes quarterly, mid-year and annual reports. Mid-year expenditure reports are an essential requirement for all...
III.4.1 Evolution of aligned assistance

In 375 words or less, please:

- Describe how the proposed grant financing modality is evolving in comparison with the previous grant (if applicable) based on the table above.
- Explain what mechanisms are in place to mitigate fiduciary risks and why they seem appropriate.
- Detail how the proposed Program lays the foundation for more aligned assistance in the future.

- The previous grant financing modality focused on outputs-based funding, whereas this new grant proposes a hybrid modality of fixed or output-based funding and results-based or variable financing. This choice of modality involved a process of dialogue between Government, Development Partners and key stakeholders, resulting in a consensual choice to pool 57% of the new grant funds with this existing results-based fund. Although it requires Government to fund activities upfront, and there are risks in not achieving agreed results, it has the benefits of “stretching” the operational capacity of the partner ministries as well as allowing the flexibility of discretionary funding once targets have been achieved. These un-earmarked funds can be used within the education sector according to the GoT own priorities. So far priority has been given to build new education infrastructure, based on the enormous pressure on Government to deliver free quality education for all.

- The Fixed Part GPE funds will be managed in line with the GA’s country agreement with the Government, in full alignment with the Government systems, and with support and Technical Assistance to ensure the best value-for-money. As such, the assistance will be provided through a mix of funds transfers. The Variable Part of the GPE funds will seamlessly be pool funded and fully integrated into the fiduciary agreements between Sweden and MoFP for existing support to EPforR, using the existing national systems and a very detailed verification of results process elaborated in a comprehensive POM.

- The program lays the foundation for greater collaboration among implementing agencies and development partners in supporting the objectives of the ESDP. Additionally, it has the potential to build GoT confidence in using hybrid funding modalities to achieve transformational education sector outcomes. GPE Fixed Part funds will be used to support the achievement of EPforR outputs or results which then provide the added benefit of triggering un-earmarked funds which can be channeled to other pressing sector priorities, less financially supported by Development Partners.

IV. VARIABLE PART INFORMATION

IV.1 Summary of Variable Part indicators and targets
Please complete the table below, by providing and defining the selected indicators and providing recent data for the indicators, where applicable, to reflect past trends, and the specific targets for the Program. 
> **Extend the table as necessary to fit the Program and number of indicators in each dimension, by copying/pasting rows as relevant.**

### TABLE 6: Variable Part Indicators

<table>
<thead>
<tr>
<th>Indicate years for data entries:</th>
<th>Past trends data</th>
<th>Baseline</th>
<th>Program targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>2018</td>
<td>2019</td>
<td>2020</td>
</tr>
</tbody>
</table>

#### 1. Equity

**Indicator:** DLI 2.2 Release total amount of capitation grants to schools monthly

**Definition of indicator:** This indicator measures the proportion of funds released by GoT from three prioritised capitation grant (CG) budget lines in the EPoR budget framework: capitation grants disbursed directly to school bank accounts: to public: i) primary schools, ii) primary special schools and iii) secondary schools. GPE VP will be adding the extra dimension of funding an additional per capita grant for every pre-primary and COBET learner in these schools.

**Data/targets:**
- 100%
- 100%
- 100%

**Indicator:** DLI 7.2 LGAs improve girls’ transition rates from primary to secondary

**Definition of indicator:** This indicator measures the rate at which regions achieve improved transition rates of girls from Primary to Lower Secondary Education. Regions may receive incentives of varying amounts according to the degree to which their retention rates have improved and their performance compared to other Regions, or nothing if their performance deteriorates.

**Data/targets:**
- Not yet measured
- 54% of Regions
- 38% of Regions
- 38% of Regions

#### 2. Efficiency

**Indicator:** DLI 3.1 Release education sector performance report (ESPR)

**Definition of indicator:** This DLI requires that a complete set of data (for all LGA District councils and schools within councils), drawn from annual EMIS, PSLE/CSEE results, and capitation grant (CG) payments be uploaded to three government websites and that data is 100% accurate and complete; and that the data is summarised as trends and reported at council, regional and national levels and is included in an annual Education Sector Report. The GPE VP further incentivizes councils to produce local reports for joint annual reviews with local stakeholders. Additionally, it ensures a focus on pre-primary and COBET teaching and learning in the report.

**Data/targets:**
- 100%
- 100%
- 100%
- 100%

**Indicator:** DLI 3.2 Annual school-level EMIS data available by all LGAs

**Definition of indicator:** This DLI requires that the complete set of data mentioned under DLI 3.1 above be uploaded to three government websites. The required school-level data and indicators include a unique school identifier, pupil enrolment, teacher numbers, pupil teacher ratios (PTRs), pupil qualified teacher ratios (PQTRs), examination pass rates and CG payments to schools. Each LGA is incentivized in terms of accuracy, completeness and timeliness to provide this data.
### Data/targets

<table>
<thead>
<tr>
<th>Data/targets:</th>
<th>100% of 184 LGAs</th>
<th>100% of 184 LGAs</th>
<th>100% of all LGAs</th>
<th>100% of all LGAs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Definition of indicator:</strong></td>
<td>This indicator measures percentage changes or improvements in primary and lower secondary education survival rates on the previous year's figures. It rewards councils and regions that show the largest positive change. LGAs may receive incentives of varying amounts according to the degree to which their retention rates have improved and their performance compared to other LGAs, or nothing if their performance deteriorates. Results are determined on the number of Regions eligible to receive student retention incentives for improving girls' transition as compared to the target of 38% of Regions per annum, plus a factor that is proportional to the percentage increase in the transition rate compared to the previous year.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data/targets:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3. Learning outcomes

<table>
<thead>
<tr>
<th>Indicator:</th>
<th>DLI 5.2 Meet target for number of schools receiving school incentive grants (SIGs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition of indicator:</td>
<td>This indicator incentivizes performance and improvements in the National Examinations at end of Primary and Lower Secondary Level. NECTA will rank schools performance every year, giving the ranking for the Best Performing and Best Improved Category for both Levels.</td>
</tr>
<tr>
<td>Data/targets:</td>
<td>400</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator:</th>
<th>DLI 6.2 Meet annual target of improvement in average Kiswahili words per minute in 3R assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition of indicator:</td>
<td>This indicator incentivizes and motivates improvements in primary learning outcomes. The indicator measures the assessment of learning produced by teaching and learning inputs. The 3Rs assessment is designed as a tool to diagnose learning achievement and issues throughout the system. The 3Rs assessment is to be conducted every two years by NECTA to a nationally representative sample of schools of Standard II students. The assessment is designed to determine student knowledge and mastery of reading, and writing. For DLI 6.2, the proportional contributions are dependent upon the level of improvement in words per minute.</td>
</tr>
<tr>
<td>Data/targets:</td>
<td>17.3 wpm tbc</td>
</tr>
</tbody>
</table>

| Indicator: | DRL 8.1 Meet annual target for conducting Whole School QA Visits |

---

*The 38%/41% targets are minimum thresholds for the full amount of finance to be disbursed. The amounts that each LGA receives are then according to performance, dividing between LGAs according to performance. For 7.2 performance is only measured at the regional level, not at district level, but disbursed finance is then apportioned pro-rata (according to number of enrolled secondary school girls) among the LGAs of each Region according to the Region's performance. So, for example, the 41% target for LGAs under 7.1 means that currently a minimum of 76 LGAs must improve their primary or lower secondary survival rates for the whole amount of money to be disbursed. If the number of LGAs increases above the current 184, then the threshold goes up accordingly. Among these eligible LGAs, disbursement is scaled in bands according to performance. This year the disbursements received by individual LGAs under DLR 7.1 varied from $16,000 to $200,000 (and a few got nothing at all).

*It was agreed in principle during the Annual Review that the EGRA and EGMA baselines be reset to the current values, given the new situation and different student profile following the introduction of FFBEP in 2016. The EPforR requirement is a minimum 1 wpm improvement per year. This is yet to be formally agreed by the SMT.*
Definition of indicator:
This indicator measures that 25% of schools are visited by external QA team each year. Each school would then publicly display the Whole School Report Card. All schools undertake a self-study as part of the Whole School Visit evaluation. The indicator target is the number of primary and secondary schools that publicly display School Report Cards following Quality Assurance Whole School Visits (WSV).

<table>
<thead>
<tr>
<th>Data/targets:</th>
<th>Zero (new system not yet implemented)</th>
<th>11,139 schools cumulatively from start of new SQA system to 30th June 2019</th>
<th>Additional 5,570 schools from 1st July 2019 to 30th June 2020</th>
</tr>
</thead>
</table>

IV.2 Strategies and actions in equity, efficiency, learning outcomes

For each specific dimension, please:
- Describe the selected strategies/actions in the Education Sector Plan to address the issue of each specific dimension.
- Explain how the proposed strategies/actions are included in a results’ chain and can be considered transformational.
- Demonstrate that the proposed implementation strategies are robust and evidence-based.
- Demonstrate that the selected indicators have a stretch effect as opposed to a mere continuation of current trends.

1. Equity

- Strategies to address Equity

The ESDP outcome area for Outcome of Access, Participation and Equity has as its aim the “Equitable participation in and completion of basic education for all, through both formal and non-formal pathways”. A predicted ESDP output in achieving this objective is that the “main education costs borne by households are reduced by half for all pupils, and further still for those from poor and disadvantaged backgrounds”. The following strategies are proposed:

DLI 2.2 Release total amount of capitation grants to schools monthly. This Disbursement Linked Indicator (DLI) or result addresses the equity dimension by improving the distribution of capitation grants to schools. Prior to the introduction of this DLI, there were inconsistencies in the level of Capitation Grant (CG) disbursed by the central government via LGAs and in the amount of CG that reached different schools. Since the introduction of this DLI, a new system was evolved by GoT whereby CG are disbursed directly from MoFP to school accounts on a monthly basis. Thus, every school now receives its share of CG on a monthly basis and the overall percent of CG disbursed has improved. MoFP disburses Tzs. 6000/= per child. In addition, in the 2018-19 fiscal year COBET pupils and pre-primary pupils, who were previously excluded, are now included as part of the capitation grants in schools where they are enrolled, and to receive the same amount as other students. The additional number of children receiving capitation grants with the inclusion of COBET and pre-primary learners is expected to be 1,491,017 in 2019.
DLI 7.2 LGAs improve girls’ transition rates from primary to secondary. The DLI 7.2 directly addresses the equity dimension by tracking and encouraging improvement in the transition rate of girls from primary to secondary level. While there is gender parity in enrolment at primary level, girls’ participation in secondary education is lower than boys’. This DLI supports a more thorough consideration of gender issues in both primary and secondary schools as schools, communities, LGAs and the School Quality Assurance system will need to pay more attention to the factors that influence schools’ attractiveness to girls and their families.

- Results Chain that demonstrates strategies are transformational

The GPE Variable Part proposes the following transformational disbursement linked results (DLI) which require role players to adopt proactive strategies to achieve them. These are:

DLI 2.2 - Incentivizing the MoFP to disburse the full budgeted amount for capitation grants. This is critical to the success of ensuring fee-free basic education. By additionally subsidizing pre-primary and COBET learners, the GoT is sending a clear message to schools that education for all children is being promoted. Previously the capitation grant was only for children enrolled in primary and secondary levels. It has been now been agreed that the existing formula will include a fixed component for each school which minimizes the negative impact on small schools which occurs under the current formula. The added value of GPE VP is that COBET and pre-primary learners are now included in this revised formula which ensures greater equity of participation and access. This inclusivity is expected to transform the intake of learners at pre-primary and COBET levels in schools and the perception of communities that all children have a right to education.

DLI 7.2 Improving girls’ transition rate from primary to secondary. This DLI disburses at LGA level, provided the target number of councils show improvement. This is a critical DLI given the Ministry of Education’s policy stance that pregnant students are not allowed to continue their studies in public schools but via non-formal education opportunities. Focusing on this indicator will help ensure more girls transition and could even help to combat early pregnancies. International evidence demonstrates that educating girls and getting them through secondary delays pregnancies. Studies have shown that keeping girls in school improves their sexual and reproductive health.

- Robustness and evidence base for implementation strategy

The effective release of monthly capitation grants to schools (DLI 2.2) ensures that all schools, no matter how remote, receive predictable funds to disburse for their daily operations, which includes maintenance, feeding, boarding fees, exam fees among others. With the GPE VP, the per capita formula calculating the allocation per school will now include pupils in the pre-primary grades and the COBET classes. Adding impetus to the incentive for schools to attract and retain all learners, is the DLI 7.2 on retention and promotion of the girl child throughout the system. The national Action Plan on Adolescent Health and Wellbeing, by Ministry of Health, which seeks,

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17 Tanzania’s ban on pregnant girls attending state primary and secondary schools dates back to 1961, when the country secured its independence from Britain, though it does not extend to private schools. This policy was reaffirmed in June 2017 by President Magufuli.
18 World Bank (2009). Adding one more year of education decreases by at least 10 percentage points the probability of giving birth when still a teenager. The probability of having one’s first child before age 20, when having at least completed primary education, is about 65 percent; therefore, for this means a reduction of about 15 percent in teenage fertility rates for this group. One additional year of school curbs the probability of becoming a mother each year by 7.3 percent for women who have completed at least primary education, and 5.8 percent for women with at least a secondary education.
to implement measures to keep adolescent girls in schools through prevention and response measures, (including making schools safer for girls; improving WASH in schools; improving the delivery of life skills learning and guidance and counselling services; providing non-formal options for drop-outs), will also support local strategies to retain the girl pupil. The ESDP offer the education specific initiatives through the approved Inclusive Education Strategy and the Adult and Non-Formal Education programmes which will also enhance improvements in equity of access to education at all levels.

- DLIs that have a stretch effect as opposed to a mere continuation of current trends

DLI 7.2 Improving girls' transition rate from primary to secondary. In order to succeed in reaching this goal, both schools and communities must stretch themselves, in order to address the varied barriers that affect girls' transition to secondary. Schools, LGAs and communities will pay more attention to the needs of female learners who have a higher tendency than males to drop out of school for varying reasons.

Achieving DLI 2.2 will also stretch GoT. Current budget projections indicate that the GoT will struggle to raise an increase in capitation easily. Hence GPE-supported DLI 2.2 will incentivise GoT to keep this financial commitment. In addition, DFID has signalled that they are reducing their EPfR contribution to this DLI, making the GPE-LANES contribution vital to its continued prioritization by MoFP. This DLI promotes predictability in funding at the school level to support effective resource planning, prioritization, and expenditure patterns during the school year. It allows for flexibility of decentralized resource allocation process. It increases level of direct accountability for performance at the school level.

2. Efficiency

- Strategies to address Efficiency

ESDP Outcome: System Structure, Governance and Management. This outcome area ensures “an effective management and administration system is in place, including sector-wide accountability and sustainable, equitable financing modalities, which enables mobility through multiple pathways within and across education sub-sectors”.

DLI 3.1 Release education sector performance report (ESPR) The DLI3.1 directly addresses the efficiency dimension as it reports on progress of expected ESDP outputs against inputs and enhances mutual accountability and transparency on the achievements of partners in delivering education services. Although significant improvements have been made in producing the ESPR, it is a relatively recent deliverable which needs further strengthening.

From 2018, a new format has been proposed which aligns the ESPR to reporting on progress on achieving ESDP outcomes. Currently the report has limited sector wide analysis. Additionally, from 2018/2019 the LGAs will produce their own ESPR to support local Joint Annual Reviews (JAR) allowing great accountability of inputs relative to outputs.

DLI 3.2 Annual school-level EMIS data available by all LGAs Incentivizing DLI 3.2 will enhance efficiencies in the system as data on resource inputs and outputs are systematically collected and published online. The DLI 3.2 is related to strengthening the capacity of national, regional and LGA levels to support their
M&E and planning with comprehensive and accurate data. Given the introduction in 2018/2019 of Joint Annual Reviews (JAR) at LGA level which will predate the national JAR, the EMIS data will play a critical role for local stakeholders to assess progress. Given the GPE focus on COBET and pre-primary, this will constitute a new area of M&E on these under-served sub-sectors at the local level. The annual school census questionnaire will be reviewed to ensure appropriate data inclusions.

**DLI 7.1 Improved student retention rates in primary and lower secondary education**  Tracking the survival of a cohort of pupils is important to improve system efficiencies, pupil throughput and ensures children’s access to education. The achievement of DLI 7.1 also reflects performance of participation in pre-primary which according to research enhances pupil retention in primary and later standards. Additionally, it provides a pull factor to retain pupils in COBET classes.

It supports improved education sector efficiency and effectiveness; and supports quality improvements, as improved teaching and learning environment, including pedagogy, is a major attraction for students to stay in the system; It also supports improved school-community communication, as parents and communities will need to play an active role in reducing absenteeism and drop-out.

- **Results Chain that demonstrates strategy is transformational**

The GPE Variable Part DLIs cover three different strategies to improving management and governance. The first two are data based and involve improving institutional accountability and capacity to monitor and evaluate ESDP objectives at national and LGA levels. A new emphasis on directly reporting against ESDP outcome areas including the GPE targets is now integrated into the DLI 3.1 Production of the Annual Education Sector Report. Additionally, LGAs will be required to produce a similar report based on their data. DLI 3.2 Annual Release of School level Data is fundamental to these reports. Additionally, it now includes pre-primary and COBET data to be considered as complete and accurate for the result to be achieved. This ensures the education and training for these vulnerable children is now officially integrated into GoT’s M&E and reporting systems.

The third strategy on improving cost effectiveness is the focus of LGAS on achieving the EPforR DLI 7.1 on improving student retention. The expected improved internal efficiencies at school level as all levels of management from head teacher upwards will introduce strategies to retain learners in order to achieve this DLI. This will lead to a pull factor to mainstream COBET and special needs learners.

All three DLIs support improved school-community communication, as parents and communities will need to play an active role in reducing absenteeism and drop-outs and in engaging in local governance process where LGAs will be part of the education sector is evaluated publicly. Success in achieving these objectives constitutes a major transformational change that will result in better throughput of learners, thus ‘un-clogging’ and ‘un-locking’ the system, improving progression rates and reducing class sizes in lower grades which in the longer run will improve learning conditions for teaching and thus learning outcomes.

- **Robustness and evidence base for implementation strategy**

Through EPfor4, DLI 3.2 has changed the attitudes of LGAs in collecting and disseminating comprehensive and accurate data variables required by the national levels. UIS dismissed 2014-2016 EMIS data for its poor data
coverage and inaccuracies. GoT is currently sending UIS for the first time since 2013, aggregated EMIS data on key data requirements.

**DLIs that have a stretch effect as opposed to a mere continuation of current trends**

The year 2019 will be the second year that DLI 7.1 is being pursued as an incentive by LGAs and is likely to “stretch” their capacities beyond their normal duties.

The added responsibility of holding JESR with local stakeholders, the LGAs role will be increasingly less supply driven by national’s needs and more demand driven to address their local information requirements. The release of annual national and LGA reports will enhance this accountability and stretch the capacities of many of the weaker LGAs.

### 3. Learning outcomes

- **Strategies in Education Sector Plan to address Learning Outcomes**

  **DLI 5.2 Meet target for number of schools receiving school incentive grants (SIGs)** The DLI 5.2 incentivizes schools to improve their learning outcomes. Accountability and quality assurance are among the most important challenges for quality. This DLI supports a school ranking of results both in absolute terms and performance increase and offers monetary and non-monetary rewards to top performing schools.

  **DLI 6.2 Meet annual target of improvement in reading.** The DLI 6.2 incentivizes and motivates improvements in primary learning outcomes in reading at Standard II which is a foundation for all future student learning. Achievements in learning outcomes is a central objective of GPE’s programmes globally. The assessment at this level also enables Tanzania to predict, flag and respond to learning outcome issues early on.

  **DLI 8.1 Meet annual target for conducting Whole School QA Visits.** The DLI 8.1 supports improvements to the quality of education, and hence improvements in both learning outcomes and retention rates, through changes in teacher behaviour and improvements in school management. This DLI promotes the accountability of schools to their local communities through publication of an easy-to-understand School Report Card showing the school’s performance relative to other schools by LGA and by region against several key quality indicators. It improves geographical equity by ensuring that all schools are supported, not just those that are more accessible;

  - **Results Chain that demonstrate strategy is transformational**

  The GPE-LANES Fixed Part in providing financial support to NECTA for conducting biannual testing of literacy and numeracy levels in a sample of schools in Standard II classes allows government to assess learner improvements at these levels. The 3R (Reading, writing and arithmetic) initiative trains Standard I and Standard II teachers in teaching 3R basic skills. The DLI 6.2 is complementary in that it provides the incentive for government to coordinate and align efforts at the foundational grades of pre-primary and primary, a challenge given the multiplicity of factors impacting on learning outcomes at this level. Nevertheless, the consistent improvements off a low base in the 3R assessments in previous years indicates that it is an achievable objective with important consequences for laying the foundation of learning for all young pupils.
By putting the result of DLI 8.1 Meet annual target for conducting Whole School QA Visits up front, government officials are incentivized to ensure at least 25% of all schools every year have engaged in a full evaluation. The new School Quality Assurance System is being launched in 2018 replacing the old inspection system, which incorporates training of schools on minimum quality standards, their own self-evaluation which generates a School Report Card to be shared with the local community.

**DLI 5.2 Meet target for number of schools receiving school incentive grants.** Innovative ideas addressing accountability and M&E at school level are key, with spillover effects on reporting of results and community involvement. The achievement of DLI 5.2 because of its high media profile raises community and school awareness of the importance of quality teaching and learning. Given the high media profile and awarding of these prizes, schools are aware that they are being judged publicly in their communities and nationally on their performance. This adds to their drive to be seen to be performing well and has had a transformative effect on school performance since its introduction by the EPforR program.

The combination of these elements - of putting an emphasis on achieving improvements in learning outcome results up front, developing new approaches to achieving these results, while taking measures to reach everyone, is likely to lead to significant transformative ways in which schools and their support structures behave in the delivery of education. Additionally, there are numerous strategies that have been adopted by the GoT to improve learning outcomes. These include developing the SQAS Handbook, the Whole School Report Card system, the trainings of educators and support staff, the competence-based curriculum changes, the new textbooks being introduced, and the Inclusive Education Policy and Strategy.

- Robustness and evidence base for implementation strategy

The DLI 5.2 Meet target for number of schools receiving school incentive grants is supported by a school ranking system that measures school and teacher performance, based primarily on improvements of exam results at primary and secondary school leavers levels. Schools receive nominal monetary and non-monetary awards based on improvement changes.

**DLI 8.1 Meet annual target for conducting Whole School QA Visits up front, government officials are incentivized to ensure at least 25% of all schools every year have engaged in a full evaluation. The new School Quality Assurance System is being launched in 2018 replacing the old inspection system, which incorporates training of schools on minimum quality standards, their own self-evaluation which generates a School Report Card to be shared with the local community. Integral to the implementation of the SQAS is the training of head teachers, WEOs, DEOs and REOs WEOs on close-to-school supervision and evidence-based planning to support quality assurance standards. It places the emphasis on improvements in practices at the school level (management, pedagogy, community engagement) which will improve student retention and student learning outcomes.

All of these schools are issued with a School Quality Score which is displayed on school premises. The Overall School Quality Score is a composite measure with a score ranging from 0 to 100 that is derived from the assessment made by the School Quality Assurance Officers after conducting a 3-4day Whole School Visit. It has five weighted subcomponents derived from the assessment of five of the six domains that make up the school's overall quality assessment (Refer to Glossary for the weighting in the domains). Additionally, all schools...
are expected to introduce minimum standards and reflect in a self-evaluation process which they share in a Whole School Report Card displayed on school premises

- DLIs that have a stretch effect as opposed to a mere continuation of current trends

These are innovative approaches to achieve school improvements in teacher behaviour, school management and accountability of the school for its performance to its local communities. This is both an ambitious strategy with high expectations that organizational changes will affect student learning outcomes.

IV.3 Means of verification

Please complete the table below by providing an overview of means of verification for each of the three dimensions, the timing and methodology (including inclusiveness) of the process for determining whether the target is reached as well as the process to determine (partial) disbursements based on the results. The means of verification should include:

1. Responsible party
2. Source document
3. Indicative timing of validation by local education group

Extend and adapt the table if more rows are needed to fit the Program, by copying/pasting rows as relevant.

<table>
<thead>
<tr>
<th>TABLE 7</th>
<th>Target attainment verification for disbursement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Means of verification</td>
<td>Month and year of target attainment verification</td>
</tr>
</tbody>
</table>

1. Equity

Indicator: **DLI 2.2** Release total amount of capitation grants to schools monthly

Refer to Full Proposal Document Table 21 p. 149-151

<table>
<thead>
<tr>
<th></th>
<th>Month and year of target attainment verification</th>
<th>Month and year of disbursement of variable part</th>
</tr>
</thead>
<tbody>
<tr>
<td>July-Dec 2018</td>
<td>Mar-Apr 2019</td>
<td></td>
</tr>
<tr>
<td>Jan-June 2019</td>
<td>Nov-Dec 2019</td>
<td></td>
</tr>
<tr>
<td>July-Dec 2020</td>
<td>Mar-Apr 2020</td>
<td></td>
</tr>
<tr>
<td>Jan-June 2020</td>
<td>Nov-Dec 2020</td>
<td></td>
</tr>
</tbody>
</table>

Indicator: **DLI 7.2** LGAs improve girls’ transition rates from primary to secondary

Refer to Full Proposal Document Table 21 p. 149-151

<table>
<thead>
<tr>
<th></th>
<th>Month and year of target attainment verification</th>
<th>Month and year of disbursement of variable part</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 July, 2019 based on March 2018 Annual</td>
<td>Nov-Dec 2019</td>
<td></td>
</tr>
<tr>
<td>Nov-Dec 2020</td>
<td>Nov-Dec 2020</td>
<td></td>
</tr>
</tbody>
</table>
### 2. Efficiency

**Indicator: DLI 3.1 Release education sector performance report (ESPR)**
- Refer to Full Proposal Document Table 21 p. 149-151
- 15 Sept, 2019
- 15 Sept, 2020
- Nov-Dec 2019
- Nov-Dec 2020

**Indicator: DLI 3.2 Annual school-level EMIS data available by all LGAs**
- Refer to Full Proposal Document Table 21 p. 149-151
- 31 July, 2019
- 31 July, 2020
- Nov-Dec 2019
- Nov-Dec 2020

**Indicator: DLI 7.1 Improved student retention rates in primary/basic education**
- Refer to Full Proposal Document Table 21 p. 149-151
- 31 July, 2019
- 31 July, 2020
- Nov-Dec 2019
- Nov-Dec 2020

### 3. Learning outcomes

**Indicator: DLI 5.2 Meet target for number of schools receiving school incentive grants (SIGs)**
- Refer to Full Proposal Document Table 21 p. 149-151
- May-Jun 2019
- May-Jun 2020
- Nov-Dec 2019
- Nov-Dec 2020

**Indicator: DLI 6.2 Meet annual target of improvement in average Kiswahili words per minute in 3R assessment**
- Refer to Full Proposal Document Table 21 p. 149-151
- May-Jun 2020
- Jul-Dec 2020

**Indicator: DRL 8.1 Meet annual target for conducting Whole School QA Visits**
- Refer to Full Proposal Document Table 21 p. 149-151
- 31 July 2019
- Nov-Dec 2019
<table>
<thead>
<tr>
<th><strong>Number of textbooks purchased and distributed</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This indicator tracks the number of school textbooks that were purchased and distributed through the Program during the reporting period. Textbooks are books designed for instructing pupils in specific subject areas. The requested data should include textbooks that have been distributed to schools and have either been distributed to pupils on loan or kept in schools for use in the classroom. The data on textbooks should exclude books in school libraries as well as novels and books for use by teachers (such as curriculum guides, syllabi and teacher guides). The data of textbooks can include textbooks in stock but not currently in use by pupils and should include all languages of instruction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Number of teachers trained</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This indicator tracks the number of teachers who received and completed formal training, according to national standards, through the Program during the reporting period. The requested data refers to formal teacher training (pre- or in-service) designed to equip teachers with the knowledge, attitude, behavior, and skills required for teaching at the relevant level and perform their tasks effectively. Teachers are comprised of professional teaching/instructional personnel who are directly involved in teaching students. They include classroom teachers; special education teachers; and other teachers who work with students as a class in a classroom, in small groups in a resource room, or in one-to-one teaching inside or outside a regular classroom. Teaching/ instructional staff excludes non-professional personnel who support teachers in providing instruction to students, such as teachers’ aides and other paraprofessional personnel.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Number of classrooms built or rehabilitated</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This indicator tracks the number of classrooms that were built and/or rehabilitated through the Program during this reporting period. Data on classrooms should be reported upon completion of the building or rehabilitation during the reporting period. Classrooms comprise rooms in which teaching or learning activities can take place. They are semi-permanent or permanent physical structures and may be located in a school.</td>
</tr>
</tbody>
</table>

**Annex II:**

<table>
<thead>
<tr>
<th>Development Partners (LEG members) Consulted for Development of the GPE LANES II Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Embassy of Sweden/Sida</td>
</tr>
<tr>
<td>United Kingdom Department for International Development</td>
</tr>
<tr>
<td>Global Affairs Canada</td>
</tr>
<tr>
<td>United States Agency for International Development</td>
</tr>
<tr>
<td>UNICEF</td>
</tr>
<tr>
<td>World Bank</td>
</tr>
<tr>
<td>UNESCO</td>
</tr>
<tr>
<td>Korea International Cooperation Agency</td>
</tr>
<tr>
<td>Royal Norwegian Embassy</td>
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</tbody>
</table>