

# Global Partnership for Education

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## *Zanzibar GPE Programme Document*

March 2<sup>nd</sup>, 2013 (Updated version)

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## Abbreviations

AfDB	African Development Bank
ALSD	Alternative Learning and Skills Development
BADEA	Arab Bank for Economic Development in Africa
CBET	Competency Based Education and Training
CIDA	Canadian International Development Agency
CSO	Civil Society Organisation
DEO	District Education Office/Officer
DNFAAE	Department of Non-Formal, Alternative and Adult Education
DP	Development Partner(s)
DPPR	Department of Policy Making, Planning and Research
DPS	Deputy Principal Secretary
DTE	Department of Teacher Education
ECACP	Early Childhood Advancement Certificate Programme
ECD	Early Childhood Development
EFA	Education for All
EMIS	Education Management Information System
FAWE	Forum of African Women Educationalists
GER	Gross Enrolment Rate
GPE	Global Partnership for Education
ICE	Information and Communication in Education
IIEP	International Institute for Education Planning
JESR	Joint Education Sector Review
KBET	Knowledge Based Education and Training
KIST	Karume Institute of Science and Technology
LA	Local Authority
MDG	Millennium Development Goals
M&E	Monitoring and Evaluation
MKUZA	National Economic Growth and Poverty Reduction Policy
MoEV	Ministry of Education and Vocational Training
MoFEA	Ministry of Finance and Economic Affairs
MOU	Memorandum of Understanding
MT	Management Team
MTEF	Medium Term Expenditure Framework
NER	Net Enrolment Rate
NGO	Non-Governmental Organisation
OCIS	Office of the Chief Inspector of Schools
OSC	Orientation Secondary Class
PCU	Project Coordination Unit
PMU	Procurement Management Unit
PS	Principal Secretary
QAR	Quality Assurance Review
REO	Regional Education Office/Officer

RGoZ	Revolutionary Government of Zanzibar
SACMEQ	Southern and Eastern African Consortium for Monitoring Education Quality
SDLM	Self-Directed Learning Modules
SIDA	Swedish International Development Agency
SC	Steering Committee
SMC	School Management Committee
SRH	Sexual & Reproductive Health
SUZA	State University of Zanzibar
SWAp	Sector Wide Approach
SWASH	School Water, Sanitation and Hygiene
TIE	Tanzania Institute of Education
TOT	Training of Trainers
TRC / TC	Teacher Resource Centre
TTC	Teacher Training College
TVET	Technical and Vocational Education and Training
TWG	Technical Working Group
UNDAP	United Nations Development Assistance Plan
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VETA	Vocational Education and Training Authority (Tanzania)
VSO	Voluntary Service Overseas
VTA	Vocational Training Authority
VTC	Vocational Training Centre
WB	World Bank
WFP	World Food Programme
ZABEIP	Zanzibar Basic Education Improvement Project
ZAPS	Zanzibar Association of Private Schools
ZATI	Zanzibar Association of Tourism Investors
ZATU	Zanzibar Teachers Union
ZAWA	Zanzibar Water Authority
ZEC	Zanzibar Examinations Council
ZEDP	Zanzibar Education Development Plan
ZESC	Zanzibar Education Steering Committee
ZHELB	Zanzibar Higher Education Loans Board
ZIE	Zanzibar Institute of Education
ZLSB	Zanzibar Library Services Board
ZMRC	Zanzibar Madrassa Resource Centre

## Acknowledgement

*“Every accomplishment starts with the decision to try”*

Albert Einstein

## Executive Summary

Through the present GPE programme and accompanying documentation, The Revolutionary Government of Zanzibar requests GPE funding for implementation of the Education Sector Action Plan 2012/13-2015/16, which contributes to the implementation of the Zanzibar Education Development Programme (ZEDP). The ZEDP is Zanzibar's longer-term education policy for 2008/09-2015/16. The Action Plan builds on the achievements of the first three years of ZEDP implementation (2008-2012) and is aligned with the GPE priorities, although these were not the basis for Action Plan design.

### *Education Sector Performance and Action Plan Objectives*

At the end of the first 3-year ZEDP Action Plan period, two critical quality issues at primary and secondary education levels persist:

1. High pupil : classroom and pupil : teacher ratios in a number of districts.
2. A shortage of qualified teachers, particularly in Mathematics and Science.

Unfavourable conditions for teaching and learning in many schools are made worse by a shortage of desks, textbooks, learning materials and (school) libraries.

Over the last few years, the Government has identified various issues that need to be solved for student learning outcomes to improve. Extending the formal basic education system to include two years of pre-primary education is seen as the first priority to lay the foundation for improved academic achievements at higher levels of education. Alongside this a culture of reading will be promoted through the introduction of a children's reading programme, improvement of the central library and expansion/establishment of school, mobile and community libraries. This is aimed at improving basic literacy, a pre-requisite for children to be successful in secondary education.

English will be introduced as language of instruction in *primary* education. This is deemed necessary to ensure adequate English language proficiency by the time students sit for Form II and Form IV examinations, which are in English. Student performance in Science will be improved through the establishment of science laboratories in *secondary* schools accompanied by in-service teacher training in laboratory use. Student performance in Mathematics and English will be improved through teacher upgrading and the provision of teaching and learning materials in line with the new curriculum. Regular monitoring and assessment of student learning and training teachers to adjust teaching to the individual education needs of students will improve student performance in *all subjects at all education levels*.

Measures to improve the effectiveness and efficiency of education sector performance include: i) improving the efficiency of teacher recruitment, deployment and management; ii) reintroducing and reviving management responsibilities, functions and tasks of all MoEVT staff (contributing to the accomplishment of action plan outputs and objectives will be considered part of MoEVT staff members' regular functions and tasks); iii) reviewing the MoEVT financial management system and developing a new, more efficient system; iv) increasing the frequency of inspection and supervision

visits to strengthen school-based management and improve school performance; v) enhancing public access to school performance information; vii) expanding and improving the EMIS system.

### ***GPE Programme Development and Priorities***

The GPE programme is an intrinsic part of the ZEDP and its 4-year Education Sector Action Plan. The GPE programme development process started with the formulation of the Action Plan, followed by a series of Task Team and Zanzibar Education Sector Committee (ZESC) meetings to coordinate the development of the GPE programme and ensure harmonisation of Action Plan support. A MoEVT working team has led both the Action Plan and GPE programme development process on a daily basis.

A variety of consultative meetings were organised by the MoEVT. Development partners and stakeholders from the MoEVT (district education officers, head teachers, teacher centre coordinators), higher education institutions, NGOs and civil society organizations discussed roles and responsibilities, funding modalities and areas for GPE funding that would have the greatest impact on achieving priority areas for improvement in the education system in Zanzibar. Stakeholders, the Ministry and DPs concluded that programme based funding was the preferred funding modality for the GPE funds.

Taking into account outcomes of stakeholder consultations, four GPE programme priorities were defined by the MoEVT senior management. These were then discussed and endorsed during the ZESC meeting of 11 December 2012, which was coordinated and guided by Ministry. Thus, Government priorities for use of GPE funds are set within the overall ZEDP framework and the 4-year Education Sector Action Plan, and reflect partners' priorities and preferences. The GPE programme covers three years and has been designed to improve basic education performance, while at the same time strengthening the accountability of the education system as a whole. The MoEVT's GPE priorities have been translated into GPE components as follows:

- **GPE Component 1: Expand and strengthen Pre-Primary education, such that it is providing a greater number of students with a strong foundation for Primary education.** New pre-primary teachers will be trained and existing pre-primary teachers trained in the use of children's books. The pre-primary system will be expanded, focusing on rural areas.
- **GPE Component 2: Improve student performance through better teaching and improved access to learning materials with a specific focus on the Sciences and Mathematics.** This component targets primary education to lay the foundation for students' interest in and students' self-confidence towards becoming proficient in the Sciences and Mathematics. This component further ensures the availability of learning materials for Grade 5 and 6, in line with the new primary curriculum (textbooks and guides for Grades 1-4 are already taken care of). These efforts are complemented with in-service teacher training in active learning methodologies, including in Science and Mathematics (based on teacher training modules already developed).
- **GPE Component 3: Create a safe learning environment which supports all learners according to their needs.** School counselling systems will be strengthened and a focus will be given to training teachers to respond to the special needs of children. Learners with special needs will be provided with the materials to support them through education. Recognising the importance of

encouraging young children to explore and interact, safe play areas will be established in schools with pre-primary age children.

- **GPE Component 4: Strengthening the accountability of the education system.** Weaknesses in education sector and financial management will be addressed, to improve the efficiency and effectiveness of GPE programme implementation.

### *Collaboration and Harmonisation*

Development Partners (DPs)<sup>1</sup> have been supporting the implementation of Zanzibar's Education Development Plan 2007 (ZEDP) since the start of its implementation. Traditional donor support is becoming more substantial in terms of financial volume to primary and secondary education. Funding support is being given through projects operated by donors.

While developing the ZEDP Action Plan 2012/13-2015/16, it became apparent that the project approach of supporting the education sector is hindering effective education sector planning and management, which can only be ensured if all partners act in accordance with the MoEVT's mandate. To harmonise donor interventions with Zanzibar's education sector plan, DPs have committed themselves to provide ring-fenced ZEDP programme support. Programme based funding is also the preferred funding modality for the GPE programme. This will contribute to a more coordinated support to the Education Sector Plan of the Government and will enhance the efficiency and effectiveness of education sector management.

### **Accompanying documentation to the GPE programme document**

- I. ZEDP Action Plan 2012/13-2015/16 (Excel document)
- II. GPE programme action plan (Excel document)
- III. GPE Grant application form
- IV. QAR Phase II Memo
- V. Requested Stats

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<sup>1</sup> AfDB, CIDA, DFID, France, Sweden/SIDA, UNESCO, UNICEF, USAID, WB, WFP

## 1 Introduction

Through the present GPE programme and accompanying documentation, The Revolutionary Government of Zanzibar requests GPE funding for implementation of the Education Sector Action Plan 2012/13-2015/16, which contributes to the implementation of the Zanzibar Education Development Programme ZEDP. The ZEDP is Zanzibar's longer-term education policy for 2008/09-2015/16. The Action Plan builds on the achievements of the first three years of ZEDP implementation (2008-2012) and is aligned with GPE priorities, although these did not form the basis for Action Plan development.

Although the Action Plan was not written based on the GPE priorities, many of its strategies can easily be grouped under these headings. Action Plan strategies, which contribute to GPE priorities, include:

- Providing infrastructure for pre-primary education to increase access while also improving the quality of pre-primary education;
- Providing teaching and learning materials and introducing e-content and multimedia teaching in primary schools;
- Improving the quality of education at all levels through teacher training;
- Counselling and girls' empowerment to reduce the incidence of drop-out due to early marriage or pregnancy;
- Stimulating reading through improved accessibility and quality of library services;
- Improving access to and quality of technical and vocational training programmes.

Strategies to accelerate the achievement of EFA goals include:

- Improved school-based management and regular supervision of pre-primary, primary and secondary schools;
- Improved policy-making, research and planning processes including financial management;
- Regular inspection and M&E at all education levels (including classroom level i.e., monitoring student performance against minimum learning standards).

The Action Plan has a heavy focus on improving the quality of education and increasing access. While quality improvements are desirable in their own right, they will also help to increase access and reduce the number of out of school children as currently the largest cause of drop out at secondary level is exam failure. In terms of access, strategies are included both to increase enrolment in mainstream schooling but also to increase the number of places in alternative education and technical and vocational education and training. Alternative education programmes will help to reduce drop-out from mainstream schools while expansion of TVET programmes will provide those who completed basic compulsory education with a chance to continue their education. These courses will provide youths with skills that will enable them to gain employment.

The GPE programme has been developed through a *broad-based consultative process* organised by the MoEVT, in close collaboration with and involving all members of the Zanzibar Education Sector Committee (ZESC). Stakeholders' views and opinions on strategic directions and approaches of the second ZEDP Action Plan have been obtained and areas funds should be concentrated on have been

identified. Taking into account stakeholders' views, the MoEVT identified four priority areas for GPE funding which provided direction for the final GPE programme. Through interdepartmental collaboration, a GPE programme was designed which coherently links Action Plan activities in order to achieve specified GPE Objectives.

## 2 Country Information and Sector Overview

Zanzibar consists of the two main islands of Unguja and Pemba and numerous smaller islands. Zanzibar is an autonomous part of the United Republic of Tanzania and has a population of just over 1.3 million people<sup>2</sup>. Zanzibar is divided into five administrative regions<sup>3</sup>, ten districts, two in each region, 50 constituencies, and 296 shehias. The social and economic setting of districts differs substantially. For example, whereas the Urban district is extremely highly populated, population density is low in South and Central districts. Economic activity varies according to geographical location.

Zanzibar elects its own President, who heads the Revolutionary Government of Zanzibar (RGoZ), made up of the Revolutionary Council and House of Representatives. The RGoZ has responsibility for matters internal to Zanzibar and for overseeing development in key sectors in Zanzibar including education. In light of this responsibility, RGoZ has developed its own poverty reduction strategy, called the Zanzibar Strategy for Growth and Reduction of Poverty II or MKUZA II.

There are considerable differences between the two main islands, and between districts in terms of socio-economic development and education needs. The RGoZ and the Ministry of Education and Vocational Training (MoEVT) are faced with considerable challenges in order to bring all citizens on board on more equal bases in the social, economic and cultural development in the coming years.

### 2.1 Socio-Economic Development

The economy of Zanzibar is primarily orientated to tourism, agriculture and fishing. The economic objective is to facilitate a rapid development that would enhance prosperity for its people. This is to be reached by i) stimulating private trade, ii) the creation of employment in the tourist sector, and ii) in agriculture. Also, the establishment of local, small-scale food processing and food preservation industries will be stimulated.

Over the last few years, Zanzibar has experienced unsustainable GDP growth; in 2009 the real annual GDP growth rate was 6.7 per cent, much below the target of 10 per cent by 2010. In 2009/2010, 44 per cent of the population in Zanzibar was living below the basic needs poverty line (Household Budget Survey 2009/2010). This is a decrease from 49 per cent in 2004/2005. The decline in the incidence of food poverty over the period has been smaller, from 13.18 per cent in 2004/2005 to 13.04 per cent in 2009/2010.

The real annual GDP growth rate fluctuates considerably, indicating that the economy remains sensitive to unstable factors like weather conditions and global economic performance. Households employed in sensitive sectors tend to be more vulnerable to poverty.

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<sup>2</sup> 2012 Census

<sup>3</sup> Unguja has three administrative regions; Zanzibar Central/South, Zanzibar North, and Zanzibar Urban/West, Pemba has two; Pemba North and Pemba South

### *Demographic Factors*

Two demographic factors pose a challenge to socio-economic development in Zanzibar. First, Zanzibar's small but rapidly growing population. The annual population growth rate almost doubled from 1.8 per cent in 1967 to 3.1 per cent in 2002; however according to the 2012 Census population growth has slowed to 2.8%. The 2.8 per cent population growth rate may undermine the Government's growth and poverty reduction efforts and reduce their long-term effect damaging an already weak economy.

Second, the population is very young and predominantly rural (57.2 per cent)<sup>4</sup>. Children younger than 15 years of age make up 43.1 per cent of the total population. This high burden of youth age dependency sets a limit on domestic savings and reduces the ability of women to participate in the labour force.

### *Employment Opportunities*

The employment elasticity of growth is higher in the private sector than in the public sector (Zanzibar Human Development Report, 2009). Employment growth sectors are tourism, agriculture, and trade.

### *Poverty Reduction Strategies*

In 2000, the Government adopted the Vision 2020, which aims to improve the standard of living of the people of Zanzibar. In line with Vision 2020, the Government also committed itself to achieving the Millennium Development Goals (MDG) and Education for All (EFA). In 2002, a first Zanzibar Poverty Reduction Plan (MKUZA) was adopted, followed in 2005 by MKUZA I, and in 2007 by MKUZA II. The education policy of Zanzibar is developed within the overall context of the Vision 2020 and MKUZA II.

In order to achieve national economic and developmental objectives the availability of an educated, skilled and trainable labour force is crucial. Currently, trained workers from the mainland and abroad are employed in the tourist sector because there is insufficient local staff with the appropriate qualifications. There is also a lack of (semi) skilled workers for, among others, the food processing and food preservation industries.

## **2.2 The Education System**

**Zanzibar is expanding access to education as proposed by the Education Policy of 2006.** The education system (2-6-4-2-3+) comprises:

- Two years of pre-primary education;
- Six years of primary education (Standard 1-6);
- Four years of secondary education ordinary level (Form 1-4);
- Two years of secondary education advanced level (Form 5-6);
- Three years of higher education, including Technical and Vocational Education and Training (TVET).

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<sup>4</sup> Household Budget Survey 2009/10

Pre-primary education for children aged between 4 and 5 years is being formalized and integrated into the formal education system and will be a component of basic education. At primary level the entry age is 6 years, at secondary lower level 12 years, and at secondary advanced level 16 years. The system further offers TVET, Adult, Alternative and Non-formal Education.

### *Language of Instruction*

Under the current education system, children receive seven years of primary schooling, with Kiswahili being used as the language of instruction, before progressing on to secondary schooling where lessons are taught in English. Low English proficiency on entering secondary education often hinders pupil performance and is contributing to high drop-out due to exam failure at Form II<sup>5</sup>. In an attempt to resolve this problem, the government is currently in the process of rolling out a new curriculum, which will have only 6 years of primary schooling and will introduce English as the language of instruction in Standard 5. The hope is that the earlier introduction of English will enable children to build language skills and confidence before they progress on to secondary education. The new curriculum is currently being phased in; the first group of children to learn using the new curriculum are currently in Standard 4. The new curriculum will be fully operational by 2015/16. The new Primary curriculum, along with the existing Secondary and Pre-primary curriculums, is CBET rather than KBET.

Although using English as a medium of instruction must be identified as a risk, potentially impacting the quality of education, it is still viewed by the MoEVT as the best option. This is partly due to examinations, set at the mainland level, being conducted in English. However, the dominant factor influencing this decision is that public opinion surveys have indicated that retaining Kiswahili medium for secondary education would not be acceptable to parents<sup>6</sup> or other education stakeholders. The reason for this is two-fold. Firstly, stakeholders desire English as a medium of instruction in order to enhance English proficiency, which is seen as vital given globalisation and the importance of the tourist industry in Zanzibar. Secondly, Kiswahili is seen as inappropriate as a language of instruction for secondary since technical terms are not well developed and are difficult to learn. It was also argued that Kiswahili as the medium of instruction at secondary level would marginalise Zanzibar in the 'global village'.

Given the demand for English language instruction at the secondary level, the focus must be upon ensuring that students have the necessary English proficiency at the commencement of secondary education. In 1994 the RGoZ introduced a transition year, called the Orientation Secondary Class (OSC), to teach students the necessary English skills required for secondary education. While the OSC project was considered successful during the years in which it enjoyed full 'project' resourcing and systems for supporting teachers, when this extensive support ended in 1998 the OSC began to lack resources and fail to achieve its objectives. A 2005 report on the OSC<sup>7</sup> concluded that the best way forward was to abolish the OSC and phase in English as a language of instruction in primary. The report recommended that English should be introduced as a medium of teaching, starting first

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<sup>5</sup> The 2009 SPINE Study 'Investigating the Language Factor in School Examinations: Exploratory Studies' indicated that language problems were a significant contributor to poor Form II examination performance

<sup>6</sup> Evaluation of the Orientation Secondary Class Zanzibar (2005); University of Bristol Study

<sup>7</sup> Evaluation of the Orientation Secondary Class Zanzibar (2005); University of Bristol Study

with one subject in Standard 4/5, then increasing to core subjects, i.e. Mathematics, Science and Social Science, by the end of Standard 7, i.e. after a good grounding in Kiswahili literacy. The report emphasises the importance of closely monitoring the impact of this introduction.

The MoEVT's current education strategy clearly reflects the main recommendations of the OSC report. Although the MoEVT has opted for a less gradual phase in than the report recommends, switching at Standard 5 to having all lessons taught in English rather than just a non-core subject, children will have had English lessons in English before this point, which can be construed as fulfilling the report's recommendations of beginning with only one subject in English. This policy decision was taken in the light of the OSC report, following informed discussions with education stakeholders. The introduction of two years of compulsory pre-primary education will help to give students a better grounding in Kiswahili language skills and will make the acquisition of a second language easier. This focus on early childhood development and improving literacy from a young age is the focus of USAID's TZ-21 project.

In order to prepare for the transition to English as a medium of instruction, the MoEVT has secured funding from the World Bank under the Zanzibar Basic Education Improvement Programme (ZABEIP) for training primary teachers in using English medium instruction. In 2011/12 66 trainers were trained to conduct training in English as a medium of instruction for teachers, including trainers from TCs in Unguja and Pemba. In the same year, 420 Standard 5 and 6 Science and Mathematics teachers were trained in English as a medium of instruction. In the financial year 2012/13, up until March 2012, a further 468 teachers of standard 5 and 6 had been trained in English as a medium of instruction. The expectation under the ZABEIP programme is to train a total of 1039 teachers in using English as a medium of instruction by June 2013. To further ensure that Standard 5 and 6 teachers have the necessary language skills to teach in English, teacher training now takes place in English rather than Kiswahili.

Although there are inevitable uncertainties about the ability of the new system to improve language skills and academic achievement, close monitoring of the transition and readiness to implement responsive measures will help to mitigate the risk. Minimum achievement standards are currently under development for Standards 1-4, the aim is to complete the development of minimum achievement standards for all Primary and Secondary grades by the time that the pilot cohort for the new Primary curriculum attains that grade. Teachers will be taught how to use these Standards to assess pupil performance and how to adjust their teaching in response to this. Teachers will also feed information back to the MoEVT on the success of the new curriculum and areas for improvement.

Given the importance of ensuring that the introduction of English language instruction in Standard 5 is a success, some of the GPE programme will be aimed at supporting this introduction. GPE funds have been requested to support the provision of textbooks for the new curriculum for standards 5 and 6. More importantly, however, GPE funds will be used to invest in mechanisms to facilitate the monitoring of pupil achievement, allowing the impact of the introduction of English to be monitored as per the recommendations of the OSC report. Mechanisms to improve monitoring include the introduction of standardised end of year exams, development of minimum achievement standards and strengthening of the inspectorate.

## 2.3 Education Sector Management

**The Ministry of Education and Vocational Training (MoEVT) is responsible for the formulation of education policies, and the implementation of Education Sector Plans.** The senior management of MoEVT comprises the Minister, assisted by a Deputy-Minister, Principal Secretary (PS), Deputy Principal Secretary (DPS), Commissioner, and Directors. The Commissioner manages five MoEVT Departments<sup>8</sup> and four Units<sup>9</sup>.

The MoEVT has a decentralised office on Pemba (Pemba head-office) headed by an Officer in Charge. The Pemba office reports directly to the PS. Reporting also to the PS are the Procurement Management Unit, Internal Audit Unit, Information Communication in Education Unit (public relations), Accountant, DPPR and Department of Personnel and Administration.

There are eight semi-autonomous bodies: the Karume Institute of Science and Technology (KIST), the Vocational Training Authority (VTA), the Zanzibar Library Services Board (ZLSB), the Office of the Chief Inspector of Schools (OCIS); the Zanzibar Institute of Education (ZIE); the Zanzibar Higher Education Loan Board (ZHELB); the Zanzibar Examination Council (ZEC) and the State University of Zanzibar (SUZA).

Other MoEVT decentralized units comprise Regional and District Education Offices headed by a Regional Education Officer (REO) and District Education Officer (DEO) respectively. Regional and District Education Offices are responsible for ensuring equitable access to quality education in their region or district. This can only be ensured cost-effectively if all partners act in accordance with the MoEVT's mandate. Although MoEVT education partners may work directly with specific target groups to identify education needs, the MoEVT needs to be informed on any planned actions to ensure:

- That interventions are in line with the ZEDP and the Action Plan;
- That implications for the Ministry's budget are known and can be absorbed;
- That the MoEVT can plan the provision of teachers, textbooks, etc. on time.

**Acting in accordance with the Ministry's mandate is particularly important for partners operating at district and community levels, since communication may be more complicated.**

## 2.4 Development Partners Support

Development Partners<sup>10</sup> have been supporting the implementation of Zanzibar's Education Development Plan 2007 (ZEDP) since the start of its implementation. On-going donor contributions include the 5-year (2008-2013) World Bank Zanzibar Basic Education Improvement Project (ZABEIP); the 3-year 2012-2015 AfDB support on alternative learning and skills development; the Swedish support for the implementation of ZEDP (2010-2013); the USAID 5-year (2011-2016) project for "Improved lower primary education for higher achievement in reading, mathematics and science in

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<sup>8</sup> Pre-primary and Primary; Secondary; Adult and Alternative Education; Department of Teacher Education; Information and Communication Technology

<sup>9</sup> Inclusive Education and Life Skills; Registration; Sports and Culture; Coordination of Higher Education.

<sup>10</sup> AfDB, CIDA, DFID, France, SIDA, UNESCO, UNICEF, USAID, WB, WFP

Zanzibar” and UNDP 2011-2015. Annex 1 provides an overview of MoEVT partners contributing to the ZEDP Action Plan 2012/13-2015/16.

Traditional donor support is becoming more substantial in terms of financial volume to primary and secondary education. At the same time, the DPs are building, through the ZESC and their support to the strengthening of the overall management capacities of MoEVT, a consolidation of a SWAp and its instruments. This will contribute to a more coordinated support effort for the Education Sector Plan of the Government and the joint sector review process.

## 2.5 Funding Modalities

**Presently, funding support is given at a project level through projects operated by development partners (DP).** DP projects are not necessarily aligned with ZEDP with the exception of SIDA, which supports ZEDP through the funding of targeted contributions.

While developing the ZEDP Action Plan 2012/13-2015/16, it became apparent that the project approach of supporting the education sector is hindering effective education sector planning and management. To harmonise donor interventions with Zanzibar’s education sector plan, DPs have committed themselves to provide ring-fenced ZEDP programme support.

Programme based funding has been chosen as the preferred funding modality for the GPE programme. This reflects the opinions of education stakeholders as well as the MoEVT. The rationale behind choosing programme based funding rather than opting for budget support can be summarised under three main motives: reducing risk, encouraging capacity development and aligning the GPE funding with the ZEDP Action Plan.

Programme based funding is felt to be less risky than budget support given the Ministry’s current level of financial management and project management capacity. Programme based funding allows the Ministry to commit funds in advance to those activities anticipated to have the greatest impact on the MoEVT’s priority areas. This reduces the risk of funds being spent in a less efficient manner due to budget pressures leading to funds being diverted. Furthermore, selecting in advance a GPE programme that will improve the quality of education independent of other Action Plan outputs reduces the risk of GPE funds being ineffective due to lack of complementary funding. By designing a GPE programme which has the potential to be successful without relying on other funding commitments, the government can commit itself to achieving measurable progress in its priority areas.

Currently the MoEVT receives programme based funding from its existing Development Partners rather than budget support. This means that the Ministry has far more experience in programme based funding than budget support, resulting in a lower risk of funds being mismanaged under programme based funding. There is a dialogue in place with Development Partners revolving around a move to budget support, since this is seen as the next goal for the Ministry, however as of yet this dialogue is inconclusive due to a reluctance on the part of some DPs to harmonise their reporting and accounting procedures.

The process of designing, implementing, monitoring and evaluating an independent GPE programme is seen as presenting an opportunity to identify and address capacity gaps within the MoEVT. Functioning as a compact and focused programme within the Action Plan, the GPE programme presents an opportunity for MoEVT staff to practice monitoring costs against achievements and evaluating the cost effectiveness of activities. The development of the GPE programme and preparation of the monitoring framework has already stimulated discussions within the Ministry about the selection of strategies with the highest impact and the management structures required to monitor implementation. The GPE process has worked to stimulate the development of better financial and management procedures and build capacity within the Ministry. The GPE process, by assisting the Ministry in identifying and addressing capacity gaps, will contribute, in the medium term, to allowing the Ministry to move to budget support.

A programme based approach was also felt to be the most compatible with the design of the ZEDP Action Plan. The ZEDP Action Plan was developed as a strategy to address the most pressing issues in the education system in Zanzibar. Its structure, being composed of clearly defined activities, outputs and objectives, lends itself to a programme based funding approach where activities are selected from the ZEDP to form sub-programmes, which will have an impact on education quality or access without relying too heavily on the presence of complementary funding. The GPE programme has been designed as one such sub-programme, for which the MoEVT set four priority areas. The MoEVT's priorities for the GPE programme are compatible with those of the GPE.

### 3 Zanzibar Development Policy and Education Sector Objectives

The education policy of Zanzibar is developed within the overall context of poverty reduction as formulated in the Zanzibar Vision 2020 and the National Economic Growth and Poverty Reduction Policy 2007 (MKUZA II).

Zanzibar Vision 2020's objective is to eradicate poverty through, among others, improving and sustaining high education standards and the promotion of skills development to meet the challenges of the 21<sup>st</sup> century. The Vision 2020 *"guides educational development by promoting academic and intellectual excellence and nurturing sound cognitive development, as well as providing education that promotes self-reliance of the recipients. Vocational training should be established in all districts to provide training skills to out of school youths"*. It aims to attain basic universal education by i) raising primary school enrolment, and ii) increasing transition rates to Form 3 in lower secondary education (ordinary level), in order to eradicate illiteracy by 2020, the last year of the Vision.

The MKUZA II 2007, national strategy for growth and poverty reduction, focuses on three clusters: (i) growth and reduction of income poverty; (ii) improvement of quality of life and social well-being; and (iii) good governance and accountability.

MKUZA II priority areas for improving the quality of education services to reach the poor and other vulnerable groups include:

- Strengthening education sector management including financial management and value for money in use of resources, and enhancing the institutional and human resource capacity for proper service delivery;
- Increasing completion rates and the quality of education through improvements in physical infrastructure, teaching and learning materials, human resources, and school management;
- Increasing access to secondary education, especially for girls, to be one of the most effective measures to address issues of population growth;
- Strengthening skills development to close gaps in the low-to-medium level technical cadre in all sectors;
- Educating and training required numbers of qualified workers with appropriate skills for growth sectors like fishing and tourism through technical and vocational education and training, higher education, and adult and non-formal education.

MKUZA II states that a healthy and educated population leads to increased productivity, better income distribution and an improved standard of living. Education, therefore, needs to *"Ensure equitable access to demand driven quality education, which is gender and environmentally responsive"*.

#### 3.1 Zanzibar Education Development Programme 2008/09 – 2015/16

The Zanzibar Education Development Programme (ZEDP) is the main instrument for meeting the goals of the Education Sector Policy 2006, which in turn reflects objectives of the Vision 2020 and of the Poverty Reduction Strategy for Zanzibar (MKUZA), and the MDGs and the EFA goals. ZEDP is

part of the Government's Sector Wide Approach to education. Its overall objectives are:

- A. Increased and more equitable access to education;
- B. Improved relevance and quality of education throughout the sector;

To ensure achievement of ZEDP objectives, the MoEVT education sector management capacity has to be strengthened and sustained. Capacity particularly needs strengthening in i) conducting needs assessments for policy adjustments, ii) developing and implementing policies and programmes and iii) monitoring results to ensure successful ZEDP Action Plan implementation. Furthermore, planning and implementation of changes to improve conditions and results at the school level needs to be developed through improved utilisation of management resources at the district and school levels.

### **3.1.1 Equitable Access to Education**

**To increase enrolment, the ZEDP has provisions for the necessary infrastructure programmes in all sub sectors to achieve the enrolment targets set for the respective sub-sector.** Among the new education facilities to be built and equipped during the ZEDP period are 21 new secondary schools, a new campus at SUZA and regional facilities for TVET. A number of educational facilities will be renovated.

The net enrolment target in pre-primary education is set at 70% by 2016, with 30% of pre-primary age children enrolled in public pre-schools, in primary education there is a target of a 90% net enrolment rate by 2016 with a net enrolment rate for Standard 1 pupils of 100%.

In lower secondary education (ordinary level) the ambition is a rise in the net enrolment rate from 75 per cent in 2012 to 90 per cent in 2016. For upper secondary education (advanced level) the net enrolment rate is targeted to be 50 per cent by 2016.

The enrolment rate for TVET and Higher education is targeted to rise by 20 per cent. Average unit costs in higher education institutions per graduated student are targeted to be reduced by 15% by June 2016. This will be achieved through efficiency improving measures including increasing the percentage of lectures given by staff employed at Universities and reducing the use of external, part-time lecturers.

Equitable access to education has been interpreted as achieving equal opportunities for all by expanding access to twelve years of quality basic education, starting from pre-school up to lower secondary education, with targets as mentioned above for the respective sub-sectors. Provisions have also been made for inclusive education, including focusing on vulnerable groups including girls and people with special educational needs. The aim is to reduce illiteracy among children with special needs and other vulnerable and marginalised groups by increasing their access to quality education. Reducing dropout of girls has special prioritization, particularly those that leave school due to pregnancy or early marriage.

### **3.1.2 Relevance and Quality of Education**

**Increased relevance of education is a central area in ZEDP.** Relevance is vital to ensure that education will be an important contributor in the Government's efforts to reduce poverty through

sustained economic growth and improved opportunities for employment, including self-employment, for the people of Zanzibar. Curriculum reform will be implemented in primary and secondary education and curriculum reforms linked to the needs of the labour market will be the basis for curriculum adjustments in TVET and higher education. A curriculum for pre-primary education will also be introduced during the ZEDP period.

**The ZEDP details activities, spanning across the education sector, which will be implemented to improve the quality of education. These include:** teacher upgrading in relation to the new curricula; targeted teacher education programs to increase the availability of qualified teachers in areas like mathematics, science and languages and the provision of equipment, textbooks and learning materials. The main target is to ensure that all teachers meet the minimum required qualifications at all levels. Another is to ensure qualified teachers are equitably distributed across Zanzibar by employing an improved system for recruitment and an incentive based system for deployment to areas with recruitment problems.

A reform of secondary education to adjust it to the new reality of lower secondary education/secondary education ordinary level for all, and higher secondary education for the majority of students, will be planned and implemented, with revision of subject structure and examination system as important components.

The examination results are already being used actively in some districts as a means to see which schools need particular support. This use of exam results will be expanded in a pilot program in two districts of school self-evaluation. Results from SACMEQ will be used systematically as a basis for targeted efforts of improvement of future SACMEQ results.

### ***3.1.3 Effective and Efficient Education Sector Management***

**The ZEDP recognises that the key responsibility of the MoEVT is to ensure efficient and effective education service delivery.** This includes the regular collection of information on education sector performance, assessment of education performance against policy objectives, and timely adjustment of strategies in light of quantitative and qualitative findings and results.

To make time and resources available to effectively manage the education sector, MoEVT will have to reduce its engagement in some of the tasks that can be handled at the regional, district or school level. Distribution of tasks and responsibilities between and among education levels need to be clarified and re-organised.

The effectiveness of education sector management is expected to improve by i) aligning management responsibilities of school, district, and regional levels with the changing role of central level bodies, i.e. the facilitation, monitoring and evaluation of system performance in order to improve access and quality of education; ii) enhancing decentralisation functions at the district level through the development and implementation of a decentralisation strategy and the review and implementation of local government reforms; iii) reorganising Ministries, Departments and Agencies with a focus to improving operational efficiency and reduce the duplication of work.

### 3.2 ZEDP Implementation Progress and Challenges<sup>11</sup>

A three-year implementation plan (2009/10-2011/12) was developed for the first years of ZEDP, including activities to strengthen institutional and management capacities. The emphasis was on strengthening and/or expanding institutional structures and mechanisms (national level). Less attention was given to the design of strategies to improve equitable access to quality education in an effective and efficient way. Furthermore, adequate monitoring and evaluation of progress made during the three years of implementation was hindered by limited availability of baseline data and indicators, and measurable, quantified outputs.

**At the end of the implementation period, two critical quality issues at primary and secondary education levels persist:**

1. High pupil: classroom and pupil: teacher ratios in primary and secondary schools in a number of districts. 180 Primary and 94 secondary schools having pupil : classroom ratios greater than 40;
2. Shortage of qualified teachers for Primary and Secondary education, in particularly for Mathematics and Science:

*Table 1. Pupil Classroom Ratios (Public Schools)*

	Pupil-classroom ratios*:		Number of schools with pupil-classroom ratio greater than 40	
	Primary	Secondary	Primary	Secondary
Urban	54	68	15	14
West	68	53	33	18
North A	44	45	20	15
North B	40	34	10	4
Central	39	31	14	6
South	42	29	12	2
Micheweni	57	41	18	7
Wete	51	36	21	9
Chake Chake	53	48	19	11
Mkoani	80	32	18	8
<b>Total</b>	<b>54</b>	<b>41</b>	<b>180</b>	<b>94</b>

\* Calculated by taking the number of students per school and dividing by the number of classrooms and then dividing by two if the school operates a double shift – these school level pupil-classroom ratios were then averaged to give the total pupil classroom ratio

<sup>11</sup> See also the Appraisal of the ZEDP 2008/09 – 2015/16, September 2012; and the Zanzibar Education Development Programme (ZEDP) Phase 1, Implementation Review 2008/09 – 2010/11

Table 2. Pupil Teacher Ratios (Public schools)

	Pupil-trained teacher ratio**		Pupil-teacher ratio	
	Primary	Secondary	Primary	Secondary
Urban	26	26	25	25
West	35	24	34	24
North A	33	24	31	22
North B	24	19	22	17
Central	29	18	27	17
South	33	19	32	19
Micheweni	53	33	51	29
Wete	45	26	43	25
Chake Chake	49	27	43	26
Mkoani	46	21	43	20
<b>Total</b>	<b>35</b>	<b>24</b>	<b>33</b>	<b>23</b>

\*\* Trained includes those with Certificate level and above

**Unfavourable conditions for teaching and learning in many schools are made worse by a shortage of desks, textbooks, learning materials, and (school) libraries.** Efforts to upgrade teaching skills of un- or under-qualified teachers, and investments in school infrastructure are also rendered less effective because i) Teacher Resource Centres (TRC) are not operating properly, and ii) TRCs are under equipped since they are funded from schools budgets only.

**Examination pass rates (both for Form II and Form IV exams) indicate that the performance of the education system is still inefficient and ineffective.** In 2011, only 56 per cent taking Form II and 6 per cent of students taking the Form IV exam passed with a high enough grade to progress to the next year. Furthermore, trends in transition rates, Form II – Form III and Form IV – Form V, by gender (2007-2011) are declining. This is indicative of problems at all stages in the education system; however, results are currently only available for these two secondary levels.

Table 3. Examination Pass Rates Form II, by gender (Public and Private)

2011 Form II Exam pass rate* (with a mark high enough to transition to form III):								
Girls			Boys			Total		
Min	Total	Max	Min	Total	Max	Min	Total	Max
40.1%	57.5%	66.8%	40.2%	54.6%	63.6%	40%	56.1%	63%
(Mkoani)		(South)	(Mkoani)		(Micheweni)	(Mkoani)		(South)

Table 4. Examination Pass Rates Form IV, by gender (Public and Private)

2011 Form IV Exam pass rate* (with a mark high enough to transition to form V):								
Girls			Boys			Total		
Min	Total	Max	Min	Total	Max	Min	Total	Max
0.7%	5.6%	15.7%	0.6%	7.2%	16.5%	1.4%	6.3%	16.1%
(Mkoani)		(Urban)	(North B)		(Urban)	(Mkoani)		(Urban)

\* Pass rate in terms of the percentage of students who attained a grade high enough to progress to the next year of schooling.

Figure 1: Transition Rate Form II – Form III by Gender

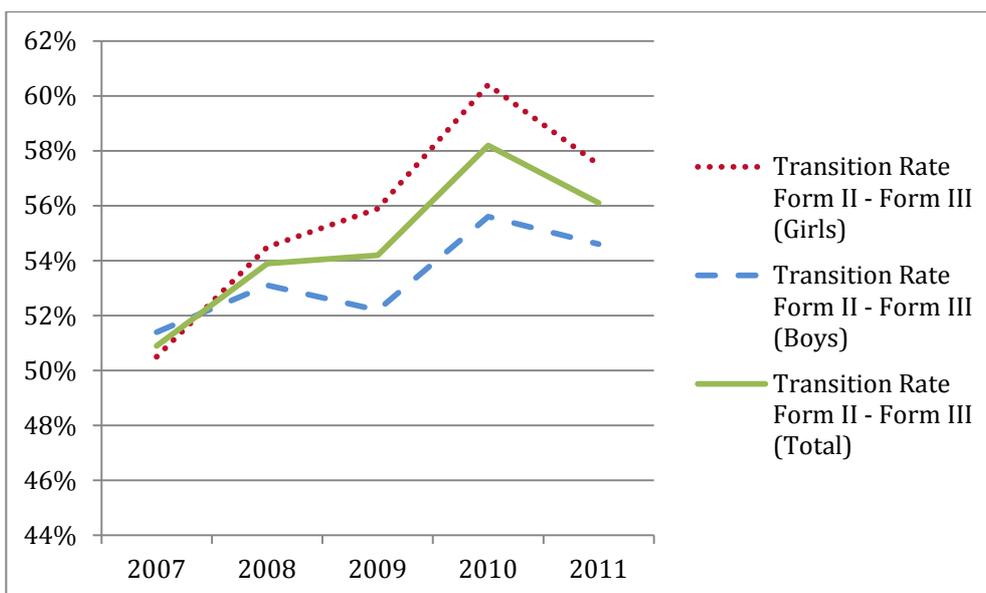
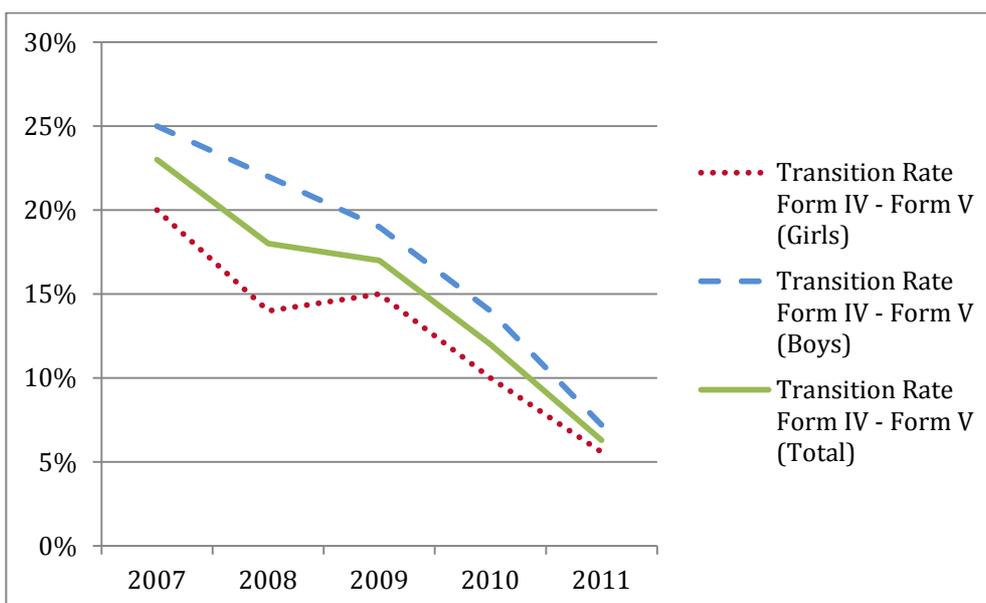


Figure 2: Transition Rate Form IV – Form V by Gender



Progress against the ZEDP targets has been unsatisfactorily. This may be explained because:

- National level activities conducted were often not in line with activities planned under ZEDP, seriously reducing the intended impact of ZEDP strategies on decreasing key education problems;
- Implementation of decentralisation measures has been ineffective:
  - Decision-making power and responsibility have not been sufficiently devolved to lower levels; REOs, DEOs and school management roles are unclear,

- A cadre of effective and committed education managers and staff has not been developed; The sense of ownership and accountability of education staff and managers including school level is inadequate;
- No capitation grants are paid, many schools operate on a budget covering only 20 per cent of their actual running costs i.e., on contributions from parents and communities only. The dependency of schools on community contributions causes inequities in access to quality education;
- School plans and school budgets are not aligned;
- Private and public partnerships have not been expanded.
- Effectiveness and efficiency of education sector management is determined by the quality of policy-making, planning, monitoring and financial management. Timely and reliable information from research, EMIS, inspection, and monitoring and evaluation are critical for informed decision making;
- Availability of updated and valid information on funding and expenditure patterns is limited. The cost-effectiveness of use of financial resources with regard to achieving expected outputs is difficult to determine, possible corrective actions cannot be taken on time. The linkage between planning, implementation and education finance/expenditure needs to be strengthened;
- Possible improvements through the management of the recurrent budget by sub-sector remain limited because of unsorted salaries of staff by sub-sector and insufficient information on the actual possibilities for their redeployment, within primary and secondary education.

### 3.3 Education Sector Action Plan 2012/13 – 2015/16

**Following the appraisal of the ZEDP, a MoEVT working group started the development of the Education Sector Action Plan 2012/13-2015/16, addressing causes of sector under-performance, and allowing achievement of ZEDP policy goals. This second ZEDP Action Plan, from which the GPE programme components are selected, comprises:**

- An education *sub-sector* plan including pre-primary, primary, secondary, TVET, alternative learning and adult education, and higher education;
- A plan comprising *crosscutting* sectors; teacher training, curriculum development, gender, HIV/Aids, inclusive education. Crosscutting plans incorporate activities required to achieve outputs identified in individual sub-sector plans;
- An action plan for improved *education sector management* covering education management (school, district, and national level); DPPR (research, policy-making, planning, monitoring and evaluation); administration and finance; and teacher recruitment and deployment.

The rationale for keeping these three plans separate is to allow for a clear view of the Education sector as a three tiered process. The front line is given in the *sub-sector* plan as this plan focuses on the immediate delivery of quality education to all. The second tier is the *crosscutting* plan. This plan includes activities, which support the delivery of quality education across the board, such as ICT, library provision and inclusive education. The third tier is the *Education Sector Management* plan: this identifies the activities necessary to ensure that the sector as a whole functions efficiently.

Each plan is similar in form and includes objectives, which aim at contributing to increased equitable, gender-responsive access to relevant, quality education, and more effective and efficient

education management. Objectives are being achieved through the accomplishment of a number of related outputs; each output requires the carrying out of a series of activities. Plans include a tentative timing of activities, baseline data and targets, and an indication of costs (see Annex 2, Action Plan).

**The Education Sector Action Plan incorporates externally funded actions to facilitate coordination of interventions against policy objectives (MKUZA II, ZEDP 2008/09-2015/16).** Costs of the Action Plan were summed across activities, outputs, objectives, and across sub-sectors/departments to give an overall development cost per annum. Recurrent costs were calculated separately. The funding gap was calculated by comparing total cost per annum to the total funding committed to the sector from the Government and donors.

### **3.3.1 ZEDP Second Action Plan Development**

**The Education Sector Action Plan 2012/13-2015/16 is based on an analysis of key education data<sup>12</sup>, which guided cross-departmental discussions** and talks between MoEVT, DEO, NGO and CSO representatives, and Development Partners (see Annex 3, minutes of key consultative meetings). The impact of ZEDP strategies on achieving ZEDP targets has been examined, and causes of inadequate implementation of the former 3-year action plan were identified. Critical, persisting issues are addressed through enhanced efficiency and effectiveness of Education Sector Action Plan strategies.

**The discussions further focused on the cost-effectiveness of measures taken in the past to improve equitable access and quality of education.** Departments identified activities and outputs that maximise the achievement of ZEDP objectives i.e., optimising teaching and learning conditions and/or improving learning outcomes of students, which are achievable at reasonable costs in terms of quality, quantity and time. Key Action Plan strategies to achieve equitable access to quality education include:

- Upgrading current unqualified pre-primary teachers, training primary school teachers in teaching methodologies for *pre-primary* classes and transferring the trained primary school teachers to pre-primary schools;
- Determining cost-effectiveness of traditional and alternative models for delivering in-service teacher training, and of the effectiveness of traditional and innovative pre-service teacher training programmes;
- Increasing the transition rates to Form III and Form V through the introduction of English as language of instruction in *primary* education, deemed necessary to ensure adequate English language proficiency by the time students sit for Form II and Form IV examinations (which are in English);
- Improving student performance in Science through the establishment of science laboratories in *secondary* schools accompanied by in-service teacher training in laboratory use;

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<sup>12</sup> GER, NER, repetition and dropout rates for pre-primary, primary, and secondary education; percentage of teachers by qualification and level ; pupil :classroom ratios for primary and secondary education, per District ; pupil-trained teacher ratio for primary and secondary education, per District ; Form II and Form IV exam pass rates, by gender, and 2007-2011 trends in exam pass rates, by gender.

- Improving student performance in Mathematics and English through teacher upgrading and the provision of teaching and learning materials in line with the new curriculum;
- Promoting a culture of reading through the establishment of a central (electronic) library alongside the upgrading and expansion of school, mobile and community libraries, and the establishment of a children's reading programme;
- Improving student performance in all subjects through regular monitoring and assessment of student learning, and training teachers to adjust teaching to the individual education needs of students;
- Improving school performance through increasing the frequency of inspection and supervision visits, strengthening school-based management, and increasing public access to school performance information.

**Efficient and effective implementation of the Action Plan will be strengthened by clarifying the mandates of different institutions and the distribution of accountability and responsibility among education levels and between institutions to ensure:**

- Regular receipt of feedback on Action Plan implementation progress from monitoring and evaluation, inspection reports, and school data (EMIS) to update the results framework;
- Improved functioning of decentralised education structures;
- Credible registration, quality assurance, and accreditation of higher education institutions;
- Effective and timely development of a TVET qualification framework, curriculum content and approach, training of trainers, and quality assurance of TVET institutions.

### **3.3.2 Strategic Directions**

The objectives and outputs of the Action Plan are in line with ZEDP and MKUZA II objectives. Its key strategies include:

**1. MoEVT (central level) will (re)-establish and maintain optimum teaching and learning conditions** through i) the reduction of classes with an excess number of students (infrastructure), ii) updating sub-sector curricula and minimum learning standards for students; iii) defining teaching standards, and subsequent adjustment of pre-service teacher training programmes, and iv) increasing the number of qualified teachers. Decisions on infrastructure and training of teachers will be data based to target activities and maximise impact.

**2. Educational quality and relevance will be improved by revitalising existing decentralised structures** at Regional, District, school cluster, and school level to i) strengthen school and teacher management; ii) provide regular school-based support to head-teachers and teachers; and iii) to generate information on the impact of training programmes, availability of teaching-learning materials, and innovative concepts like active, child-centred learning and e-reading on school and student performance. Activities aiming at improving learning achievements of students will primarily target schools with minimum learning conditions in place.

**3. Increase effectiveness and efficiency of education sector management to improve the performance of the education system as a whole:** i) the utilisation of teachers and other staff will be optimised, including staff and teacher recruitment, deployment and management; ii)

management responsibilities, functions and tasks of all MoEVT staff will be reintroduced and revived; iii) contributing to the accomplishment of action plan outputs and objectives will be considered part of MoEVT staff members' regular functions and tasks; iv) the MoEVT financial management system will be reviewed and a new, more efficient system developed; v) the frequency of inspection and follow-up visits will be increased to strengthen school-based management and improve school performance, and vi) public access to school performance information will be enhanced. This will be complemented by vii) the expansion and improvement of the EMIS system.

### **3.3.3 Action Plan Finance**

#### ***Planning and Budgeting***

**From the outset of Action Plan design, the planning process was devised to ensure that the final Plan would be cost efficient.** During Action Plan workshops with departments and stakeholders, they were encouraged to think about how to achieve stated objectives at least cost. This not only ensured that activities were realistic in terms of funding requirements, but also resulted in a more complete thought process in activity formulation and discussions about the sustainability of different approaches. The overall result of this process was to produce an Action Plan, which aims to achieve maximum impact, in terms of education outcomes, for every unit of funding spent.

#### ***Costing***

Costing of the plan took place using a unit cost approach as far as possible. Where this was not possible, due either to unquantifiable activities or a lack of information on unit costs, a lump sum approach was adopted instead. The costing process was driven by a dialogue between the Department of Policy, Planning and Research, the Accountancy Division and implementing Departments to ensure that costs were as accurate as possible. Donor activities, including their cost, were included in the Action Plan.

After costing individual activities, cost was summed across outputs, objectives, sub-sectors/ departments and plans to calculate the total annual cost of Action Plan implementation. This cost represents the development cost associated with the Action Plan. The recurrent cost associated with the action plan is extremely difficult to calculate given the current accounting procedures within the Ministry, for example there is currently no way of isolating salary expenditure by sub-sector or department. The recurrent cost was therefore calculated on the basis of a projected increase in MoEVT recurrent budget from the Ministry of Finance.

The recurrent budget projection from the Ministry of Finance does not take into account the impact of planned activities on recurrent budget and therefore can be seen as a weakness in Plan budgeting. However, given the available information it is felt that this is a reasonable approach. Since maintenance of school buildings is currently the responsibility of communities, the main activities in the plan, which will impact the recurrent budget are teacher upgrading and an increase in the frequency of inspection visits. While these activities will increase recurrent cost, activities in the plan to improve the efficiency of staff recruitment and education management should act as an offsetting force. For activities in the plan, which may involve a significant annual cost, such as a school feeding programme, this cost is included in the activity development cost and is therefore taken into account.

Table 5: Education Sector Plan, 2012/13 - 2015/16 implementation cost (USD)

The Financial Analysis for the implementation of Education Sector Plan, 2012/13 - 2015/16					
Development Cost (from plan)					
Sub-sector	2012/13	2013/14	2014/15	2015/16	2012-2016
MoEVT Management	174,188	128,044	95,625	92,500	490,357
The Office of the Chief Inspector of Schools	61,190	93,144	35,059	33,484	222,877
Department of Policy, Planning and Research	441,738	1,141,088	313,850	303,225	2,199,901
Department of Personnel and Administration	64,375	45,156	3,180,188	3,281,531	6,571,250
<b>Education Management Plan Total</b>	<b>741,491</b>	<b>1,407,432</b>	<b>3,624,722</b>	<b>3,710,740</b>	<b>9,484,385</b>
Pre-Primary	64,953	1,550,639	3,248,763	3,705,950	8,570,305
Primary	1,524,400	1,943,820	1,940,070	1,928,820	7,337,110
Secondary	10,310,414	1,734,991	1,721,866	1,602,716	15,369,987
Non-Formal, Alternative and Adult Education	106,179	232,891	126,000	79,094	544,164
TVET	2,888,514	4,602,118	8,764,848	1,162,019	17,417,499
Higher Education	4,923,028	4,286,912	499,063	470,938	10,179,941
<b>Education Sub-sector Plan Total</b>	<b>19,817,488</b>	<b>14,351,371</b>	<b>16,300,610</b>	<b>8,949,537</b>	<b>59,419,006</b>
Teacher Education	146,375	369,081	344,275	103,388	963,119
Curriculum	1,927,094	3,063,989	1,496,805	311,183	6,799,071
Library Services	3,218,750	3,539,110	3,714,423	237,743	10,710,026
Inclusive and Life-skills Education	205,298	259,242	224,211	201,086	889,837
ICT	285,592	1,149,920	973,248	904,702	3,313,462
<b>Cross-cutting Plan Total</b>	<b>5,783,109</b>	<b>8,381,342</b>	<b>6,752,961</b>	<b>1,758,101</b>	<b>22,675,515</b>
<b>Total Implementation Cost</b>	<b>26,342,088</b>	<b>24,140,145</b>	<b>26,678,294</b>	<b>14,418,379</b>	<b>91,578,906</b>

Table 6. MoEVT recurrent cost (USD)

Ministry Recurrent Cost					
	2012/13	2013/14	2014/15	2015/16	2012-2016
Salary cost	30,833,125	31,758,125	32,710,625	33,691,813	128,993,688
Other recurrent cost	2,568,750	3,081,250	3,363,750	3,853,505	12,867,255
Subvention	11,004,375	12,808,750	15,225,625	17,910,344	56,949,094
<b>Total Recurrent Cost</b>	<b>44,406,250</b>	<b>47,648,125</b>	<b>51,300,000</b>	<b>55,455,662</b>	<b>198,810,037</b>

In order to calculate the funding gap, the cost of the plan was compared against funds committed by both the Government and Development Partners. All known funding from donors has been included. Some smaller support programmes, for instance NGOs that go directly to the schools, may not be included but this is not believed to represent significant amounts. It should be noted that the majority of donors have not yet committed funding for after 2012/13; both the ZEDP Action Plan and its Annual Plans will be updated as donors select areas of support.

In the first year it appears that there is a surplus in action plan funding over cost, reducing the total gap in action plan funding. This surplus is indicative of one of the main issues faced during the preparation of the plan, namely the lack of alignment between donor and government plans. Since the Action Plan has been developed halfway through the 2012/13 financial year some activities for which donors have committed funds in this year have already been conducted. The current structure of donor plans means that it is impossible to split out funds from completed activities from the total funding committed by donors for the year 2012/13 resulting in the cost of activities yet to be completed being less than total donor support. While this has hindered the calculation of the funding gap for 2012/13, this issue will not impact the calculation of the funding gap for the other years. Furthermore the identification of this issue was one of the main factors that led to a commitment being given by donors to support the ZEDP Action Plan 2012/13 – 2015/16 rather than initiating their own interventions.

*Table 7. Education Sector Support (USD)*

<b>Support to Education Sector</b>					
<b>Fund Committed by Source</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2012-2016</b>
Government Recurrent	44,406,250	47,648,125	51,300,000	55,455,662	198,810,037
Government Development	3,187,500	3,915,625	4,000,000	4,499,960	15,603,085
UNICEF	29,954	-	-	-	29,954
UNDAP:					
ILO	242,000	-	-	-	242,000
UNICEF	225,000	-	-	-	225,000
UNESCO	76,000	-	-	-	76,000
AfDB	972,522	7,609,296	8,077,896	4,563,396	21,223,110
BADEA	4,708,099	2,000,000	2,000,000	-	8,708,099
SIDA	1,923,860	2,133,333	-	-	4,057,193
World Bank	16,109,277	-	-	-	16,109,277
USAID <sup>13</sup>	-	-	-	-	-
GPE <sup>14</sup>	-	2,479,002	2,022,998	653,254	5,155,254
<b>Total Funding Support</b>	<b>71,880,462</b>	<b>65,785,381</b>	<b>67,400,894</b>	<b>65,172,272</b>	<b>270,239,009</b>
<b>Gap</b>	<b>-1,132,124</b>	<b>6,002,889</b>	<b>10,577,400</b>	<b>4,701,769</b>	<b>20,149,934</b>

<sup>13</sup> At the time of writing USAID had not disclosed to the MoEVT the value of the USAID programme in Zanzibar or the budget for its activities. This lack of USAID information does not affect the funding gap, since both activity costs and funds committed are omitted. Following negotiations with the MoEVT, USAID has agreed to increase their spending transparency.

<sup>14</sup> NB: This is the requested disbursement from GPE which will directly support the ZEDP Implementation, the requested GPE disbursement is \$15,000 higher per annum to provide funds for GPE programme management

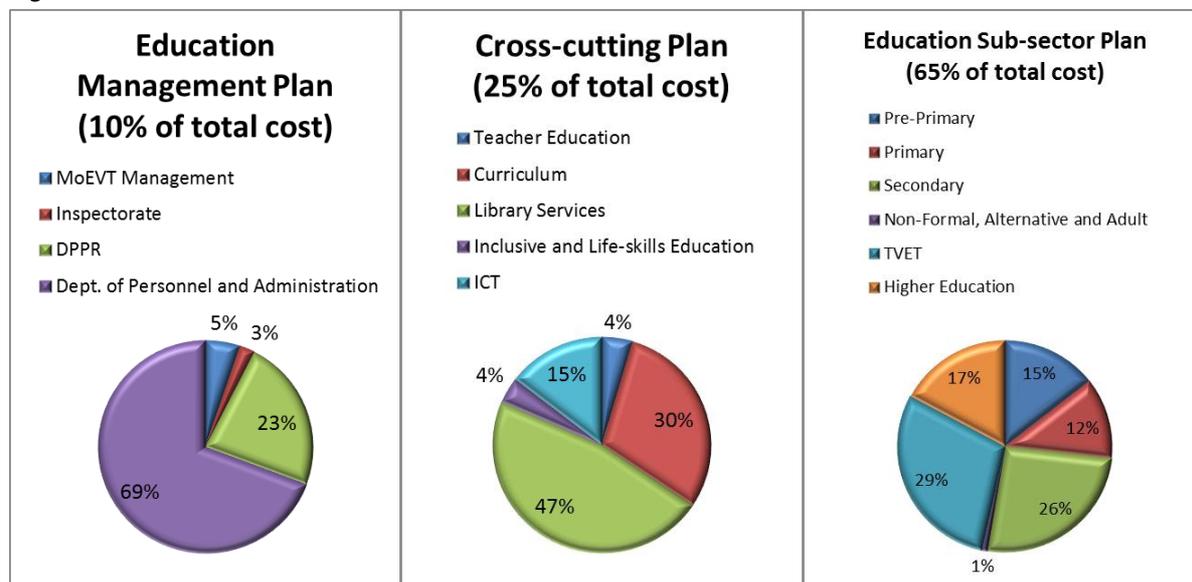
During the costing process many issues in Ministry and Development Partner accounting procedures were identified. These include general uncertainty about unit and recurrent costs and the aforementioned lack of alignment between donor and Ministry plans resulting in difficulties in identifying exactly how much donors have committed and to which projects. Although these issues have hindered the costing process in the 2012/13 – 2015/16 Action Plan, their identification can only be viewed in a positive light. As well as the commitment of donors to align their plans with those of the Ministry, both the MoEVT and Development Partners also promised to work to increase transparency, both in terms of funds committed and the actual cost of activities.

During the costing process a lot of work has been put into discovering unit costs and increasing awareness of the need to identify recurrent costs in order to take these into account in the planning process. This has been a positive start for the Ministry and efforts to improve accounting systems will continue over the four years of the Action Plan especially with the introduction of Programme Based Budgeting.

**Sub-sector and Crosscutting Sector Expenditure**

The structure of the Action Plan means that it is possible to determine the division of cost by plan and sub-sector/ department. This division is shown in Figure 1; however caution must be exercised in interpreting this figure as the distribution of cost by sub-sector does not take into account the fact that some crosscutting departments’ activities are targeted to a particular sub-sector.

Figure 3



**Indicative GPE programme costs**

The GPE programme comes directly from the ZEDP 2012/13 – 2015/16 Action Plan and the costing therefore follows the procedures laid out above. The distribution of the cost of the GPE programme across the Government’s GPE priorities is indicated in Table 8. It can be seen that the majority of the funds are going to front line activities with only around 3.5% being spent on supporting investments in education management designed to strengthen the accountability of the education system. In the attached GPE Programme Excel sheet indicative unit costs for the GPE

programme are included. These unit costs will be thoroughly reviewed by the Supervising Entities controllers prior to fund disbursement to ensure that activities are carried out at lowest cost.

The distribution of funds across components was not pre-determined by the MoEVT. It results from the selection of activities believed to have the highest impact and to be the most vital for immediate improvement of the education system. Funds were therefore targeted at the most cost-effective activities and the distribution of funds across components reflects this decision.

The GPE programme annual costs include a programme management component. This is valued at \$15,000 per annum and will cover the cost of managing the GPE programme, including any meetings required or transport costs, as well as any monitoring activities, which are needed above and beyond what is already planned. The use of these funds will be clearly accounted for to the GPE and the SE. The level of the management cost was decided upon to reflect the management allowance of the SIDA programme, which is of a similar scale to the GPE programme.

Table 8: GPE programme cost (USD)

	2013/14	2014/15	2015/16	All Years
<b>GPE Component 1:</b>				
Expand and strengthen Pre-Primary education, such that it is providing a greater number of students with a strong foundation for Primary education	640,656	257,913	107,348	1,005,917
<b>GPE Component 2:</b>				
Improve student performance through better teaching and improved access to learning materials with a specific focus on the Sciences and Mathematics	1,646,648	1,619,655	403,926	3,670,229
<b>GPE Component 3:</b>				
Create a safe learning environment, which supports all learners according to their needs	103,678	98,333	96,458	298,469
<b>GPE Component 4:</b>				
Strengthen the accountability of the education system	88,020	47,097	45,522	180,639
<b>TOTAL</b>	<b>2,479,002</b>	<b>2,022,998</b>	<b>653,254</b>	<b>5,155,254</b>
Programme Management Fund	15,000	15,000	15,000	45,000
<b>TOTAL REQUESTED DISBURSEMENT<sup>15</sup></b>	<b>2,493,917</b>	<b>2,037,913</b>	<b>668,169</b>	<b>5,200,000</b>

<sup>15</sup> Note: The RGoZ will contribute \$85 per annum to cover the programme cost, since the actual total cost of the programme, including management, is \$5,200,254

## 4 GPE Programme Development

**The GPE programme development process started with the formulation of the ZEDP Education Sector Action Plan 2012/13-2015/16.** This process was followed-up by a series of Task Team and ZESC meetings to coordinate the development of the GPE programme and to ensure harmonisation of Action Plan support. A MoEVT working team has led both the Action Plan and GPE programme development process on a daily basis.

**The MoEVT, in collaboration with development partners and stakeholders, have indicated preferred priority areas for GPE funding, within the boundaries of the ZEDP Action Plan.** While the MoEVT GPE priority areas fall within those stated by the GPE programme development guidelines, they are more specific and focus on the Zanzibar context. It should also be clearly noted that, although the MoEVT's priorities for GPE funding lie within the GPE's priority areas, the GPE Programme and more generally ZEDP Action Plan were designed based on the education needs in Zanzibar. Neither the GPE Programme nor the Action Plan began with the GPE's Strategic Plan or priorities. Ownership of the GPE Programme and ZEDP Action Plan can be completely attributed to the MoEVT and other education stakeholders in Zanzibar.

**Education development partners further discussed stakeholders' roles and responsibilities, and funding modalities.** Whereas development partners met separately in November, the Ministry held consultative meetings with stakeholders from MoEVT (district education officers, head teachers, teacher centre coordinators), higher education institutions, and civil society organizations in November and December 2012. Each stakeholder group discussed GPE programme development addressing i) areas for GPE funding which will have the greatest impact on achieving which GPE priority; ii) roles and responsibilities of education stakeholders in implementing the GPE programme; iii) cooperation between Government and education stakeholders in the implementation of the GPE programme; iv) communication and relationship between stakeholders (see Annex 4, Concept Note).

**Based on outcomes of stakeholder consultations, GPE programme priorities were defined by the MoEVT senior management.** These were then discussed and endorsed during the Zanzibar Education Sector Committee (ZESC) meeting of 11 December 2012, which was coordinated and guided by Ministry. Stakeholders, the Ministry and DPs concluded that programme based funding was the preferred funding modality for the GPE financial support.

Thus, Government priorities for use of GPE funds are set within the overall ZEDP framework and the 4-year Education Sector Action Plan. The GPE programme covers three years and has a budget of US\$ 5.2 million. It has been designed to improve basic education performance, while at the same time strengthening the accountability of the education system as a whole.

### 4.1 The GPE programme

**The GPE programme is built around four priority areas set by the MoEVT and endorsed by the ZESC.** The priority areas provided strategic direction for interdepartmental collaboration to coherently link individual Action Plan activities and compose four GPE programme components.

Departmental staff and partners became aware that their interaction and cooperation resulted in a GPE programme that is greater than the sum of their separate efforts. Thus, the process of fulfilling the requirements for a GPE Grant application became a learning experience for both MoEVT and its partners, improving dialogue, collaboration and procedures.

The GPE programme is firmly rooted in the ZEDP Education Sector Plan. It builds on and expands successful experiences, and complements on-going efforts to improve the quality of education. **Its overall objective is to improve students' learning** by *i) expanding and strengthening Pre-Primary education, such that it is providing a greater number of students with a strong foundation for Primary education, ii) improving student performance through better teaching and improved access to learning materials with a specific focus on the Sciences and Mathematics, iii) creating a safe learning environment which supports all learners according to their needs and iv) strengthening the accountability of the education system.* Given that the GPE Programme is taken directly from the ZEDP Action Plan, it is also compatible with the achievement of the ZEDP objectives: increased and more equitable access to education and improved relevance and quality of education throughout the sector.

The GPE programme is based on the ZEDP Action Plan and focuses on four areas identified by the MoEVT as priorities, these priorities were compatible with those of the GPE. Outputs were selected for the GPE programme based on two criteria. The first criterion was the ability of outputs to contribute to a GPE programme that would address areas identified by the MoEVT as priorities without relying on complementary funding. The second criterion was the readiness of departments to implement the activities necessary to achieve the outputs. Due to the fact that only certain outputs were selected from the ZEDP Action Plan, the Objectives in the ZEDP Action Plan do not directly translate across into the GPE plan. New GPE Objectives have therefore been conceived with the aim of grouping Outputs into Objectives that can be clearly monitored and contribute explicitly to the GPE components, based on the MoEVT's GPE priorities.

The GPE Programme is designed to act as an independent programme within the ZEDP. It aims to build on existing funding commitments to support the introduction of the new structure of basic education. Following the identification of weaknesses in English language development and basic literacy as causal factors for poor exam performance at the secondary level, a leading cause of drop out, a new structure was conceived for the basic education system. This new structure introduces English as the medium of instruction from Standard 5 and two years of pre-primary education to build a foundation for primary schooling, including a solid grounding in Kiswahili. The GPE programme is designed to support this reform through the four programme components. Its main focus is investing in the capacity and structure of the basic education system. The programme is designed to have an immediate impact but also will continue to generate returns over time.

GPE funds are requested to support this initial investment in the education system, necessary to ensure that the new structure of basic education is successful and that factors hindering pupil performance are addressed. The GPE funding is focused on areas seen as binding constraints for improvement of the education system.

Table 9: The GPE Programme

GPE Programme component	Objectives of programme components	Outputs* of programme objectives**
Expand and strengthen Pre-Primary education, such that it is providing a greater number of students with a strong foundation for Primary education	G.1: Expand and strengthen TUTU Centres	A.4.2.1: By June 2016, there are 120 fully equipped and functioning TUTU centres in North B and Mkoani districts
		A.4.2.2: By June 2016, new radio lessons for TUTU have been developed
		A.4.2.3: Performance of TUTU pupils and mentors is being monitored, evaluated and improved
	G.2: By 2016, all Pre-Primary teachers are trained in Pre-Primary teaching methodologies	D.1.3.1: By June 2016, 700 primary school teachers transferred to teach pre-primary classes having been trained in teaching skills for young children, and current unqualified pre-primary teachers upgraded
		D.2.1.4: By June 2014, all pre-primary school teachers trained in effective use of children's books
		D.5.1.5: By June 2016, 3 Self Directed Learning Modules and 3 Workshops will be developed for Pre-Primary Teachers
		D.2.5.1: By June 2016, the curriculum for pre-primary teachers is operational
Improve student performance through better teaching and improved access to learning materials with a specific focus on the Sciences and Mathematics	G.3: By 2016, the number of un- and under-qualified teachers is reduced	D.1.3.5: By 2016, 450 primary science, Mathematics and English teachers are conversant on teaching all aspects of the course.
		D.2.1.3: By June 2016, all STD 1-6 teachers trained in effectively using new primary education curriculum, textbooks and learning materials
	G.4: By 2016, in both Primary and Secondary schools teachers are using minimum learning standards to assess student achievement and adjust teaching accordingly	D.2.3.1: By 2014, minimum achievement standards for primary (new curriculum) and secondary education have been developed
	G.5: By 2016, the necessary textbooks and teaching and learning materials for the new primary school curriculum are being used effectively in all schools	D.2.2.4: By June 2016, all primary schools will have, use and maintain the availability of textbooks for upper primary STD 5-6
	G.6: By 2016, school, mobile and community libraries will be developed and equipped, which along with the central library will promote a culture of reading	D.3.1.1: By 2016, establish 10 library tents and 3 district libraries and rehabilitate and distribute resources to school and class libraries
		D.3.1.2: By 2016, a reading culture has been developed that promotes independent learning, information seeking and skills development

Create a safe learning environment, which supports all learners according to their needs	G.7: By 2016, the admission rate (for 4 year olds) in pre-primary Government schools has increased	A.4.1.2: By June 2016, a safe play area will have been established in 90 pre-primary schools or primary schools with pre-primary classes
	G.8: By 2016, all primary and secondary schools have an effective school counselling system in operation	D.4.1.1: By 2016, there are 400 more trained guidance and counselling teachers
		D.4.1.2: By 2016, more schools have a safe and confidential counselling space
		D.4.1.3: By June 2014, the MoEVT is receiving feedback from school counsellors on the issues they find most prominent within schools and is taking steps to address these
		D.4.1.4: By June 2016, 350 teacher counsellors trained on how to provide support to children in gender specific issues
		D.4.1.5: By December 2014, school counsellors conducting awareness meetings with girls to discuss the issues of early marriage and pregnancy before completing basic education
	G.9: By 2016, teachers are able to support children with special needs and specialist learning materials are provided to those children who require them	D.4.3.4: By June 2016, 22 TC advisors and resource teachers trained in the development and delivery of IE and Life skills programmes for teachers within their clusters
		D.4.5.1: By June 2016, teachers trained in identifying the special needs of children and modifying teaching approaches accordingly
		D.4.5.2: By 2015, materials to support learners with special needs have been developed and distributed to these learners
	Strengthen the accountability of the education system	G.10: By 2016, both school management and school performance relative to basic education standards have improved
C.2.1.4: By 2015, head teachers, assistant head teachers and section leaders use basic education standards to manage schools and school performance		
G.11: By June 2014, EMIS data on school performance is disseminated to the public annually		C.3.1.6: By June 2016, accuracy of EMIS data has improved and information on school performance is in the public domain

\* The GPE programme contributes to the achievement of the two ZEDP policy objectives i.e., improved equitable access to education (A) and improved quality of education for all (B). The GPE programme also aims to ensure successful education delivery by improving the effectiveness and efficiency of education sector management (C). Outputs and activities denoted (D) refer to crosscutting issues related to quality and access.

\*\* Several Departments are involved in ensuring achievement of GPE programme objectives including the Department of Teacher Education, the Department of Pre-primary and Primary, the Department of ICT, the DPPR, the Zanzibar Institute of Education, the Department of Personnel and Administration, the Office of the Chief Inspector of Schools, the Procurement Management Unit, the EMIS Division, the E-Learning Division, the Department of Secondary Education, the Zanzibar Library Services Board, the Construction Unit and the Inclusive and Life-skills unit. Other partners involved in implementation are Teacher Training Colleges, Teacher Resource Centres and the ZMRC, District Education Officers, the Zanzibar Examinations Council, School Subject Panels and School Management Committees.

*Component 1: Expand and strengthen Pre-Primary education, such that it is providing a greater number of students with a strong foundation for Primary education.*

This component of the GPE programme focuses on ensuring that all children, including those in remote areas, have access to some form of pre-primary schooling. Given that two years of pre-primary education have been introduced into basic compulsory education, it is important to ensure that the government can rapidly expand access to quality pre-primary education. The existing TUTU (Tucheze Tujifunze) programme offers a proven medium of pre-primary delivery at a lower cost than establishing additional pre-primary schools, thus allowing for rapid expansion.

The TUTU programme uses radio modules and mentors to deliver pre-primary education to children. It is a form of interactive radio instruction (IRI). The radio modules switch between asking children to participate directly and giving instructions to children through the mentor. Methods used to teach children include songs, rhymes, storytelling, games and physical activities. The radio programmes are supported by related materials such as mentors' guides, song books, children's books and local learning materials. TUTU programmes take place in community centres and the syllabus includes language skills (focusing on Kiswahili and English), Mathematics and Life-skills. TUTU sessions are divided into four half hour sections. During the first half hour TUTU mentors use the guides to recap what was learnt in the last session. In the second half hour children listen to the 30 minute radio programme. For 30 minutes post-programme the mentors use the guides to conduct activities following up on that days radio programme. The final section is devoted to free play.

The TUTU programme is already running in 2 districts, North A, Unguja and Micheweni, Pemba, with a total of 152 TUTU centres. A 2009 impact study into this existing programme<sup>16</sup> found that children participating in TUTU programmes experienced a greater gain in test scores than non-participants. Gains were especially high for girls and in the subject Kiswahili. Feedback from teachers on the programme is also positive. TUTU radio programmes undergo formative evaluations in government pre-primary schools. Teachers who participate in these evaluations report back that they also receive new skills and teaching techniques from using the programme.

Under the GPE programme 120 new centres will be established in two new districts. The districts selected for expansion are North B, Unguja and Mkoani, Pemba. These districts have been selected due to the fact that they have similar conditions to those where the programme is already operating. In these districts there are few pre-primary schools/ classes, meaning that many children do not have access to a nearby pre-primary facility, unless this is addressed the government will struggle to achieve its aim of expanding access to pre-primary education. The TUTU expansion into these districts is expected to have a large impact on assisting the government to achieve its pre-primary net enrolment target of 30% by 2016.

The basis for this expectation is that currently Mkoani has the lowest number of pre-primary schools relative to pre-primary age pupils of all the Pemba districts and the same is true for North B relative to the Unguja districts. In North B there are 7 pre-primary schools (both public and private)

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<sup>16</sup> 'Radio Instruction to Strengthen Education (RISE) in Zanzibar – Learning Gains Assessment: More than child's play?' – November 2009: USAID, RGoZ, EDC

to 4867 pre-primary age pupils<sup>17</sup> while in Mkoani there are 8 pre-primary schools to 9511 pre-primary age children. In other words there are 695 children per primary school in North B and 1189 children per school in Mkoani. This is compared to the country average of 379 pre-primary age children per pre-primary school. The E-Learning Division has conducted a needs assessment in these two districts. Meetings, to mobilise the community to establish TUTU centres and send their children to them, will be targeted at areas where schools are too far from the community or where there is no school at all.

Alongside expanding access to pre-primary education through the establishment of TUTU centres, under component 1 the number and quality of pre-primary teachers will be enhanced. To improve the quality of pre-primary teaching all pre-primary teachers will be training in the effective use of children's books. To address the number of pre-primary teachers the GPE programme includes a component to shift 700 primary teachers to pre-primary. This is based on the fact that currently the pupil-teacher ratio in primary is 33. Given that the pupil-classroom ratio is much higher than this if the double-shift system is ignored, if teachers were to teach both shifts many of the existing teachers would not be needed. In essence there is currently disguised unemployment in primary education as many teachers are teaching fewer than the prescribed hours. This surplus of teachers in Primary can be shifted to pre-primary, minimising the impact on the total government wage bill of increasing the number of pre-primary teachers.

The MoEVT recognises that a pupil-teacher ratio of 33 is not abnormally low and therefore it is only on the basis of a classroom shortage, preventing all teachers teaching, that the strategy of shifting 700 teachers from Primary education is justifiable. Although this may seem like using one deficiency in the system, a shortage of primary classrooms, to justify another, a shortage of primary teachers this is not the case. The MoEVT aims in the long run to increase both the number of primary classrooms and qualified primary teachers through infrastructure investment and teacher recruitment targeted at subjects where there are teacher shortages. However, in the short run teachers are required in pre-primary while there are 'spare' teachers in primary. Given that the RGoZ has limited teacher recruitment due to budget constraints, the MoEVT would find it difficult to recruit new teachers for pre-primary. Furthermore, the increase in recurrent cost from hiring many new teachers would have a high opportunity cost. Shifting teachers is therefore seen as a short term strategy to deal with an immediate need for a large number of pre-primary teachers resulting from the new policy of compulsory pre-primary education.

While the shifting of teachers from primary to pre-primary is a stop gap measure, the MoEVT is ensuring a more sustainable long run solution. Following the introduction of compulsory pre-primary education, the importance of correctly training pre-primary teachers is clear. Without proper training they will be unable to provide young children with a foundation in literacy and numeracy before they enter primary education. The GPE funds will therefore be used to support the introduction of the new curriculum for training pre-primary teachers. This will improve the quality of pre-service training for pre-primary teachers. The pre-primary curriculum will draw on materials already developed by the E-learning division for the Early Childhood Advancement Certification Programme.

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<sup>17</sup> Population figures are projections from the 2002 Census for population age 4-6 by district.

The Ministry is also encouraging teachers to up-grade themselves by taking diploma, degree and Masters courses in Early Childhood Development (ECD). There are currently teachers at both Dodoma and Tanga Universities undertaking degrees in ECD. Although the number of teachers taking ECD courses is currently small, the government is hoping to increase this number. With this in mind SUZA is currently developing an ECD diploma course so that ECD programmes are available within Zanzibar.

The MoEVT will also use the shifting of primary teachers to pre-primary as an opportunity to increase the relevance of teacher qualifications in Primary. Currently there is a shortage of Science and Mathematics teachers with the majority of teachers being qualified in the Humanities. Primary teachers not qualified to teach Mathematics or Science will be the target group for re-training. At the same time, as the Ministry hires new teachers for pre-primary the majority of these will be qualified in Mathematics and Science to address the shortage. The re-training of teachers for pre-primary allows the MoEVT to change the composition of primary school teachers in terms of subject qualification while minimising the impact on the MoEVT's wage bill. In many cases primary teachers may be able to be shifted within primary schools down to pre-primary classes which would minimise the inconvenience to the teachers of shifting to pre-primary.

The 700 pre-primary teachers will be trained using the Early Childhood Advancement Certification Programme. The programme consists of three major modules:

- A module introducing teachers to the pedagogy of teaching pre-primary children and some curriculum content
- A module consisting of 6 self-directed learning video sub-modules aimed at providing the principles of Early Childhood Education to teachers. These cover: learning through playing and early childhood curriculum; developing and using teaching and learning materials; inter-personal communication and classroom management; inclusive and special needs education; child development and assessment and reporting
- The final module consists of 3 workshops covering: health and care giving; community relations and socially responsive instructional practices including gender issues and environmental education

The programme has been developed in collaboration with ZIE, the Department of Pre-Primary and Primary, the Department for Teacher Education and ZMRC. The programme is compatible with the government pre-primary curriculum and will prepare children for the new primary curriculum. At the end of the programme trainees will be qualified at Certificate level. Agha Khan and SIDA are currently supporting the training of 30 teachers in ECD to act as tutors for this programme.

At present the first module has been developed under UNICEF funding. The first three video modules are also nearing completion under UNICEF funds. The full package should be functional by 2014/15; however training using the modules can start prior to this. Given that the first three video modules will be completed imminently, once funds have been secured for the development of the final modules and workshops, training can begin using the section of the programme which has already been developed. This means the programme will be ready in time to use it to re-train the primary teachers. Funds are included under the GPE for TOT in the use of the video modules and the accompanying trainer and trainee guides. The equipment needed for the Early Childhood

Development Certification Programme is already in TCs having been provided by the Education Development Centre (EDC).

The introduction of the Early Childhood Development Certification Programme will be accompanied by careful monitoring and evaluation to ensure its effectiveness. Inspectors are already receiving training on how to monitor and assess the Programme's performance. They will monitor the quality of the trainees as well as the trainers themselves.

***Component 2: Improve student performance through better teaching and improved access to learning materials with a specific focus on the Sciences and Mathematics.***

Component 2 of the GPE programme uses teacher training and the provision of teaching and learning materials, alongside strategies for monitoring pupil progress, to improve learning outcomes. The component is designed to address the fact that weaknesses in English and basic literacy are leading to poor secondary school performance and are a leading cause of the high drop-out following Form II. There is also a specific focus on the Sciences and Mathematics as these are areas experiencing particularly poor performance and are seen as key skills for labour market participation and to drive economic development.

The first part of the component focuses on training primary level teachers. This is an especially pertinent activity as the introduction of the new primary curriculum and English as a medium of instruction from Standard 5 mean that teachers are likely to identify skill gaps which need to be addressed in order to allow them to teach the new curriculum effectively. The GPE funding will also support the training of teachers in the new teaching and learning materials for the Primary curriculum.

The component also aims to improve quality of education by providing books, both textbooks and library books, and promoting a culture of reading. The provision of textbooks for the new curriculum will support its successful introduction and complement efforts to train teachers. These textbooks are for standard 5 and 6 only as currently new curriculum textbooks for all core subjects have been supplied up until Standard 4. This is due to the fact that the introductory cohort for the new curriculum is now at Standard 4.

The establishment/rehabilitation of library tents, district libraries and class libraries, combined with efforts to develop a reading culture, is targeted at improving literacy skills at every age. Providing children with a greater range of books will allow them to explore their interests and therefore will increase the likelihood that children realise the value of literacy. As this measure will be introduced for all levels, including secondary, it will improve literacy throughout the education system and contribute towards improving student performance.

Measures to improve student performance need to be assessed in terms of effectiveness. In order to do this student performance must be regularly assessed and monitored. This must happen at both the Primary and Secondary level, especially when assessing the impact of the new policy to

introduce English as a language of instruction from Standard 5<sup>18</sup>. Minimum achievement standards are currently under development for Standards 1-4, the aim is to complete the development of minimum achievement standards for all Primary and Secondary grades by the time that the pilot cohort for the new Primary curriculum attains that grade. Teachers will be taught how to use these Standards to assess pupil performance and how to adjust their teaching in response to this. Teachers will also feed information back to the MoEVT on the success of the new curriculum and areas for improvement.

The development of Standardised end of year exams at the district level will give a clear indication of pupil performance and will also identify schools performing exceptionally well or poorly. This will allow the MoEVT to compare these schools and identify explanations for the divergent performances. Regular follow up will be conducted on the use of minimum achievement standards to ensure that they continue to be an effective tool for monitoring pupil performance and for teachers to identify children who are falling behind before the problem becomes too great to address. This should help to reduce repetition. Classroom level efforts to improve student learning are supported by strengthening the Inspectorate and Zanzibar Examination Council's role in managing school performance.

*Component 3: Create a safe learning environment which supports all learners according to their needs.*

The third GPE programme component, acknowledges the relation between student learning and a learning environment that effectively addresses individual learning needs of students, including students with special needs. The component aims to increase access to and quality of learning by making learning environments more attractive to pupils and more suitable to their needs. This includes the strengthening of school counselling.

Safe play areas will be introduced into schools with pre-primary age children. This will encourage social interaction, promote the children's cognitive and physical development and will stimulate learning through playing. By making school environments more attractive it is hoped that more parents will be encouraged to enrol their children at pre-primary school. This will help the government to achieve its net enrolment target for pre-primary government schools of 30% by 2016. Currently net enrolment in public schools is 7%.

School counselling is important in ensuring that all students are supported according to their needs. By ensuring that all schools have two fully trained counsellors and developing safe and confidential counselling spaces, the MoEVT will create an environment in which children are free to voice their concerns. School counsellors will be trained on how to provide support to children in gender specific issues and will conduct awareness meetings with girls to discuss the issues of early marriage and pregnancy before completing basic education. This will go some way towards addressing SRH issues as well as contributing to efforts to reduce population growth. The MoEVT will receive feedback from school counsellors, which will act to guide future interventions.

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<sup>18</sup> As recommended by the Evaluation of the Orientation Secondary Class Zanzibar (2005); University of Bristol Study.

The long run vision for guidance and counselling is to have two trained counsellors in every school and every school will have a safe and confidential guidance and counselling space. Guidance and counselling is seen as playing an important role in assisting the MoEVT to achieve the enrolment and quality targets laid out in the ZEDP. One of the explanations for poor performance is that problems at home or with their peers can prevent children from focusing on their studies. By providing an environment in which children can receive confidential support, it is expected that children will find themselves better able to concentrate on their studies as the burden of their problems will be lessened. Furthermore, guidance and counselling allows children who are having problems attending school to voice this. This means that problems can be picked up and solved early, before they lead to drop out or low attendance.

Every child has their own specific learning needs. Teachers will be trained in identifying the special needs of children and modifying teaching approaches accordingly. This will improve the quality of education by making teaching more relevant to children's needs. This responsive teaching is relevant for all children; a more targeted intervention is to provide learners who require them with special needs materials, such as white canes and Braille machines.

Training on inclusive and life-skills education will be conducted through TCs. To support this 22 TC advisors and resource teachers will be trained in the development and delivery of inclusive education and life skills programmes for teachers within their clusters.

#### ***Component 4: Strengthen the accountability of the education system.***

This fourth objective aims at addressing weaknesses in education sector and financial management, to improve the efficiency and effectiveness of GPE programme implementation. The programme component targets education managers at all levels of the education system, school, district and national level.

The GPE programme will provide funding to support the development of clear responsibilities for head teachers and DEOs. This is the first step in revitalising decentralisation structures as once clear responsibilities are defined head teachers and DEOs can be held accountable against these. The OCIS will arrange supervisory visits on school management and will identify areas where capacity is lacking. This information will be fed back to the MoEVT which will then take steps to address the problems.

Clarity about responsibilities and keeping managers and staff accountable is expected to strengthen:

- School-based management, thereby improving school performance;
- District education management and monitoring of education performance;
- National education management and coordination of efforts;
- Individual staff performance in terms of quality of outputs in line with their functions and tasks.

As well as providing funding to support the development of clear responsibilities the component will support the OCIS to assist school management to manage performance against basic education standards.

Increasing public access to EMIS data, through meetings, brochures, dissemination at the JESR, etc. will increase the accountability of the MoEVT to education stakeholders. This will help education stakeholders to identify their priority areas for improvement and pass this information on to the MoEVT. Currently an electronic EMIS system is in place at the central level where all the information from the annual school census can be entered, stored and used on demand to produce reports, statistics and indicators. Under the TZ-21 project the electronic EMIS system will be extended down to school data, with each school having computing facilities for data entry and a trained statistician. This will allow the ministry to receive real time data from schools. SIDA has already committed funds to expand this system to the secondary level. Once these initiatives are in place the availability of education data will be drastically improved and by sharing this information with the public, as planned under the GPE programme, transparency of the education system will be drastically improved.

Transparency can only serve to increase the accountability of the RGoZ if mechanisms are in place for students, parents and civil society at large to voice their complaints and punish the MoEVT for non-performance. Currently there are no formal complaints or whistle blowing mechanisms in place within the Ministry; however, given the size of Zanzibar it is possible for informal channels to operate reasonably effectively. Parents are free to come to the Ministry of education and voice their complaints in person. Furthermore, official bodies such as the Zanzibar Teachers' Union (ZATU) and school management committees and regular Ministry meetings with headmasters offer more formal environments for complaints to be aired.

## **4.2 Alignment of GPE Programme and Education Sector Action Plan**

**The development of the ZEDP Action Plan has been based on discussions across departments and with education partners.** Overcrowded classrooms, shortage of qualified and experienced teachers, curriculum relevance and the absence of minimum learning standards were identified as barriers for quality improvement because they hamper i) regular and effective assessment and recording of students' progress and homework by teachers (against minimum learning standards), and ii) subsequent provision of effective support to poorly performing students.

**The ZEDP Action plan aims at creating pre-conditions for student learning so that conditions for improving student learning can be re-established** (strengthening school management and revitalising school-based support to teachers by optimising existing decentralised structures).

**These objectives are expected to contribute to the achievement of ZEDP policy objectives** A) equitable and gender responsive access to education, B) relevance and quality of education. They are also expected to improve the effectiveness and efficiency of education sector management. The objectives and outputs of the Action Plan are in line with the ZEDP. The Action Plan, in turn, is the basis for the GPE programme.

**GPE programme objectives are derived from the rationale behind the Action Plan development, building on and expanding on-going Government efforts to deliver quality education to all children.**

### **4.3 Education Sector Action Plan and GPE priorities**

**The Education Sector Action Plan contributes both directly and indirectly to improving learning outcomes of children, increasing support to girls' education and reducing the number of out-of-school children.**

**The MoEVT is laying the foundation for improved learning by** i) increasing the number of 4-year olds going to pre-primary education, and increasing net enrolment in primary schools; and by ii) ensuring that all registered pre-primary, primary and secondary schools are meeting minimum standards for learning, including the learning of students with special needs. This includes efforts to qualify all pre-primary teachers and to providing primary and secondary teachers with knowledge and skills to adequately teach the new curriculum.

The out-of-school group comprises a variety of sub-groups each with specific reasons for not being in school. Each sub-group forms a specific target group with its own education needs and interests which need to be addressed in different ways.

**One of the sub-groups specifically targeted under the GPE programme are girls dropping out due to pregnancy and/or early marriage.** Objectives include the building a school level counselling system and the introduction of life skills education. Addressing gender gaps in education requires that teachers and education and school level management structures understand the 'special needs' of girls and know how to make teaching and learning gender responsive.

The number of out-of-school children is further reduced through specific measures taken to make the education system inclusive for children with special educational needs. Teachers will be trained in how to identify students experiencing learning difficulties and equipping them with remedial education skills and tools. Alternative education is targeting children less than 10 years of age who have not yet been admitted to formal schooling and children who had to withdraw from school due to family economic problems.

Given the fact that Zanzibar has gender parity in basic education, efforts to support girls' are directed towards secondary and higher levels of education, with a specific focus on the Sciences.

Most of GPE programme activities are long-term investments in i) education management capacity and human capital, and ii) in pre-service teacher training structures and systems. These investments, while offering the potential for returns in both the short and long run, have low recurrent costs and can therefore be sustained by the Ministry.

### **4.4 Financial Analysis**

The Zanzibar Education Policy (2006) extended basic and compulsory education to include pre-primary and two years of secondary. This has a cost implication as more teachers, classrooms and teaching and learning materials will be needed to reflect the growing number of children joining the education system. The government budget for education has increased by TSh 20.5bn in nominal

terms in the past 5 years (2007/8 – 2011/12). Education stakeholders are also supporting the implementation of the new policy.

### Government Funding

The Education share as a percentage of government expenditure was 18.7 in 2007/08. In 2011/12 this figure had not changed much and was standing at 18.3%. The release of education funds from the government follows the MTEF plan, though often the released amount is less than the budgeted amount. This indicates a risk in ZEDP implementation, as uncertainty over central government funding will hinder planning. Table 10 shows the amount of funds budgeted versus those actually released by the government to support education budget in the past five years (2007/8 – 2011/12).

*Table 10: The percentage of the Education budget released by the Government, 2007 - 2012*

Year	Education Budget (USD)			Actual (USD)			% Actual
	Recurrent	Capital	Total	Recurrent	Capital	Total	
2007/08	17,503,750	837,500	18,341,250	15,613,750	806,250	16,420,000	89.5
2008/09	18,055,625	1,312,500	19,368,125	17,456,875	1,200,000	18,656,875	96.3
2009/10	21,992,500	2,765,625	24,758,125	19,418,125	1,346,875	20,765,000	83.9
2010/11	26,613,750	2,812,500*	29,426,250	25,986,875	2,796,875	28,783,750	97.8
2011/12	28,317,500	2,812,500	31,130,000	35,758,750	2,259,375	38,018,125	122.1

\*Imputed due to errors in the preparation of the Budget Speech for this year.

### External Financial Support

A number of development partners (DPs) are supporting the education sector in Zanzibar. These include Swedish International Development Agency (SIDA), The World Bank, UNICEF, USAID, UNESCO, BADEA, etc. Analysing funding from these external donors is extremely challenging. This is because some of these development partners channel their funding through organisations other than the MoEVT for implementation. In such cases, it is very difficult for the Ministry to be clear about the amount of funds spent on implementation. For funds disbursed to the Ministry, different accounts are opened for different DPs. Each of these accounts has a special assigned accountant. The lack of a central point of information about these funds makes it difficult to establish what funds are entering the Ministry and how they are being spent. The review of the MoEVT's financial management, funded by SIDA, should help to resolve this.

### Absorption Capacity

Since the GPE funding will be additional support to the education sector, on top of existing government commitment, there is a question of whether the MoEVT has the consumption capacity to absorb these extra funds. In the past five years, there have only been two cases where the MoEVT was required to return funds to donors, having been unable to spend them in time. One of these cases occurred in 2007/08 when approximately \$168,000 had to be returned to SIDA and the other occurred in 2012/13 when funds had to be returned to UNICEF. In both of these cases, the delays which resulted in funds failing to be spent were delays in the printing of various materials. Since printing components are included in the GPE programme, the MoEVT must be particularly aware about the potential for delay in these components and they should receive particularly close monitoring.

## 5 GPE Programme Management

### 5.1 Implementation Arrangements

**The MoEVT, in close collaboration with the Zanzibar Education Sector Committee<sup>19</sup> (ZESC), is responsible for ensuring successful GPE programme implementation.** GPE implementation takes place within the overall ZEDP and ZEDP Action Plan. The GPE programme will be implemented through MoEVT and its decentralised institutes.

**The ZESC, led by the Government, will monitor the implementation of the Action Plan, in particular the GPE financed programme and then report to the GPE as required. Annual Joint Education Sector Reviews are vital in sector monitoring.** The Supervising Entity will provide expert assistance in monitoring progress in programme implementation and in assessing on-going programme achievements. It will coordinate regular reviews of the GPE programme with the Coordinating Agency and stakeholders. The Supervising Entity will also keep the GPE Secretariat informed on the implementation progress of the grant, at least once every six months. This information will include submission of an annual implementation progress report, as well as copies of all supervision reports prepared as part of the internal work of the Supervising Entity.

### 5.2 MoEVT GPE Programme Implementation, Monitoring and Coordination

#### Monitoring, Reporting and Coordinating Structure

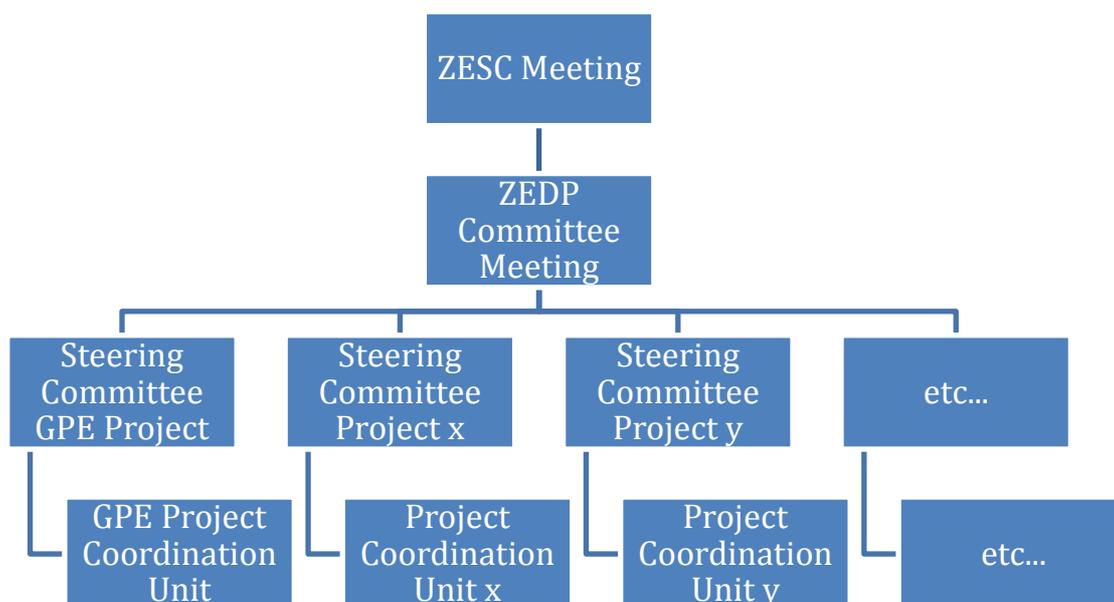
As mentioned above, the GPE programme will be monitored and coordinated within the framework of ZEDP Action Plan 2012/13-2015/16 monitoring. Reporting, monitoring and accountability structures will be the same for all ZEDP Action Plan Programmes. A Programme will be defined as those activities receiving support from a particular donor, for example alongside the GPE Programme there will also be a SIDA Programme, a USAID programme, an AfDB programme (ALSD), etc. There are four tiers of programme management: project coordination unit meetings, steering committee meetings, internal ZEDP Committee Meetings and ZESC Meetings. This monitoring structure is illustrated in Figure 4.

Each funding programme, including the GPE, will have its own project coordination unit (PCU). This unit consists of the project management team; project director, staff responsible for M&E for the Project, a Project accountant and staff responsible for Procurement. PCUs will meet regularly, at least once a quarter, to discuss the progress of programme implementation. In every PCU meeting, key implementers are invited to present the implementation progress of their respective component against the activities planned for that quarter, as indicated in annual Action Plans, and state the reasons for any delays. If departments/implementers have come across problems which are hindering implementation, these will be discussed and solutions proposed.

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<sup>19</sup> ZESC comprises representatives of AfDB, Sweden/SIDA, UNESCO, USAID, UNICEF, WB, MoFEA, MoEVT Directors, and of CSO, NGOs, and the private sector.

Figure 4: The Structure of ZEDP Action Plan Management



PCUs will report to programme specific Steering Committees (SCs). These will meet quarterly. At these meetings reports on implementation progress will be presented along with factors hindering implementation, which could not be solved at PCU level. Should departments need to change or add any activities, which will be necessary to achieve a stated output, these requests should be made to Steering Committees through the PCU. Steering Committees will have the power to approve or reject minor changes to Action Plans without the need of consulting the ZESC.

Once all programme SCs have met, there will be a quarterly ZEDP Committee meeting. This will be an internal meeting within the Ministry. The ZEDP Committee will consist of representatives from all MoEVT departments, the OCIS, MoEVT Senior Management and NGOs/CSOs where appropriate. The purpose of this meeting will be to receive detailed reports from each SC on programme implementation, with a specific focus on factors delaying implementation. Any problems which are occurring within all programmes can then be highlighted as priority areas for improvement and ways forward can be discussed. This ZEDP Committee meeting will ensure that coordination between different programs is maintained. The outcome of the ZEDP Committee meeting will be presented in a summary report to the ZESC each quarter, presenting an overview of Action Plan implementation progress (with specific reference to individual programmes), challenges and proposed solutions. The ZESC can be used as a knowledge sharing forum to provide support on addressing identified issues. This quarterly progress reporting structure will ensure that constraints causing delays in implementation can be identified and addressed early, before they result in targets being missed.

Although quarterly ZESC meetings will focus mostly on implementation progress, twice a year reporting will take place on a broader basis, examining indicators and progress against annual targets at the output and objective level for the ZEDP as well as for the component level for the GPE Programme. Sources of data for these meetings will include inspectorate reports, EMIS data,

information collected by implementing departments and exam results. It should be noted that before being discussed in semi-annual meetings, all PCUs, SCs and the ZEDP Committee will have discussed the relevant information. While one of these semi-annual meetings will follow the usual process of reporting up to the ZESC, the other meeting will act as the annual review meeting for the ZEDP Action Plan, including the GPE programme. This annual review will take the form of a Joint Education Sector Review and will include a presentation of ZEDP Action Plan progress as well as a GPE programme progress report. This report will be a comprehensive report produced by the DPPR on the GPE programme and will form part of an overall ZEDP Action Plan Progress Report. Table 11 indicates what information will be presented at each ZESC meeting and the JESR and when they will occur. Decisions taken in ZESC meetings will be fed back to implementing departments via their Directors and the DPPR, involving the DPPR will ensure adequate coordination and follow-up.

*Table 11: Stakeholder Meetings for Monitoring the ZEDP Action Plan*

<b>Meeting</b>	<b>Date</b>	<b>Information to be presented</b>
Annual Review/ Joint Education Sector Review	September	ZEDP Committee Report EMIS Data Inspectorate Reports NGO/CSO reports Data collected by departments Exam Results Other Relevant Reports (e.g. Public Expenditure Reviews)
ZESC Meeting	December	ZEDP Committee Report Feedback from JESR
Semi-annual Review ZESC Meeting	March	ZEDP Committee Report Inspectorate reports Exam Results (Standard VII, Form II and Form IV) Data collected by departments Other Relevant Reports
ZESC Meeting	June	ZEDP Committee Report Preliminary EMIS data Form VI Exam Results

**The purpose of the JESR is to ensure that the government is accountable to stakeholders by sharing information and increasing transparency.** Joint Education Sector Reviews have not taken place within the Ministry during the past three years and therefore Joint Sector Review Reports are unavailable. The government will revive annual Joint Education Sector Reviews from September 2013, these will increase transparency and facilitate monitoring of MoEVT plans. The JESR will also be used to discuss with stakeholders the most productive future directions. In summary the JESR will be used to monitor the ZEDP, pass information on to the public and receive their feedback, which will be acted upon in the December stakeholder meetings.

**Progress in Action Plan and GPE programme implementation will therefore be assessed at regular intervals during implementation by departments, the inspectorate (all levels), the M&E division, Senior Management and stakeholders.** The DPPR will fulfil the vital role of processing and analysing

information and data and coordinating the monitoring of ZEDP Action Plan implementation. The tasks of the DPPR include i) collecting and processing information from M&E, inspection reports, and studies, ii) collecting and analysing EMIS data, and ii) interpreting findings against Action Plan and GPE programme targets and indicators. Annual decisions on continuation, extension, adjustment or conclusion of GPE programme (and Action Plan) activities will be based on analysis of information and evidence-based assessment of impact against GPE priority areas. Participation of the private sector and civil society will be actively encouraged by increasing their participation in ZESC meetings. NGOs/CSOs may also form part of PCUs or SCs.

**The Supervising Entity (SE) has joint responsibility with the RGoZ in monitoring implementation.**

The SE will be given semi-annual and annual reports on the GPE programme. There will also be a SE representative present at all ZESC Meetings and the JESR. The SE may be invited to attend Steering Committee meetings for the GPE when it is felt necessary. During these meetings, the SE will be able to consult with the MoEVT and other partners to identify appropriate measures to resolve issues that are preventing the achievement of GPE programme objectives. The SE, along with the Coordinating Agency (CA), will support the RGoZ in promoting and organising JESRs. The SE will also keep the GPE Secretariat informed on the implementation progress of the grant. This information will include submission of an annual implementation progress report, as well as copies of all supervision reports prepared as part of the internal work of the SE. The SE will review the overall progress of the grant with the GPE Secretariat at least once every six months.

**Data Collection and the DPPR**

Since the ZEDP Action Plan 2012/13-2015/16 includes base-line data, indicators and targets against which progress will be assessed, effective monitoring and management of the GPE programme will be assured. Timely available and reliable education data and information, essential for effective GPE programme management, will be generated through regular inspection and supervision visits and reports, impact and cost-benefit studies, and NGO/CSO evaluations.

NGO/CSO evaluations are conducted as part of these organisations regular M&E activities. During a meeting with NGO/CSOs it was agreed that NGO/CSOs and the MoEVT would share information on the cost efficiency and impact of NGO/CSO activities on student learning achievements on a regular basis. Information on the education activities of NGO/CSOs, in the form of evaluation reports, supervision and monitoring reports, inspectorate reports and research studies, will be included in the Joint Education Sector Review in September. NGO/CSO evaluations are planned, carried out and financed by NGOs and are therefore not included in the ZEDP Action Plan. Meetings with NGO/CSOs for information sharing are included in the Education Sector Management component of the ZEDP Action Plan.

The DPPR is playing a vital role in the implementation of both the GPE Programme and the ZEDP Action Plan. The DPPR has reasonably strong data gathering capacity in terms of receiving information from inspectorate reports, EMIS data and ZEC reports/data. However, within the Ministry there is a shortage of accurate financial data. The restructuring of the MoEVT's financial management system, by the SIDA funded consultancy services, should help to solve this problem.

The DPPR has also struggled in the past to get coherent, concise and reliable information from monitoring and evaluation activities that have been conducted by implementing departments. The DPPR has recognised this constraint and is taking steps to address them. Implementing departments will be provided with clear frameworks for the information required from them for monitoring purposes. This will be information unavailable from EMIS, inspectorate reports or other sources. The aim is to raise departments' awareness of using data to monitor progress as well as increase the information available in the Ministry to act as baselines and indicators and facilitate effective monitoring. Should departments find it difficult to collect this information, this must be reported to the DPPR so that solutions can be proposed and support given where appropriate. The DPPR also plans to hold dialogues with the National Teacher Resource Centre (NTRC) to inform them what information needs to be collected by TCs. Then NTRC can then pass this information on to the TCs and ensure they act on it.

The DPPR has a good working relationship with MoEVT departments. The development of the GPE programme has led to areas in which departments need more support from the DPPR being identified. Currently, although there is the human resource capacity within the DPPR to analyse and review plans in the light of monitoring results and develop reasoned proposals for improvement, this is rarely done. The DPPR is aiming to address this during ZEDP Action Plan implementation by helping departments to generate monitoring information, as mentioned above, and facilitating analysis and reviews of plans in coordination with departments.

It should be noted that one of the reasons that the DPPR does not play a greater role in generating analyses of plans and reasoned proposals for improvement is that the research unit within the department does not have strong enough linkages with implementing departments. This means that research is not sufficiently responsive to the needs of the MoEVT. While the DPPR participates in steering committees and offers information on performance and the way forward etc., these steering committees do not cover all areas of the MoEVT's work, leaving gaps in plan analysis and proposals for improvement. As a way to improve the situation, under the ZEDP programme departments will be able in quarterly and semi-annual meetings to request support from the research unit. Where anomalies are identified, such as high spending with no visible impact, the research unit will be required to investigate causes.

The DPPR has good capacity for the conversion of senior management decisions into actionable implementation plans. Planning capacity has also been enhanced during the GPE process. During the preparation of the Action Plan, a large effort was made to ensure that plans were actionable. This included ensuring that departments were heavily involved in plan development and are therefore aware of their responsibilities. This was perhaps the greatest weakness in the previous plan. Beyond plans being actionable in theory, adherence to MoEVT plans by other departments, including the administration and finance departments, must be enforced. The DPPR does not itself hold any enforcement mechanisms, however, information collected at quarterly meetings will be passed to senior management and any departments failing to implement in a timely manner will have to justify themselves to the senior management.

### **The Role of School Committees in Implementation**

There are school committees operating in every school. Each school committee has 10-15 members, depending on the size of the school. These members include a chair (elected by the District Commissioner), two local government representatives, two members elected by the DEO, the head teacher, three members selected by parents and the president of the student school government. The official roles of the school committee are to: ensure that students are enrolled at the right age and attend school; reduce the number of early pregnancies and marriages through discussions with the student's parents; advise and support the school management; oversee the discipline of students within and outside school environments and to sensitise parents on education development, such as construction of classrooms. School committees pass information back on to the MoEVT. Information coming back from school committees to the MoEVT can be used in monitoring the success of GPE and ZEDP Activities.

### **Financial Management of the GPE Programme**

The GPE, like the ZEDP Action Plan, will rely on the MoEVT's financial management practices, which run as follows. Departments write a proposition to the PS, through their heads of department or unit, to request disbursement of funds for an activity in the plan. This proposition includes the cost breakdown of the activity and the timings. The PS can decide whether to approve or deny this request. Once the PS has decided to approve a request the Chief Accountant is contacted to ensure that the funds are available and identify their source. Before the Chief Accountant endorses the request, both the Chief Accountant and the Chief Internal Auditor checked the authenticity, completeness and accuracy of the transaction independently. Finally, the money is released either by the Chief Accountant or by the assigned project accountant.

Departments must return receipts and other supporting documents to the Accountants Section. After the implementers have completed the project there is a post-audit to examine the completeness of the transaction, all supporting documents are examined including tender documents, proof of receipt/delivery, etc. The Chief Internal Auditor produces quarterly reports for the Chairman of the Audit Committee. The finalised reports are presented to the PS. The MoEVT is required to produce a financial statement within 3 months of the end of every financial year. Based on this report, external auditors come from the Office of Control and Auditor General (OCAG) to conduct an external post-audit. The report produced by OCAG is sent to management of MoEVT for response. This annual audit is comprehensive.

### **Procurement Processes for the GPE Programme**

The GPE Programme will use the MoEVT's standard procurement procedures. These are based on the Procurement Act of the RGoZ. Procurement is managed by the Procurement Management Unit. This unit consists of a Head of Unit, possessing a Masters' Degree in Engineering, and Procurement Management Officers, most of whom have a Diploma in Procurement and Supply. Training for Procurement Management Officers in Procurement Management at degree level is written into the ZEDP Action Plan; however this has not yet received committed funding.

The procurement process can be broken down into 9 stages<sup>20</sup>:

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<sup>20</sup> The entire process must be approved by the PS, a contract cannot be awarded without this approval.

1. Departments submit requests to the PMU, these detail exact requirements and specifications
2. A Bidding Document is developed by the PMU; this document must be approved by the Ministerial Tender Board<sup>21</sup> and, in the case of external funding, the donor.
3. The job is advertised and suppliers submit bids, for large works bids must be collected from at least 5 suppliers, for smaller works 3 is acceptable.
4. Departmental requests, Bidding Documents and Supplier bids are all submitted for the Evaluation Process, the Evaluation Committee includes technical members, a chairperson and representatives from the PMU.
5. Following Evaluation the recommended supplier must be approved by the Ministerial Tender Board
6. Negotiation between the Ministry and suppliers then begins
7. The Ministry notifies suppliers of the award of the contract
8. The contract is awarded, the supplier must submit a performance security to the MoEVT worth 10% of the value of the contract
9. The PMU manages the contract to ensure that the supplier has fulfilled the agreement
  - If the supplier runs fails to deliver within the contract period the MoEVT appropriates the 10% performance security
  - Should further complications arise the MoEVT may terminate the contract

Once goods have been procured the PMU informs the Department of Personnel and Administration who are responsible for distribution.

## 5.3 Risk Assessment and Mitigation

### 5.3.1 Education Sector Action Plan Risks

Multiple risks exist for successful Education Sector Action Plan implementation. Since the GPE funded programme is an intrinsic part of the Action Plan, these risks and the way they will be or have been mitigated equally apply to the GPE plan.

#### Internal Risks

##### **Lack of Ownership**

One of the main factors hindering the implementation of the previous ZEDP 3 year plan was a lack of awareness within the Ministry about the plan and its contents. This time round this risk has been mitigated by actively involving MoEVT Directors in writing their sub-sector, cross-cutting or management plan. Furthermore, funds have been committed by SIDA to support the development of annual departmental action plans based on the ZEDP Action Plan. This will further enhance MoEVT staff's understanding of the synergy between departmental plans and the overall action plan.

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<sup>21</sup> The Chairman of the Ministerial Tender Board is selected by the Deputy PS, it is currently the Commissioner for Education.

### **Weak Financial Management**

The possibility of weak financial management within the Ministry poses a serious risk as it reduces the impact of education spending.

The Action Plan format was improved to address this by including targets, indicators and costs, making it a more efficient and effective tool for education sector management including its financial management. However, successful implementation of the Action Plan is still threatened by the lack of alignment between the Medium Term Expenditure Framework (MTEF) and the Action Plan. To mitigate this risk it must be ensured that the annual MTEF is synchronised with the Action Plan i.e., its annual updates.

The MoEVT has relatively stringent procedures to ensure that funds are spent on the activities for which they are disbursed. However, financial record keeping is poor, reducing financial transparency, and there is little capacity to commit funds to a planned expenditure path. Poor financial record keeping may be a result of a paper based system. The result is that it is very hard to establish what was actually spent on any particular activity or project; this limits the ability of the MoEVT to determine the cost-effectiveness of different strategies. The lack of ability to follow a planned expenditure path is largely due to budgetary pressures combined with fire-fighting expenditure.

SIDA have committed support for a financial management consultancy for the Ministry. The TOR for this consultant state that the objectives of the assignment are to:

- Review the effectiveness of current MoEVT financial management, accounting and auditing practices in enabling quality education in Zanzibar and ensuring efficiency, transparency and accountability in the use of funds according to RGoZ financial procedures
- Assist the MoEVT in developing a comprehensive programme for restructuring its Financial Management System. This includes but is not limited to:
  - An appropriate organisational structure that ensures clear mandates and definition of roles
  - Administrative procedures and tools (manuals, job descriptions, etc.)
  - Accounting systems corresponding to international standards
  - Internal audit function
  - A cost-efficient ICT system to support effective and transparent financial management
- Assist MoEVT in developing a comprehensive programme for restructuring its budget process and systems to allow for more efficient and transparent allocation, monitoring and use of resources.

Under this consultancy the preparation of the MTEF will be reviewed and aligned with the Action Plan. This means that by the financial year 2014/15, the MTEF will be aligned with the ZEDP Action Plan. The basis for a computerised financial management system will also be established, this should help with record keeping. The SIDA consultancy can be seen as the first step in mitigating the risks of poor financial management within the Ministry. The value of the consultancy will depend upon the steps taken by the Ministry to follow up on any recommendations.

To mitigate the risk of funds being diverted into activities not related to the ZEDP, a two pronged approach will be taken. Firstly, departments will be required every quarter to report progress against the ZEDP in an inter-ministerial meeting. Any activities not explicitly mentioned in the Action Plan will have to be justified in one of these meetings before they can receive any funding. Should an urgent activity arise, an extra-ordinary meeting of the ZEDP steering committee may be called. Secondly, before any new programmes or projects not in the ZEDP may be introduced/funded, the senior management must justify them to the ZESC. If approved by the ZESC these activities may be incorporated in the ZEDP or replace existing ZEDP activities.

While significant measures are being introduced to mitigate the risks of poor financial management, the impact of these measures needs to be monitored and assessed. The ZESC will conduct regular follow-up on the on-going and planned initiatives to strengthen financial management of the education sector in Zanzibar. Progress will be monitored in relation to the MoEVT's capacity to plan the use of available resources and also against how transparently funds are spent in the sector.

### **The Presence of Multiple Plans within the Ministry**

Project based funding from Development Partners has led to the presence of multiple plans within the Ministry. This has meant that interventions often do not match the identified priorities of the government. The lack of coherence between individual interventions has made education planning difficult as there is no clear road map for where the Ministry is going and what steps need to be taken to achieve targets.

The risk has been mitigated through discussions with DPs, which have led to a commitment from donors to support the Ministry's ZEDP Action Plan rather than initiating their own interventions.

It is not only the presence of multiple plans which is hindering progress, but also the reporting requirements of individual donors. Ministry staff are often distracted from their core functions by demands to prepare reports for individual donors, compatible with their specific reporting procedures. A solution to this would be to use the JESR as the reporting mechanism for all donors. This solution has been proposed in the past and rejected by most Development Partners; however the dialogue has been reopened. Both USAID and SIDA have stated their willingness to support such a strategy.

### **Weak Implementation Capacity at the District and School level**

Weak implementation capacity at the district and school level prevents the MoEVT from decentralising tasks. This results in an overly centralised system where decisions are taken at a level far removed from the point of delivery. This impedes service delivery.

Measures are included in the ZEDP to strengthen this capacity. Under the GPE programme the responsibilities of DEOs and school management will be formalised. School management will be inspected against these responsibilities and where capacity gaps are identified the MoEVT will support schools in addressing these. Under the ZEDP Action Plan 6 staff will be trained each year, including staff at the District/ TC level, in the collection, analysis and use of statistics for education planning at certificate/Diploma level. These measures aim to address capacity gaps at district and

school level to create the conditions in which decentralisation of education decision making is possible.

### **English as a Language of Instruction**

The risks associated with introducing English as the medium of instruction for Upper Primary must be recognised. Requiring teachers and students to communicate in English, a second language may have a negative impact on students' knowledge acquisition during primary schooling. This is especially the case if teachers themselves have a poor grasp of English and therefore struggle to provide coherent explanations. If students are failing to gain a strong grounding in Kiswahili language skills by the time they reach Upper Primary their ability to gain proficiency in a second language will be severely reduced.

Aware of these risks the government has ensured that the introduction of English language instruction at Standard 5 is part of a package of supporting reforms. Teacher training in English as a medium of instruction has already been taking place under the support of ZABEIP. The primary education curriculum has been revised and two years of compulsory pre-primary education introduced in order to ensure that students have a strong grounding in Kiswahili language skills before reaching Standard 5.

Ex-ante measures can go only so far into mitigating the risk of English language instruction for Upper Primary. Ex-post measures, focusing on careful monitoring and evaluation, will therefore also be used to ensure that the introduction is a success. See information on Language of Instruction in Section 2.2 for more detail on the monitoring process.

### **Weak Accountability Structures**

Within the Education sector, weak accountability structures are hindering progress and leading to inefficient use of funds. Presently, MoEVT employees are often not held fully accountable for failures to meet deadlines or monitor activities thoroughly.

While the DPPR can assist Departments in monitoring capacity and provide a clear framework for ZEDP M&E and collect frequent progress reports, these measures will have limited effect if accountability structures are not in place. The production of job descriptions for MoEVT departments and units, included in the ZEDP plan, should help to make responsibilities clearer. This will make it easier to hold departments accountable. Within departments human resource management must be improved to ensure that tasks are completed by individuals on time and to the expected standard.

### **Inspectorate Reports not aligned with Ministry's information needs and failure of the Ministry to act upon recommendations**

In the ZEDP Action Plan many of the outputs and objectives rely on feedback from the inspectorate to analyse progress towards targets. In order for this monitoring mechanism to function the DPPR must communicate to the inspectorate what precise information is required. This includes not only requesting that the inspectorate provide feedback on certain broad areas, such as text book use, but also that the inspectorate is made aware when new interventions are rolled out so that specific feedback on these interventions can be provided. While the MoEVT can request specific

information from the inspectorate it should be noted that inspectorate reports should not be confined to these areas in order to preserve the autonomy of the OCIS. Good coordination between the DPPR and the inspectorate is therefore a necessary but not sufficient condition for effective monitoring via the inspectorate.

Once the inspectorate has drawn up reports and recommendations, these need to be shared with all Ministry departments. Presently the OCIS reports to the Commissioner alone. This reporting structure means that recommendations are rarely followed up as implementing departments are left unaware of recommendations. Inspectorate reports should therefore be shared with the entire ZEDP Committee, as defined above, including Departmental Directors and selected staff members. During these meetings the findings of the inspectorate should be presented, recommendations discussed and responsive measures proposed. Annual plans can be amended to incorporate these measures once they have been approved by the ZESC.

**Weakness in Results framework/monitoring capacity:**

The lack of baseline data for 80% of outputs in the ZEDP Action Plan combined in many cases with targets which merely rephrase outputs poses a threat to effective monitoring and evaluation of the Action Plan.

The GPE results framework makes some attempt to address this by monitoring not only at the output level, which is rather narrow and confining, but also at the level of objectives and GPE components. This presents a more holistic method of monitoring progress as it allows the effectiveness of the GPE programme as a whole to be addressed. A determined effort has been made to collect as much information as possible on the GPE outputs and the GPE programme is therefore much more complete in terms of baseline data/information than the action plan as a whole.

SIDA is funding the development of annual action plans and results frameworks, which will cover the entire Action Plan including the GPE programme. These will set annual targets necessary to achieve the broader targets in the three year Action Plan. Furthermore, under SIDA funding DPPR are going to run training seminars for departments on using data for M&E and evaluating outputs against cost. By training all departments in monitoring and evaluation the DPPR hopes to ensure that departments are capable of assessing their performance against targets and adjusting strategies accordingly.

As the action plan progresses measures will be taken to improve data collection. This will provide information where baselines are currently absent and will facilitate future M&E efforts.

It should also be mentioned that UNESCO is currently supporting a sector-wide M&E Capacity Assessment and is assisting the MoEVT in developing an M&E Capacity building action plan. Once this plan is fully developed it will be incorporated into the ZEDP Action Plan, assuming that this incorporation is approved by the ZESC. UNESCO will fund some of the M&E training once the plan has been developed.

## External Risks

### **High Population Growth Rate**

High population growth rate in Zanzibar, combined with delays in action plan implementation makes it increasingly difficult to achieve a sufficient per child investment in education to address persisting issues.

Although the GPE programme includes some measures to address this problem (life-skills education and in-school counselling) these measures on their own are unlikely to keep adolescent girls in school and lower fertility. However, these measures must be seen as part of a broader effort to address the problem.

Since the greatest cause of drop-out from basic education for both genders is currently exam failure, efforts to improve the quality of education and students' English proficiency will have the greatest impact on retaining girls in schools. The structure of the new basic education system will also contribute to reducing drop out due to early marriage. The old education system consisted of 7 years of Primary schooling, followed by an OSC year before secondary. Children often did not begin Primary schooling at the correct age. This meant that children often would not complete their basic education, i.e. up till Form IV, until they were 19 or older. Under the new system, with efforts made to enrol children at the correct age, it is possible to complete basic education by age 17. This increases the likelihood that girls will complete basic education before marriage.

At primary level life-skill subjects are integrated into the curriculum. These subjects are partly aimed at reducing drop-out and include topics such as sexual abuse, drug abuse and HIV/AIDS issues. The MoEVT has also conducted a number of awareness raising seminars on women's issues through School Management Committees. There is a focus on ensuring that there are an equal number of male and female representatives on SMCs. This helps to ensure that women's issues receive a focus.

Some of the strengths of the Zanzibar education system in retaining girls in school should also be mentioned. Currently, although drop out at Form IV level due to exam failure is higher for girls, retention of girls at Form II is higher than for boys. Furthermore, since 2006 girls' who become pregnant, including out of wedlock, are allowed to re-enter government education following delivery. Girls are allowed to choose whether to re-enter a standard school or to join an alternative learning centre.

Outside of the MoEVT's efforts to improve girls' education and therefore lower fertility, there are other measures taking place at the broader government level. UNFPA has been working with the Office of the Chief of Government Statistician (OCGS), the Registrar General Office (RGO) and the Zanzibar Planning Commission to i) strengthen capacity for population data collection, analysis, dissemination and utilization, ii) enhance the ability of policy planners and technical staff to integrate population variables into policies and monitoring system, iii) assist government to disseminate user-friendly information and to strengthen its partnership with civil society and the media regarding the utilization of data for policy analysis, dialogue and advocacy and iv) strengthen mechanisms for coordination of national institutions involved in population related issues.

There are also initiatives within the Ministry of Health and the Ministry of Social Welfare, Youth, Women, Children and Development, again supported by UNFPA, aiming to increase the availability of comprehensive, client-oriented and gender-sensitive reproductive health, including family planning services and promote and protect gender equality and women's equal rights. Improving women's status in society, especially their access to the labour market, is likely to help to reduce population growth by increasing the opportunity cost of women's time.

The Zanzibar Population Policy details the Ministry of Education's roles and responsibilities as:

- a) To integrate population and family life education in schools and teacher training institutions curricula
- b) To eliminate gender disparities in the educational system
- c) To improve education quality and its accessibility to all people through encouraging community participation
- d) To develop and strengthen alternative education programmes to cater for out of school youth

The Ministry is currently conducting activities to fulfil all of these obligations and will continue to work on measures to: improve the quality of life-skills education; reduce girls' drop-out due to early marriage or pregnancy; improve the quality of education and the access to educational services and expand alternative education and TVET.

#### **Uncertain Funding from Central Government**

The amount of funding received from the central government is often less than 100% of what is initially budgeted. This makes planning within the MoEVT difficult. To mitigate this risk, the MoEVT will ensure to make plans flexible enough to absorb budget cuts.

#### **Delays in Procurement**

The sequential nature of many Action Plan activities means that timely implementation is vital if targets are going to be achieved. Although the Ministry's internal procurement processes do not often cause delays, contract non-performance is a significant problem.

While the 10% contract performance security acts as a deterrent for late delivery, it is clearly not a strong enough mitigation measure since contract non-performance is persisting as a problem. One of the benefits of a small country, such as Zanzibar, is that information sharing networks are strong. It is therefore recommended that the procurement unit investigate firms' reputations and consider these in the award of the contract. The PMU should investigate the firms' performance in former government contracts where they exist.

The contract management function of the PMU should be emphasised so that it can be identified early when firms are falling behind schedule and remedies can be proposed. Keeping departments informed of procurement status may also enable them to rearrange activities, such that delays in procurement have a lower impact.

### **Delays in Disbursement**

Similar to delays in procurement, delays in the disbursement of funds can lead to projects falling behind schedule and targets being missed. This is particularly a problem for donor funds as often requests for disbursement are submitted too close to the required disbursement date, this means that DPs cannot complete disbursement procedures in time to disburse the funds when they are required.

The first measure to mitigate this risk is to ensure that requests for the disbursement of funds are submitted well in advance. To ensure this occurs the DPPR will inform all departments of the procedure for the disbursement of funds so that they understand the expected length of delay between the request of funds and their disbursement. Improved communication within the MoEVT and between the MoEVT and DPs will also be needed to ensure that requests for funds are submitted in time and that there are no unavoidable delays in the disbursement process.

### **5.3.2 Specific Risks Associated with GPE strategies**

Before addressing the specific risks associated with GPE strategies it is necessary to emphasise the fact that the MoEVT recognises that this risk analysis is not comprehensive. The process of identifying risks associated with GPE strategies and indeed Action Plan strategies in general will continue during the process of developing annual departmental action plans. Departments will be encouraged, with the support of the DPPR, to identify risks and suggest mitigation measures. This process will not only generate a more solid annual strategy, but will also build the capacity of implementing departments to identify risks and take appropriate responses.

### **Significant Investment in the Early Childhood Advancement Certification Programme**

Considering it is a new programme, the reliance placed upon the Early Childhood Advancement Certification Programme for the training of a significant number of teachers is a risk. The quality of teachers produced by the programme is not yet proven and therefore relying on it for pre-primary teacher training could lead to a large number of poorly trained teachers in the system.

This risk has been mitigated to some extent in the development of the programme. Formative Evaluation is involved in the preparation of each module ensuring that the content is clearly explained and that it is successful in providing trainees with the desired skills. Furthermore the programme has been developed in collaboration with DTE, ZIE, ZMRC and the Department of Pre-Primary and Primary to ensure that the content not only reflects the curriculum but also focuses on best practice for early childhood education.

Close monitoring of the programme will enable the E-Learning department to provide support and take responsive action where appropriate. This will be achieved through training Inspectors monitoring the quality of trainees and trainers.

### **The Re-training of 700 Primary teachers for Pre-primary level using SDLM modules**

In the GPE programme there is an activity which focuses on retraining 700 primary school teachers to teach at the pre-primary level. This strategy presents three major risks: teachers may be unwilling to move from primary to pre-primary education; the identified surplus of 700 teachers may be an over-estimate and the SDLM modules may not be completed in time.

There is the potential that moving 700 teachers from primary to pre-primary will have an impact on the quality of primary education if the surplus has been overestimated. To avoid this, teachers will only be selected for retraining once a careful consideration of the impact has been considered, including discussions at the district and school level. Should the surplus have been over-estimated, teachers will not be transferred to the detriment of primary education. However, a consideration is the fact that at the moment there is a lack of qualified Mathematics and Science teachers at the Primary level, leading to these subjects often being taught by teachers specialised in other areas. As the government improves its human resource management to ensure that the number and qualification of teachers recruited matches demand, some of the teachers currently teaching subjects for which they lack the qualifications can be retrained for pre-primary and replaced by teachers with the necessary skills.

While the transfer of teachers does pose risks, it is also seen as a way of mitigating the impact of the expansion of pre-primary education on the government wage bill. Failure to address the problem of inefficient deployment of human resources can also be seen as a risk, putting pressure on the government budget and squeezing out funds for development expenditure. Transfer of teachers also poses fewer political risks than redundancy.

Also under consideration is the fact that if 700 teachers are transferred from primary, this may increase class sizes in primary if the surplus has been overestimated. This could jeopardize the MoEVT's plan under the GPE Programme to train teachers in adjusting their teaching methods to the specific needs of individual learners. This risk is felt to be small as long as teachers are carefully chosen for re-training and the strategy is not forced if the surplus is found to be smaller. The reason for this is that it is currently the number of classrooms, rather than the number of teachers, which is determining class size in Primary. As long as there are enough teachers relative to classes, class size will not rise as a result of the intervention. Furthermore, as mentioned above, this is a short term strategy to satisfy an immediate need. In the long run the aim is to increase both infrastructure and the number of trained teachers to ensure a reduction in class size and improved quality of teaching.

The consideration of teachers' desire to be transferred to pre-primary is a major concern. No teacher should be forced to transfer against their will. This statement holds not only from a human rights perspective but also from an educational perspective. Teachers forced into teaching pre-primary are likely to display lower motivation leading to poor quality teaching. To avoid this risk, teachers will be encouraged through TCs and meetings with the Department of Pre-Primary and Primary to make the switch and only those who volunteer will be moved. The decision to switch to pre-primary will not affect teachers' pay negatively.

The concern that the SDLM module will not be prepared in time will be addressed through close dialogue with the E-Learning Division, which is developing the modules. This way any problems that occur can be rapidly addressed to ensure timely completion.

#### **Classes too large for Teachers to adjust teaching to Individual students' needs**

Large class sizes may make teachers unable to adjust their teaching to the specific needs of learners, no matter how well trained they are. This may limit the effectiveness of the strategy under

the GPE to train teachers in *'identifying the special needs of children and modifying teaching approaches accordingly'*.

To mitigate this risk, this training will be targeted first at teachers in areas where the pre-conditions for effective teaching are in place. Furthermore, teachers are receiving training programmes specifically targeted at introducing inclusive teaching methods in large classes. In other words, training sessions will be tailored to the Zanzibar context.

### **Cost Effectiveness of Teacher Training strategies**

The GPE programme includes numerous investments in human capital. There has, up until now, been no study into the cost effectiveness of different training strategies. The MoEVT is aware of the risks associated with rolling out untried programmes and will therefore carefully monitor and follow-up all training programmes in terms of costs and impacts. Thus the cost-effectiveness of teacher training methodologies and modes of delivery will be determined. Those that prove to be most cost-effective will be mainstreamed into the regular pre-service and in-service teacher training programmes and systems.

### **Effectiveness of Teacher Training**

Strategies to train teachers will only have an impact if teachers are able and willing to apply their training. If teachers are demotivated due to poor teaching conditions then teacher training will have a limited impact.

To mitigate this risk, complementary investments are taking place in school infrastructure and teaching and learning materials to improve the quality of the school environment. These include:

- Projects funded by SIDA, BADEA and the World Bank to expand the number of primary and secondary classrooms.
- Projects supported by the AfDB and UNICEF to build sanitary facilities in primary schools.
- WB support for the procurement of laboratory equipment for secondary schools.
- WB support for primary school textbooks for the new curriculum for standards 1-4.
- Etc...

While teacher training is taking place, huge efforts are being made to improve classroom conditions to increase motivation. Pilot projects, funded by the British Council, are also taking place in selected secondary and primary schools, aimed at improving school management through measures such as ensuring that a senior member of school management inspects teacher attendance every period. These programmes are running alongside broader government efforts to increase the competence of school management teams.

Taken together these measures to improve the teaching and learning environment as well as school management and monitoring should work to increase the effectiveness of teacher training.

### **Guidance and Counselling may be ineffective if Students are unwilling to engage with Counsellors**

The GPE Programme contains strategies to strengthen guidance and counselling in schools. The rationale behind this is that effective counselling services will contribute to ZEDP objectives by improving students' ability to concentrate on their studies and preventing drop out and high absenteeism. However, in order for guidance and counselling services to be effective, guidance and counselling teachers must be skilled at dealing with common problems faced by students and students must be willing to bring their problems to the guidance and counselling teachers.

The extreme shortage of safe and confidential guidance and counselling spaces may make students unwilling to approach school counsellors on sensitive issues. To mitigate this risk guidance and counselling teachers will be taught in their training how to actively engage with students through group work and classroom discussion. Once dialogue on these issues has been initiated students may be more willing to approach the teachers themselves.

## **5.4 Results Framework**

To facilitate the overall management and decision-making of the Action Plan and GPE programme, a Results Framework covering 2012/13-2015/16 has been developed. This framework (see separate Excel file) provides an overview of targets to be achieved annually. Monitoring will take place at the output, objective and priority level to ensure that the focus is always on achieving the broad objectives of the programme. As indicated in the results framework, progress relative to targets will be recorded alongside financial information. This layout aims to highlight the fact that achievements cannot be assessed independently of inputs.

While this framework is for the GPE plan only, similar frameworks will be drawn up annually for the ZEDP plan. This will happen at the same time as annual plans are being developed for the ZEDP, including the GPE programme. These annual plans and results frameworks will sequence activities with targets to ensure that annual targets are realistic given planned activities.

Although this results framework monitors against outputs and costs, it is not overly restrictive. The point of the framework is to create a structure within which monitoring and evaluation takes place. If departments fail to meet targets they must explain why to the ZEDP steering committee. In this way problems can be identified early on and solution proposed. In order for the education sector to progress honest dialogues must take place about constraints to performance and their solutions.

Indicators in the results framework come from various sources. These include EMIS data, the inspectorate, examination results, implementing departments' reports and the Office of the Chief Government Statistician. The DPPR will bear the ultimate responsibility for data collection and analysis; however the collection of certain statistics will be delegated to implementing departments, the inspectorate, etc. The DPPR will draw up clear plans at the start of each annual Action Plan detailing what information is required from whom and when. Support will be provided by the DPPR in the collection of data and information where it is requested.

The MoEVT is aware that weaknesses in the results framework are still present. The Ministry therefore plans to continue work on the results framework, with the support of UNESCO, over the

next two months. This will ensure that a solid results framework is in place by the time that implementation begins. More generally UNESCO, under their programme to improve monitoring and evaluation capacity within the Ministry, will support the strengthening of the results framework for the entire ZEDP programme. The UNESCO programme ultimately aims to increase the Ministry's capacity to link results with planning and ensure the value for money of strategies.

Baseline data and targets for the broader ZEDP programme, in terms of number of teachers required, number of enrolled students, etc. have not been included in this document. This has been a conscious decision based on the fact that the census projections for 2012, generated from the 2002 Census, have been found to be underestimated. This means that no reliable population data is currently available which can be used to project how many students will be entering the system and therefore how many teachers, classrooms, textbooks, etc. will be required. Data from the 2012 Census is currently being processed and once this is available projections in all of these areas will be developed. This information will then be presented in the ZESC meeting and the revision of targets for the sector will be discussed where appropriate.

**GPE Programme Results Framework - Output Level:**

GPE Component	GPE Objective	GPE/Action Plan Output		GPE Output Budget			GPE Funds Spent			Gov't Funds Spent			Baseline	Targets			Indicators
				2013/14	2014/15	2015/16	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	
1	G.1	A.4.2.1	By June 2016, there are 120 fully equipped and functioning TUTU centres in North B and Mkoani districts	63,983	42,008	52,995							No TUTU centres in Mkoani or North B districts, Currently 152 TUTU centres in Micheweni and North A with 3911 TUTU pupils	50 TUTU centres established in Mkoani and North B districts, 50 mentors trained for TUTU, equipment procured for 50 new centres, 1300 students enrolled in the new TUTU centres	30 TUTU centres established in Mkoani and North B districts, 30 mentors trained for TUTU, equipment procured for 30 new centres, 780 students enrolled in the new TUTU centres	40 TUTU centres established in Mkoani and North B districts, 40 mentors trained for TUTU, equipment procured for 40 new centres, 1040 students enrolled in the new TUTU centres	Number of TUTU centres, Number of mentors trained for TUTU, number of fully equipped centres, Enrolment in TUTU
		A.4.2.2	By June 2016, new radio lessons for TUTU have been developed	9,572	9,572	9,572							No baseline	Number of existing TUTU lesson scripts is recorded and number of new scripts to be	Target number of scripts produced	Target number of scripts produced	Number of lessons/ scripts developed









			maintain the availability of textbooks for upper primary STD 5-6											not currently in place in Standard 5 or 6 since the introductory cohort for the new curriculum is currently only in Standard 4	distributed to schools	distributed to schools	of textbooks will be followed up to ensure efficiency usage.	
G.6	D.3.1.1	By 2016, establish 10 library tents and 3 district libraries and rehabilitate and distribute resources to school and class libraries	155,348	166,910	115,230									A few secondary schools are equipped with library books	3 library tents established and books distribute to 15 secondary schools and 25 primary schools. 400 teacher librarians will have received training.	3 library tents established and books distribute to 15 secondary schools and 25 primary schools. 400 teacher librarians will have received training. Unguja Mobile library is in operation.	By 2016, 10 library tents in operation, books distributed to 45 secondary schools and 75 primary schools, 800 teacher librarians trained along with librarians from TCs, Colleges and head teachers. Both The Unguja and Pemba mobile	Number of library tents and district libraries in operation



3	G.7	A.4.1.2	By June 2016, a safe play area will have been established in 90 pre-primary schools or primary schools with pre-primary classes	19,689	18,750	18,750							46 Gov't schools and 115 Private schools have play areas, 38 Gov't schools and 67 Private schools do not have play areas	Safe play area established in 30 schools	Safe play area established in 30 schools	Safe play area established in 30 schools, in total over the three years 90 play areas have been established and remain functional	Number of safe play areas
	G.8	D.4.1.1	By 2016, there are 400 more trained guidance and counselling teachers	10,654	10,027	10,027							There are school counsellors in every school, however less than 20% of these have received training.	134 guidance and counselling teachers trained and the total number of untrained guidance and counselling teachers (as well as the total number of trained ones) is ascertained	133 guidance and counselling teachers trained	133 guidance and counselling teachers trained	Number of schools without any trained guidance and counselling teachers, number of schools without two trained guidance and counselling teachers



			taking steps to address these												feedback.	relevant departments) have been informed of these issues.	relevant departments) have been informed of these issues. School counsellors report improvements in problems raised in the previous year	relevant departments) have been informed of these issues. School counsellors report improvements in problems raised in the previous year	account
		D.4.1.4	By June 2016, 1050 teacher counsellors trained on how to provide support to children in gender specific issues	5,896	5,896	5,896									There is no specific training provided to teachers on gender issues	350 teacher counsellors trained on how to provide support to children in gender specific issues	350 teacher counsellors trained on how to provide support to children in gender specific issues	By June 2016, a total of 1050 teacher counsellors have been trained on providing support to children in gender issues over the three years of the GPE programme	Number of counsellors trained on gender specific issues

		D.4.1.5	By December 2014, school counsellors conducting awareness meetings with girls to discuss the issues of early marriage and pregnancy before completing basic education	3,690	3,690	3,690										In 2012 29 cases of pupil pregnancy were reported down from 91 in 2011	By June 2014, under 20 cases per year are reported of girls leaving school early due to pregnancy or marriage	By June 2015, under 10 cases per year are reported of girls leaving school early due to pregnancy or marriage	By June 2016, under 5 cases per year are reported of girls leaving school early due to pregnancy or marriage	Number of cases of pupil pregnancy
G.9	D.4.3.4		By June 2016, 22 TC advisors and resource teachers trained in the development and delivery of IE and Life skills programmes for teachers within their clusters	9,740	8,815	8,815										11 TC advisors have received training for development of IE programmes. They will start to deliver the programme to teachers once the Ministry has certified them.	The 11 TC advisors trained before the start of the GPE programme have been certified and are now delivering IE programmes to teachers. 22 TC advisors and resource teachers trained in IE and Life skills	The 22 TC advisors trained 2013/14 are now delivering training to teachers on the subjects they received training in, and have been trained on additional IE and life skills topics	By June 2016, the 22 TC advisors and resource teachers are capable of delivering the full range of IE and life skills programmes.	Number of trained TC advisors



		D.4.5.2	By 2016, materials to support learners with special needs have been developed and distributed to these learners	24,375	26,250	24,375						Learners with special needs are using materials developed by their teachers in a number of schools.	30 children equipped with white canes and 30 with hearing aids. 300 children provided with glasses. 10 schools with special needs children (/ special needs children themselves) equipped with computers and 7 have received braille machines	40 children equipped with white canes and 40 with hearing aids. 400 children provided with glasses. 10 schools with special needs children (/ special needs children themselves) equipped with computers and 6 have received braille machines	30 children equipped with white canes and 30 with hearing aids. 300 children provided with glasses. 10 schools with special needs children (/ special needs children themselves) equipped with computers and 7 have received braille machines	Availability of materials to support learners with special needs, Inspectorate reports
4	G.10	C.1.1.5	By June 2016, school administration and management in primary and secondary schools has improved	20,963	6,250	6,250						Drop out rate for girls 1%, Drop out rate for boys 1%; Pace of curriculum implementation is low; Low utilisation of	Management responsibilities for head teachers and DEOs clearly defined and formalised, the inspectorate	Absence and tardiness of teachers reduced and contact learning hours are adhered to; Accuracy of	Absence and tardiness of teachers reduced and contact learning hours are adhered to; Accuracy of	Inspectorate reports (pace of curriculum implementation; assessment of management)



		C.2.1.4	By 2015, head teachers, assistant head teachers and section leaders use basic education standards to manage schools and school performance	48,769	22,559	20,984							Administration and management standards are in place. Training for head teachers has begun.	All head teachers, assistance head teachers and section leaders trained on using minimum standard for school management and administration.	Follow up on the use of minimum standard has been conducted and support has been provided where necessary.	Follow up on the use of minimum standard has been conducted and support has been provided where necessary.	Inspectorate Reports
G.1 1		C.3.1.6	By June 2016, accuracy of EMIS data has improved and information on school performance is in the public domain	18,288	18,288	18,288							There is a school statistician and school record system in all schools. Manuals for filling in the school questionnaire are distributed to all schools. A computerised EMIS system, with an embedded tool	By June 2016, accuracy of EMIS data improved and information on school performance widely available to stakeholders	Education Statistical Abstract in place.	Dissemination workshops to head teachers and other stakeholders to be conducted. The annual statistical reports, including Abstract and brochures, published	Statistical reports



**GPE Programme Results Framework - Objective Level:**

GPE Component	GPE Objective		GPE Objective Budget			GPE Funds Spent			Gov't Funds Spent			Baseline	Targets			Indicators
			2013/14	2014/15	2015/16	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16		2012/13	2013/14	2014/15	
1	G.1	Expand and strengthen TUTU Centres	78,911	73,336	72,348							Currently 152 TUTU centres in Micheweni and North A with 3911 TUTU pupils. A 2009 impact study into TUTU found that it increased student's test scores	202 TUTU centres in 4 districts, enrolment in TUTU has risen to 5211	232 TUTU centres in 4 districts, enrolment in TUTU has risen to 5991, results from impact study show positive impact of TUTU - if this is not the case measures are taken to discover why	272 TUTU centres in 4 districts, enrolment in TUTU has risen to 7031	Enrolment in TUTU, operational TUTU centres, performance of TUTU pupils

	G.2	By 2016, all Pre-Primary teachers are trained in Pre-Primary teaching methodologies	561,745	184,577	35,000							326 trained pre-primary teachers (in government schools)	Inspectors report that teachers are using child friendly teaching methods	Inspectors report that teachers are using child friendly teaching methods, enrolment in pre-primary government schools has increased and there is positive feedback from parents on pre-primary teaching quality	Primary teachers are reporting better performance of students who have participated in two years of pre-primary versus those who have not	Inspectorate reports, Pre-primary enrolment, Effectiveness of teacher training
2	G.3	By 2016, the number of un- and under-qualified primary teachers is reduced	93,942	82,201	42,188							Although there is automatic promotion from Standard 7 to Form I only 81.2% of pupils sitting the exam actually achieved the minimum standard for this transition.	Inspectors report that trained teachers are applying their training	85% of pupils sitting the Standard 7 exam pass	90% of pupils sitting the Standard 6 exam pass	Performance of primary pupils, Inspectorate reports on teaching quality



G.5	By 2016, the necessary textbooks and teaching and learning materials for the new primary school curriculum are being used effectively in all schools	1,125,000	1,125,000	964							Currently no textbooks for the new curriculum in primary - the old books are still in use, funding for Standard 1-4 textbooks has been secured under the World Bank	Textbooks and learning materials for Standard 1-5 in place, pupil-textbook ratio 1:1 for core subjects Standard 1-5.	Textbooks for standard 6 in place, pupil-textbook ratio 1:1 for core subjects in Standard 6. % of students passing end of year examinations (i.e. reaching minimum standards) increased, 85% of pupils sitting the Standard 7 exam pass	% of students passing end of year examinations (i.e. reaching minimum standards) increased, 90% of pupils sitting the Standard 6 exam pass	Pupil-textbook ratio for new curriculum textbooks, pupil exam performance
G.6	By 2016, school, mobile and community libraries will be developed and	156,923	168,485	116,805							Currently no mobile libraries or library tents, there are some existing library services programmes	3 library tents established and number of users recorded, number of children attending reading programmes	3 new library tents established and number of users recorded, number of individuals using the 3 existing	4 new library tents established and number of users recorded, number of individuals using the 6 existing	Number of library tent users, number of mobile library users, number of children attending reading



	year olds) in pre-primary Governm ent schools has increase d									classroom ratio 33				
G.8	By 2016, all primary and secondary schools have an effective school counselling system in operation	26,168	25,541	25,541						Drop out rate for girls 1%, Drop out rate for boys 1%, in 2012 29 cases of pupil pregnancy were reported down from 91 in 2011	By June 2016, under 20 cases per year are reported of girls leaving school early due to pregnancy or marriage, Drop out rate for both boys and girls 1%	By June 2016, under 10 cases per year are reported of girls leaving school early due to pregnancy or marriage, Drop out rate for both boys and girls 0.5%	By June 2016, under 5 cases per year are reported of girls leaving school early due to pregnancy or marriage, Drop out rate for both boys and girls 0%	Drop-out rates, Number of pupil pregnancies
G.9	By 2016, teachers are able to support children with	57,821	54,042	52,167						No baseline	Number of children with special needs enrolled in government schools is recorded	Number of children with special needs in government schools has increased,	Number of children with special needs in government schools has increased,	Number of special needs students enrolled in government schools,

		special needs and specialist learning materials are provided to those children who require them										inspectorate reports that special needs children are being supported appropriately	inspectorate reports that special needs children are being supported appropriately	estimated number of out of school special needs children, feedback from inspectorate
4	G.10	By 2016, both school management and school performance relative to basic education standards have improved	69,732	28,809	27,234					Drop out rate for girls 1%, Drop out rate for boys 1%; Pace of curriculum implementation is low; Low utilisation of school data for school decision making about school development and monitoring school performance	School management are aware of both their responsibilities and minimum education standards	Absence and tardiness of teachers reduced and contact learning hours are adhered to; Accuracy of school questionnaires improved; Head teachers and DEOs clearly understand their responsibilities	Absence and tardiness of teachers reduced and contact learning hours are adhered to; Accuracy of school questionnaires improved; Head teachers and DEOs clearly understand their responsibilities	Inspectorate reports (pace of curriculum implementation; assessment of management); student drop out rates





1	Expand and strengthen Pre-Primary education, such that it is providing a greater number of students with a strong foundation for Primary education	640,656	257,913	107,348									Public sector net admission rate 4%; public sector GER 12%; public sector NER 7%, 3911 children enrolled in TUTU centres	Net Admission Rate 10% by 2014, 5211 children enrolled in TUTU centres,	Net Admission Rate 20% by 2015, 5991 children enrolled in TUTU centres	Pre-primary net enrolment is 70% by 2016, with 30% of pre-primary age children enrolled in public pre-schools, 7031 children enrolled in TUTU centres, primary teachers report performance of TUTU or pre-primary pupils is better than those who do not attend	GER, NER, feedback from teachers
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2	Improve student performance through better teaching and improved access to learning materials with a specific focus on the Sciences and Mathematics	1,646,648	1,619,655	403,926							Transition rate from Form II - Form III 57.5% for girls and 54.6% for boys, Form IV - Form V transition rate 7% for boys & 5% for girls, 81.2% pass rate for Standard 7 examination	82.5% of pupils sitting the Standard 7 exam pass, Form II-Form III transition rate 57% for both genders, Form IV - Form V transition rate 10% for all students	85% of pupils sitting the Standard 7 exam pass, Form II-Form III transition rate 60% for both genders, Form IV - Form V transition rate 15% for all students	90% of pupils sitting the Standard 6 exam pass, Transition rate from Form II - Form III 70%, Form IV - Form V transition rate 20%	Student performance, primary test results, secondary exam results, repetition, drop-out, etc
3	Create a safe learning environment, which supports all learners according to their needs	103,678	98,333	96,458							Drop out rate for girls 1%, Drop out rate for boys 1%	Drop out rate for both boys and girls 1%, positive feedback from communities on school environments	Drop out rate for both boys and girls 0.5%, positive feedback from communities on school environments	Drop out rate for both boys and girls 0%, positive feedback from communities on school environments	Community feedback, number of special needs students in school, performance of special needs students, male and female drop-out rates, repetition rates

4	Strengthen the accountability of the education system	88,020	47,097	45,522							Education data is available but is not widely circulated to the public, clear roles and responsibilities are not defined making accountability within the sector poor	The public are made aware of school performance and DEOs and headmasters are being held accountable against education standards and job descriptions	The public are made aware of school performance and DEOs and headmasters are being held accountable against education standards and job descriptions	The public are made aware of school performance and DEOs and headmasters are being held accountable against education standards and job descriptions	Feed-back from public on availability of information, inspectorate reports on school management, head teacher absenteeism, etc.
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## Annex 1 MoEVT partners contributing to the Action Plan with either financial or technical support

<b>Action Plan objectives</b> <i>equitable access</i>	<b>DPs' areas of focus</b>	<b>DP</b>
Improved equitable and gender responsive access to pre-primary, primary and secondary education	<ul style="list-style-type: none"> <li>• Access to primary education (infrastructure development);</li> <li>• Inclusive education;</li> <li>• Access to secondary education (infrastructure development);</li> <li>• Improved learning environments for Mathematics and Science;</li> <li>• Access to education for children with special needs;</li> <li>• Access to education for children with special needs</li> </ul>	<p>SIDA</p> <p>BADEA, WB</p> <p>FAWE</p> <p>UNESCO</p> <p>UNICEF</p>
Improved equitable and gender responsive access to higher education including technical and vocational education and training	<ul style="list-style-type: none"> <li>• Improved access to and quality of vocational and technical education;</li> <li>• Improved access to higher education;</li> <li>• Improved access to teacher training (Pemba),</li> </ul>	<p>ADB</p> <p>WB</p>

<b>Action Plan objectives</b> <i>quality and relevance</i>	<b>DPs' areas of focus</b>	<b>DP</b>
Improved quality of pre-primary, primary and secondary education	<ul style="list-style-type: none"> <li>• Improved learning environments primary education (including water and sanitation; use of multimedia teaching and e-learning)</li> <li>• Improved learning environments (including water and sanitation);</li> <li>• Quality of pre-primary education;</li> <li>• Creating safe learning environments through student counselling, sensitisation on child abuse and sexual violence, non-violent methods to discipline;</li> <li>• Assessment of student performance;</li> <li>• Quality of pre-primary education;</li> <li>• Improved quality of learning environments for primary education, including Mathematics and Science;</li> <li>• Improved quality of pre-primary teacher training;</li> <li>• Improve student performance through use of technology in schools;</li> </ul>	<p>UNICEF</p> <p>ZAWA</p> <p>ZMRC</p> <p>SIDA</p> <p>SIDA</p> <p>AKF</p> <p>UNICEF</p> <p>WB</p> <p>USAid</p>
Improved quality of higher education including technical and vocational education and	<ul style="list-style-type: none"> <li>• Improved quality of technical and vocational education and training</li> </ul>	<p>ADB</p>



## Annex 2 Overview of Action Plan Objectives and Outputs<sup>22</sup>

<b>ZEDP Action Plan 2012/13 - 2015/16: Sub-sector Plan</b>	
<b>Policy Objective A. Ensure gender responsive and equitable access to education</b>	

<b>ZEDP 2012/13 - 2015/16: Pre-Primary Action Plan</b>	
<b>Objective A.4.1: By 2016, the admission rate (for 4 year olds) in pre-primary Government schools has increased</b>	
A.4.1.1	By June 2016, 450 pre-primary classrooms are constructed, some on Ministry initiative and some initiated by the community
A.4.1.2	By June 2016, a safe play area will have been established in 90 pre-primary schools or primary schools with pre-primary classes
<b>Objective A.4.2: Expand and strengthen TUTU Centres</b>	
A.4.2.1	By June 2016, 120 TUTU centres are able to deliver pre-primary schooling in North B and Mkoani districts
A.4.2.2	By June 2016, 167 new TUTU radio lessons are in place.
A.4.2.3	Mechanisms for monitoring and evaluating the performance of TUTU centres and implementing recommendations are improved

<b>ZEDP 2012/13 - 2015/16: Primary Action Plan</b>	
<b>Objective A.5.1: By June 2016, increase the net enrolment rate</b>	
A.5.1.1	The intake of 6 year olds into Standard 1 is increased by 27% per annum to reach a total net admission rate for Standard 1 of 95% by 2016
A.5.1.2	By June 2016, 600 classrooms will be constructed and furnished
A.5.1.3	By June 2016, 5 multi-storey schools have been constructed
A.5.1.4	By June 2016, 100 schools rehabilitated
<b>Objective A.5.2: By June 2016, improve the learning environment for children with special needs</b>	
A.5.2.1	All newly constructed schools meet the accessibility standards for children with special needs.

<b>ZEDP 2012/13 - 2015/16: Secondary Action Plan</b>	
<b>Objective A.6.1: By June 2016, all secondary schools have met the MoEVT minimum standard for personal hygiene and sanitary services</b>	
A.6.1.1	Sanitary services improved to minimum standards, including those for personal hygiene, in all secondary schools by June 2016

<sup>22</sup>NB: Activities which are only referenced in a plan are not included

<b>Objective A.6.2: By 2016 reduce pupil classroom ratio</b>	
A.6.2.1	Overcrowding in secondary education classrooms reduced

<b>ZEDP 2012/13 - 2015/16: Non-formal, Alternative and Adult Education Action Plan</b>	
<b>Objective A.9.1: By 2016, the number of adult learners attending adult education programmes is increased</b>	
A.9.1.1	By 2016, all communities have been informed on adult education programmes; their value, content, venue, duration, costs, etc.
A.9.1.2	By 2014, Government leaders and Development Partners have been made aware of the importance of adult education programmes
A.9.1.3	By 2016, adult learning opportunities extended, with at least 10,000 places, through the introduction of three new adult learning programmes based on demand

<b>ZEDP 2012/13 - 2015/16: Technical and Vocational Education and Training Action Plan</b>	
<b>Objective A.7.1: By 2016, equitable access to VTA centres increased with more students in VTA centres</b>	
A.7.1.1	By 2016, three regional VTCs have been built and equipped
A.7.1.2	By 2016, three existing TVET facilities refurbished to match minimum MoEVT standards
<b>Objective A.7.2: By 2015, all youth and communities sensitised on the importance of TVET</b>	
A.7.2.1	By 2015, sensitisation workshops in rural and urban areas conducted
A.7.2.2	By 2015, awareness about TVET raised through mass media and information communication material

<b>ZEDP 2012/13 - 2015/16: Higher Education Action Plan</b>	
<b>Objective A.12.1: To expand access to tertiary and higher education, including female students and students with special needs</b>	
A.12.1.1	By June 2016, new campus for SUZA completed
A.12.1.2	By 2013, the Benjamin Mkapa TTC, Pemba completed
<b>Objective A.12.2: By 2016, expand loan provision in a progressive and sustainable manner</b>	
A.12.2.1	By June 2014, conduct an analysis to establish how much the current loan system is costing the government and the changes in the system necessary to ensure that loan provision can be expanded in a sustainable manner
A.12.2.2	Increase loan recovery from those who received a loan from 2006 to the present
A.12.2.3	By June 2016, the working efficiency of the Loan Board has been improved
A.12.2.4	By 2016 the loan system has been improved in accordance with recommendations from the sustainability report and the number of approved applicants is increased from 10% to 50%.

<b>ZEDP Education Sector Action Plan 2012/13 till 2015/16</b>
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<b>Policy Objective B. Ensure quality education</b>
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<b>ZEDP 2012/13 - 2015/16: Pre-Primary Action Plan</b>
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<b>Objective B.4.1: By June 2016, 100% of pre-primary teachers are qualified at certificate level (or above) and pupil-teacher ratio maintained at 20</b>
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<b>Objective B.4.2: By June 2016, all registered pre-primary schools and classes are meeting minimum standards for pre-primary learning environment</b>
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B.4.2.1	By June 2016, minimum school standards (including school feeding programme) are adhered to
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B.4.2.2	School Feeding Program (including health monitoring) in operation by 2016
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B.4.2.3	By June 2016, all schools with pre-primary classes have the necessary teaching and learning materials for pre-primary
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<b>Objective B.4.3: By June 2016, ICT is being used to improve the quality of teaching at pre-primary level</b>
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<b>ZEDP 2012/13 - 2015/16: Primary Action Plan</b>
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<b>Objective B.5.1: By 2016, school management improved in primary school</b>
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B.5.1.2	By July 2014, the development of pupils' interest is being monitored at school level
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<b>Objective B.5.2: By July 2016, all primary schools will have the new curriculum textbooks and teacher guides for Standard 1-6 and teachers will be trained in the new curriculum</b>
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<b>Objective B.5.3: By July 2016, reduce the number of schools with a pupil-classroom ratio greater than 40</b>
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B.5.3.1	Redistribute students from schools with high pupil-classroom ratios to nearby schools with lower pupil-classroom ratios
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<b>Objective B.5.4 By June 2016, water and sanitation facilities in all primary schools improved to meet the minimum standard</b>
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B.5.4.1	By June 2016, sanitary services in all primary schools improved to minimum standards, including those for personal hygiene
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B.5.4.2	School WASH is coordinated, harmonized, resourced and scaled up
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<b>Objective B.5.5: By July 2016, improve student performance against the minimum standards</b>
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B.5.5.1	By June 2013, standards for measuring pupil achievements will have been established for Standards 1-6
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B.5.5.2	As of July 2014, pupils' academic achievements and progress are being assessed against the minimum standards, registered and monitored
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<b>Objective B.5.6: By July 2016, improve student health, both mental and physical, and awareness of health issues</b>
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<b>ZEDP 2012/13 - 2015/16: Secondary Action Plan</b>
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<b>Objective B.6.1: A review undertaken of needed changes in secondary education as it moves from elite to mass education and recommendations of the review implemented</b>	
<b>Objective B.6.2: Increase the transition rate of secondary students for Form II to Form III and Form IV to Form V.</b>	
B.6.2.1	By June 2016, the transition rate for Form II - Form III has reached 70% and the transition rate for Form IV - Form V has reached 20%
B.6.2.2	Improved English and teaching skills of secondary school teachers
<b>Objective B.6.3: Upgrading under-qualified math and science teachers teaching at lower secondary education.</b>	
B.6.3.3	TC subject advisors supporting teachers in their specific needs through trainings based on school demand
<b>Objective B.6.4: Increase average performance of students in all grades (Form 1 - Form IV).</b>	
B.6.4.1	Average performance in each secondary grade in mathematics, the sciences and English improved
<b>Objective B.6.5 : Strengthening school leadership</b>	
B.6.5.3	By 2014, Head teachers' supervising teachers on a regular basis
B.6.5.4	By 2014, annual teacher appraisals introduced at school level.
<b>Objective B.6.6 : By June 2013, students are being trained in entrepreneurial skills</b>	
B.6.6.1	By June 2013, entrepreneurship trainings introduced
<b>Objective B.6.7 : Improve the health of the students (physical and mental) and their awareness of health issues</b>	

<b>ZEDP 2012/13 - 2015/16: Non-formal, Alternative and Adult Education Action Plan</b>	
<b>Objective B.9.1: Improve effectiveness and relevance of adult and alternative learning</b>	
B.9.1.1	By June 2016, effectiveness and relevance of adult literacy and adult science programmes improved
B.9.1.2	By June 2016, effectiveness of alternative learning programmes improved
B.9.1.3	By June 2016, the learning environment for adult and alternative education has improved
B.9.1.4	By June 2014, women's groups are adequately equipped, based on identified needs
<b>Objective B.9.2: Awareness of HIV/AIDS and SRH issues increased</b>	
<b>Objective B.9.3: Improve the quality of pre-vocational training programmes delivered by the Dept. of Non-formal, Adult and Alternative Education</b>	
B.9.3.1	By 2015, relevance and quality of existing vocational education programmes improved
B.9.3.2	By June 2016, effectiveness and relevance of women's vocational education programmes improved

<b>ZEDP 2012/13 - 2015/16: Technical and Vocational Education and Training Action Plan</b>
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<b>Objective B.7.1.: By 2014, quality and relevance of TVET training improved</b>	
B.7.1.1	By 2014, vocational training programmes are linked to labour market demands (such as entrepreneurship, ICT )
B.7.1.2	By 2016, TVET students and teachers have access to textbooks
B.7.1.3	By 2016, all TVCs equipped with the necessary machines, equipment and other teaching and learning materials
B.7.1.4	By June 2016, all TVET instructors trained at diploma level
<b>Objective B.7.2: By 2016, management of the TVET sector improved</b>	
B.7.2.1	By 2016, a new TVET office building has been built and equipped
B.7.2.2	By 2013, a M&E unit has been established within the VTA
B.7.2.3	Communication between the VTA, the Dept. of Non-formal, Alternative and Adult Education and the private sector on TVET issues improved
B.7.2.4	By June 2013, the 2005 VET policy has been reviewed and revised
<b>Objective B.7.3: By 2015, TVET examination procedure in place and TVET courses accredited</b>	
B.7.3.1	By 2014, establish examination rules and regulations and organise awareness campaigns to trainees and trainers
B.7.3.2	By 2015, end of semester examinations are being conducted
B.7.3.3	By 2014, a system to process national examination results has been established
B.7.3.4	By 2014, national certificates are available to be awarded
<b>Objective B.7.4: By June 2013, an informal apprenticeship system is developed</b>	
B.7.4.1	By June 2013, a framework for an apprenticeship system has been developed along with an apprenticeship policy

<b>ZEDP 2012/13 - 2015/16: Higher Education Action Plan</b>	
<b>Objective B.12.1: Improve cost-effectiveness, quality and relevance of tertiary and higher education</b>	
B.12.1.1	The effectiveness of Higher Education Coordination Unit to supervise higher learning institutions improved
B.12.1.2	By 2015, the percentage of lectures given by University staff increased and use of external, part-time lecturers decreased
B.12.1.3	By 2016, quality of Higher Education courses improved
B.12.1.4	By June 2016, relevance of higher education improved
B.12.1.5	By 2016, equipment and textbook shortages have been identified and addressed

**ZEDP Action Plan 2012/13 - 2015/16: Education Management Plan****Policy Objective C.****To improve efficiency and effectiveness of education sector management****MoEVT Senior Management ZEDP Action Plan 2012/13-2015/16****Objective C.1.1: By 2015, efficiency and effectiveness of education management and development is improved**

C.1.1.1	By 2015, performance of staff at all levels of the education system is assessed against effectiveness in achieving education sector action plan objectives i.e., programme based management
C.1.1.2	By 2014, effective coordination will exist between the MoEVT, NGOs, CSOs and the private sector
C.1.1.3	By 2014, the private sector is fully informed about the changes to the structure of the education system and the new education policy
C.1.1.4	By 2016, the quality of education in private schools is inspected and improved
C.1.1.5	By June 2016, school administration and management in primary and secondary schools has improved
C.1.1.6	By June 2016, the capacity of Ministry staff has improved

**Objective C.1.2: By 2014, financial management within the MoEVT is improved**

C.1.2.1	By March 2013, financial management capacity of the MoEVT is strengthened
C.1.2.2	By June 2013, a comprehensive programme for the development of an effective and efficient financial management system in place
C.1.2.3	By June 2013, an audit has been conducted by division of finance and accountancy

**Objective C.1.3: By June 2016, the public are receiving correct education information**

C.1.3.1	By June 2016, the public are being provided with correct education information
C.1.3.2	By June 2016, the capacity of the ICE Unit has been strengthened

**The Office of the Chief Inspector of Schools ZEDP Action Plan 2012/13-2015/16****Objective C.2.1: Improve school inspection as a means of quality assurance in the teaching and learning process**

C.2.1.1	By June 2013, 100 copies of a training manual for school inspectors developed and in use and new inspectors trained
C.2.1.2	By 2016, the recommendations of the report on the structure of the inspectorate have been followed up
C.2.1.3	By 2014, all schools are inspected at least once a year

C.2.1.4	By 2015, head teachers, assistant head teachers and section leaders use basic education standards to manage schools and school performance
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<b>DPPR ZEDP 2012/13-2015/16 Action Plan</b>	
<b>Objective C.3.1: By June 2016, MoEVT staff are provided with the information/data they require to take informed decisions and are basing their decisions on this evidence</b>	
C.3.1.1	Conduct a research project on improving the Assessment System in Zanzibar
C.3.1.2	By December 2013, teachers capable of teaching Mathematics and science currently teaching other subjects are retrained and transferred
C.3.1.3	By June 2015, Cost-effectiveness of distance learning activities at TC determined and decisions taken to respond to this
C.3.1.4	By June 2013, MoEVT planning capacity strengthened
C.3.1.5	By June 2013, EMIS data base expanded to include secondary and examination data
C.3.1.6	By June 2016, accuracy of EMIS data has improved and information on school performance is in the public domain
C.3.1.7	By June 2013, pilot SACMEQ IV project has been undertaken and by September 2014 SACMEQ IV study conducted and report produced
C.3.1.8	By June 2015, factors affecting pupils' performance in primary education in Zanzibar are identified through analysis of SACMEQ studies
<b>Objective C.3.2: By 2014, the Ministry's capacity to monitor and evaluate performance is improved</b>	
C.3.2.1	By June 2013, MoEVT M&E capacity strengthened
C.3.2.2	As of 2013, M&E measures changes in the education system at regular intervals during Action Plan implementation against baseline data, through continuous data and information collection and processing and presents a report to the senior management at least twice a year
C.3.2.3	ZEDP action plan is disseminated and departments use this to develop annual plans.
<b>Objective C.3.3: By 2015, policy decisions are based on assessment of efficiency and effectiveness of Action Plan strategies and activities</b>	
C.3.3.1	By 2014, all Ministry staff are using the internet to research policy design and implementation
C.3.3.2	By June 2013, the policy development division has the skills necessary to give evidence-based policy advice understandable by all
C.3.3.3	Each year, existing sub-sector policies are aligned with education policy and MKUZA II targets
<b>Objective C.3.4: By 2016, the efficiency of procurement and construction activities within the Ministry is improved</b>	
C.3.4.1	By June 2016, the procurement management unit has the capacity to efficiently provide the MoEVT with the procurement services it requires

C.3.4.2	By 2016, the construction unit has the capacity to effectively plan and monitor construction activities
C.3.4.3	By 2013, the Construction Unit has conducted a follow up of classrooms and buildings constructed between 2002 and 2010

<b>The Department of Personnel and Administration ZEDP Action Plan 2012/13-2015/16</b>	
<b>Objective C.4.1.: By 2016, the effectiveness of teacher recruitment and deployment improved</b>	
C.4.1.1	By June 2016, strategies to improve staff development and staff management (recruitment, utilisation and deployment) are planned and adhered to
C.4.1.2	By June 2013, the number of teachers recruited matches demand
C.4.1.4	By 2014, head teacher recruitment standards and procedures developed and disseminated to all education stakeholders
<b>Objective C.4.2: By June 2015, qualified teachers are equitably distributed across Zanzibar</b>	
C.4.2.1	By June 2014, an incentive package for teachers working in remote areas with recruitment/ attainment problems developed and in use
<b>Objective C.4.3: By 2014, administration and record keeping at the Ministry has improved</b>	
C.4.3.1	By Dec 2013, the administrative capacity of the MoEVT has been strengthened

<b>ZEDP Action Plan 2012/13 - 2015/16: Cross Cutting Plan</b>	
<b>Policy Objective: Ensure gender responsive and equitable access to quality education for all</b>	

<b>Teacher Education Cross-cutting Plan</b>	
<b>Objective D.1.1: By 2016, teacher centres (TCs) well equipped and efficiently delivering training and support to teachers</b>	
D.1.1.1	By June 2016, 40 TC staff and TTC tutors are trained in education management and on the use of ICT in education
D.1.1.2	By June 2015, all TCs and TTCs are properly equipped with ICT Facilities (computers, printers, projectors and photocopier machines) and library books
<b>Objective D.1.2: By 2016, staff trained at the TC and TTC level to deliver high quality training programmes</b>	
D.1.2.1	By June 2016, 10 TTC tutors given a scholarship for a Master's degree at the Open University of Tanzania
D.1.2.2	By June 2016, two departmental staff study record keeping and data management at diploma Level in an E. African Country
D.1.2.3	By June 2016, two departmental staff trained in monitoring & evaluation of educational programmes and activities (short course)
<b>Objective D.1.3: By 2016, the number of un- and under-qualified teachers is reduced</b>	

D.1.3.1	By June 2016, 700 primary school teachers transferred to teach pre-primary classes having been trained in teaching skills for young children, and current unqualified pre-primary teachers upgraded
D.1.3.2	By June 2016, a plan (including costs) for moving (at least 8) Agha Khan trained pre-primary tutors from TCs to the TTCs has been developed
D.1.3.3	By June 2016, certificate teachers encouraged to upgrade themselves to diploma level through existing colleges
D.1.3.4	By 2016, 200 more teachers qualified at diploma level in each of Mathematics, physics, chemistry and biology
D.1.3.5	By 2016, 450 primary science, Maths and English teachers are conversant on teaching all aspects of the course.
D.1.3.6	By 2013, in-service education and training strategy (INSET) distance learning modules for Mathematics and science at lower primary school level have been developed
D.1.3.7	By 2013, in-service education and training strategy (INSET) modules for pre-primary level have been developed and implemented
D.1.3.8	By 2013, a pilot TOT programme for pedagogical skills for teacher tutors in teacher training colleges in Unguja and Pemba has been conducted
D.1.3.9	By June 2016, mentors and TC coordinators for TUTU have been trained
D.1.3.10	By June 2016, 3000 Madrasa teachers are trained in teaching methodology

<b>Curriculum Cross-cutting Plan</b>	
<b>Objective D.2.1: By 2016, teachers are more effective at teaching the curriculum and are able to use teaching and learning materials effectively</b>	
D.2.1.1	By June 2013, all current TTC diploma courses for primary education are adjusted according to the new Primary Education Curriculum and are competency based (teaching standard)
D.2.1.2	By June 2014, all pre-primary school teachers teach according to the new pre-primary curriculum (content and approach)
D.2.1.3	By June 2016, all STD 1-6 teachers trained in effectively using new primary education curriculum, textbooks and learning materials
D.2.1.4	By June 2014, children's books are in place and all pre-primary school teachers trained in effective use of them.
D.2.1.5	By June 2015, all Science teachers in secondary schools use science labs and science practical exercises/demonstration effectively
D.2.1.6	By June 2015, the diploma courses in Arabic and Religion in Teacher Training have been reviewed and updated
<b>Objective D.2.2: By 2016, the necessary textbooks and teaching and learning materials for the new primary school curriculum are being used effectively in all schools</b>	
D.2.2.1	By June 2013, guides and tools for teaching reading in lower primary (STD 1-4) developed and printed
D.2.2.2	By June 2013, all primary schools will have and use teaching and learning materials for five subjects STD 1-4 (Swahili, Science, Mathematics, English, Social Science)

D.2.2.3	By June 2014, all primary schools will have and use teaching and learning materials for three additional subjects STD 1-4 (Religion, Arabic, Sports)
D.2.2.4	By June 2016, all primary schools will have, use and maintain the availability of textbooks for upper primary STD 5-6
<b>Objective D.2.3: By 2014, minimum learning standards for primary and secondary have been developed</b>	
D.2.3.1	By 2014, minimum achievement standards for primary (new curriculum) and secondary education have been developed
<b>Objective D.2.4: A review undertaken of needed changes in secondary education as it moves from elite to mass education and recommendations of the review implemented</b>	
D.2.4.1	By January 2014, a report from a Technical Working Group, appointed by the MoEVT, submitted detailing the changes needed in Secondary education to make the new policy of mass secondary education a success
<b>Objective D.2.5: By June 2014, a course for pre-service training of pre-primary teachers has been developed</b>	
D.2.5.1	By June 2014, the curriculum for pre-primary teachers is in place and operationalised.

<b>Library Services Cross-cutting Plan</b>	
<b>Objective D.3.1: By 2016, school, mobile and community libraries will be developed and equipped, which along with the central library will promote a culture of reading</b>	
D.3.1.1	By 2016, establish 10 library tents and 3 district libraries and rehabilitate and distribute resources to school and class libraries, 800 teachers librarians trained.
D.3.1.2	By 2016, a reading culture has been developed that promotes independent learning, information seeking and skills development
D.3.1.3	By June 2016, higher learning institutions have better access to library facilities
<b>Objective D.3.2: By 2016, library management will have improved</b>	
D.3.2.1	A proper and effective central library policy is in operation by 2013/14
D.3.2.2	By 2016, the capacity of central library staff has been improved so that they are better able to assist library users
D.3.2.3	By 2016, a Library Management Information System (LMIS), providing an electronic library catalogue, will be in operation and library users will have access to computing facilities

<b>Inclusive and Life skills Education Cross-cutting Plan</b>	
<b>Objective D.4.1: By 2016, all primary and secondary schools have an effective school counselling system in operation</b>	
D.4.1.1	By 2016, 400 more guidance and counselling teachers trained
D.4.1.2	By 2016, more schools have a safe and confidential counselling space
D.4.1.3	By June 2014, the MoEVT is receiving feedback from school counsellors on the issues they find most prominent within schools and is taking steps to address these

D.4.1.4	By June 2016, 1050 teacher counsellors trained on how to provide support to children in gender specific issues
D.4.1.5	By December 2014, school counsellors conducting awareness meetings with girls to discuss the issues of early marriage and pregnancy before completing basic education
<b>Objective D.4.2: By 2016, students and teachers have a greater awareness of HIV/AIDS and SRH issues and teachers are incorporating these topics in their teaching</b>	
D.4.2.1	By 2016, 1200 youth educated about HIV/AIDS and SRH
D.4.2.2	By 2016, teachers are trained in appropriate teaching methodologies for HIV/ AIDS and peer educators are passing information about HIV/AIDS and SRH on to their peers
D.4.2.3	By 2016, all primary schools are operating school health clubs as forums to spread information on life skills and health related issues and as mechanisms to improve learning environment and behavioural change.
D.4.2.4	By 2013, education for life skills including HIV/AIDS, Gender and environment in secondary schools and teachers colleges is strengthened
<b>Objective D.4.3: By 2016, a clear Inclusive Education policy is in place and management of IE has been improved</b>	
D.4.3.1	By 2015, a clear and comprehensive inclusive education policy has been designed and awareness of the importance of inclusive education has been raised within the government
D.4.3.2	By 2015, a visit to KwaZulu-Natal has been conducted to study the implementation of Inclusive Education and lessons learnt are being applied in Zanzibar
D.4.3.3	By 2016, the Inclusive and Life skills Unit is monitoring and supporting schools and other institutions in the implementation of IE and life skills education
D.4.3.4	By June 2013, 22 TC advisors and resource teachers trained in the development and delivery of IE and Life skills programmes for teachers within their clusters
<b>Objective D.4.4: By 2016, violence towards children (including sexual abuse), both at school and at home, has been reduced</b>	
D.4.4.1	By June 2015, head teachers, teachers and parents sensitized about the problem of violence towards children, both physical and emotional, and sexual abuse
D.4.4.2	By June 2016, teachers educated in disciplinary methods which avoid corporal punishment
<b>Objective D.4.5: By 2016, special needs of children identified and support provided accordingly</b>	
D.4.5.1	By June 2016, teachers trained in identifying the special needs of children and modifying teaching approaches accordingly
D.4.5.2	By 2015, materials to support learners with special needs have been developed and distributed to these learners

<b>ICT Cross-cutting Plan</b>	
<b>Objective D.5.1: By 2016, appropriate ICT has been developed to improve the quality of teaching and learning and this technology is highly accessible</b>	
D.5.1.1	By 2016, 150 Schools equipped with ICT infrastructure (i.e. full computer laboratories) and other ICT facilities such as projectors
D.5.1.2	By June 2015, E-Content and Multimedia Teaching Materials developed and disseminated to the stakeholders.

D.5.1.3	TZ 2I Basic Education Program for Improving lower primary Education
D.5.1.4	By 2016, 1000 teachers from different education levels have received a basic computer skills course in order to improve their teaching
D.5.1.5	By June 2016, 3 Self Directed Learning Modules and 3 Workshops will be developed for Pre Primary Teachers
<b>Objective D.5.2: By 2016, education sector management has been improved through the use of ICT</b>	
D.5.2.1	By June 2014, the ICT policy for Education and its Strategic Plan is completed and disseminated to different stakeholders
D.5.2.2	By 2016, channels of communication between schools, teacher centres, district administration offices and the MoEVT improved
D.5.2.3	By 2016, 60 staff at different levels have been trained in the uses of ICT in Education through short courses and 15 staff have received a long course in this subject

## Annex 3 Minutes of Meetings

### 1 Meeting with NGOs and CSO, 1 November 2012-11-01

#### FAWE

##### **Target group**

Vulnerable children, orphans (200 students supported from primary to Form VI level)

Teacher trainees in Muslim colleges

NGO staff

MoEVT staff

Female students interested in Science

Women groups (3 groups in Unguja, 3 in Pemba)

##### **Purpose and activities**

Prevent children at risk from dropping out of school through financial support and provision of books, uniforms, etc. and mentoring;

Prevent early pregnancy, drug abuse etc. through awareness raising and mentoring

Training in gender responsive pedagogy (GPR); equitable access to education

Female students interested in Science provided with financial support from North and South Carolina State University (via FAWE) for books, uniforms and with student to student support on how to improve learning in Science

Support women groups in setting up a business by providing financial support

#### ZMRC

##### **Target group**

Communities especially in rural, disadvantaged areas

##### **Purpose and activities**

Mobilise communities to support ECD through awareness raising on value of ECD

84 Community schools constructed (52 in Unguja, 32 in Pemba), 82 are functioning (reaching 32,000 students)

Improve quality of ECD through:

- Development of a ECD training programme including community engagement and parental involvement; communication skills; culture and socialisation;

Improve quality of ECD through:

- Low cost play-area development;
- Training of tutors on ECD and lower primary teaching;
- Training programme in active learning techniques for female Form II or Form IV graduates;

Ensure quality of ECD through:

- Training of 82 SMC on school and resource management;
- Training of Community Resource Teams (CRT) i.e., teams of teachers who are used as tutors

#### ZASP

##### **Target group**

Private schools, teachers, head teachers

##### **Purpose and activities**

Promote private education

Coordinate private schools

Improve cost-effectiveness of private education by addressing common problems including optimising utilisation of teachers through effective employment of part-time teachers in schools

## **DEO**

Public and private schools, teachers, head teachers	Supervise private and public schools Ensure age-specific registration of primary students Follow-up on drop-outs SCM supervision Inspection of teaching process Write management reports
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## **ZATU**

### ***Target group***

Teachers (6000, mainly primary school teachers)

### ***Purpose and activities***

Inform members on teachers' rights and union rights  
Train members in labour laws and code of conduct, and teaching ethics  
Improve teaching learning conditions, through dialogue with MoEVT  
Provision of loans for housing  
Upgrade member teachers knowledge to Form IV and Form V through provision of tuition classes (on Saturdays)  
Pay exam fees  
Settle conflicts between teachers and employers

## **Discussion and suggestions on improved MoEVT and NGO/CSO coordination and cooperation**

### *Networking*

- NGOs and CSOs to build their own network first (organise themselves)
- NGOs and CSO ensure recognition and registration
- NGOs and CSOs ensure recognition and accreditation of training programmes by MoEVT (MoEVT to clarify who is responsible for accreditation of institutions)
- NGO/CSO network to link with MoEVT
- Discuss expectations and clarify roles and responsibilities of all partners and MoEVT

### *Information collection and sharing*

- Make an overview of what different stakeholders and partners are doing and update the overview regularly
- Share information on cost-benefit and impact of NGO/CSO activities on improved student development and learning on a regular basis and in a systematic way
- Ensure that MoEVT officials at all levels fully understand (training/information) new approaches to teaching and learning on time (active learning, pre-primary teaching techniques, etc.)

### *Improved education sector planning and management*

- Include information on education activities NGO/CSO (bi-annual evaluation reports, supervision and monitoring reports, inspectorate reports, research studies) into the education sector performance assessment
- Disseminate information on school performance
- Include key stakeholders in policy dialogue and JESR
- Conduct inter-ministerial and NGO/CSO meetings on cross-cutting issues like health, nutrition, water
- Feed information into the policy-making and planning process
- Improve DEO functioning (suggestions)
  - MoEVT to organise DEO meeting to discuss roles, responsibilities and tasks in relation to education objectives (increase equitable access and improve quality), for example:
    - What do DEOs now do to support, supervise, or inspect schools?
    - How often are schools visited per year?
    - How do they know how schools are doing?
    - What are the key problems?
    - Do they record their findings?
    - Who do they inform on school problems and needs?
    - Who is supporting DEOs?
  - MoEVT to assist DEOs in writing an annual DEO plan based on relevant sub-sector/cross-cutting plans

## Annex 4 Concept Note

### 1 Introduction

#### 1.1 What is the Global Partnership for Education?

The Global Partnership for Education (GPE) is a partnership of developing and donor countries, multilateral agencies, civil society organizations, the private sector, and private foundations supporting the education sector in developing countries.

Upon request of a country, the GPE may provide funding for the implementation of an Education Sector Action Plan that contributes to the implementation of a country's National Education Sector Plan (which in the case of Zanzibar is called the Zanzibar Education Development Programme ZEDP).

#### 1.2 GPE objectives and priorities

The GPE supports developing countries in achieving national education goals and objectives, which aim at:

- Expanding early childhood education;
- Providing free and compulsory basic education for all;
- Promoting learning and life skills for young people and adults;
- Increasing adult literacy;
- Achieving gender parity and gender equality;
- Improving the quality of education.

While the GPE supports all six EFA goals, its work has a specific focus on the following priorities:

- Improve learning outcomes;
- Increase support to girls' education;
- Reduce the number of out-of-school children;
- Increase support for fragile states.

#### 1.3 How does GPE work?

GPE support is provided through country-level grants, financed through the Global Partnership for Education Fund. One of these country-level grants is the *Programme Implementation Grant*.

It is the intention of the MoEVT to put in an application for a *Programme Implementation Grant* to obtain funding for the implementation of the second ZEDP Action Plan 2012/13-2015/16. The Grant application may be awarded provided that:

- The Action Plan is derived from the ZEDP and thus contributes to its implementation;
- The Action Plan is aligned with the above-mentioned Global Partnership priorities, as appropriate.

### 2 The Zanzibar Education Development Programme

The ZEDP is Zanzibar's longer-term education policy for 2008/09-2015/16. It is a longer-term response to the changing education needs of Zanzibar in response to social, cultural and economic developments<sup>23</sup>. The ZEDP provides the broad direction of educational developments and defines educational goals.

Developed in 2007, ZEDP guides decision-making in education towards achieving the MKUZA II overall goal of *"equitable access to demand driven quality education, which is gender and environmentally responsive"*. Being the main instrument for meeting this overall goal, the ZEDP aims at achieving:

- Increased and more equitable access to education;
- Improved relevance and quality of education throughout the sector.

To ensure achievement of ZEDP objectives, ZEDP also aims at strengthening of MoEVT capacity in i) needs assessment for policy adjustments, ii) development and implementation of policies and programmes, and iii) monitoring of results. Furthermore, planning and implementation of changes to improve conditions and results at the school level will be developed through improved utilisation of management resources at the district and school levels.

### **3 ZEDP Education Sector Action Plans**

Based on the ZEDP, a first ZEDP Action Plans was developed. This plan was a translation of overall education objectives into concrete, realistic and acceptable objectives, outputs and activities. Like with the policy, the action plan had to be affordable i.e., to be financed with the means available.

Furthermore, politicians, policy-makers and the general public are obviously interested to know if and to what extent the objectives of the action plan are being met. To measure 'change' (whether or not objectives are being achieved and targets met), the MoEVT had to measure different situations over time. Information on the educational situation of target groups before the implementation of the action plan, and then at regular intervals during the implementation had to be generated through continuous data collection and processing (EMIS, M&E), sector analyses, research and studies, and inspection reports.

#### **3.1 First ZEDP Action Plan (Appraisal Results)**

The first ZEDP action plan (2009/10-2011/12) was developed for the first years of ZEDP, including activities to strengthen institutional and management capacities. The emphasis was on strengthening and/or expanding institutional structures and mechanisms (national level). Less attention was given to the design of strategies to improve equitable access to quality education in an effective and efficient way. Furthermore, adequate monitoring and evaluation of progress made during the three years of implementation was hindered by limited availability of baseline data and indicators, and measurable, quantified outputs.

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<sup>23</sup> Changes in the labour market will change the requirements of the economy in terms of expected qualifications of school-leavers; changing economic conditions at household levels may impact school attendance.

At the end of the implementation period, two critical quality issues at primary and secondary education levels still persist:

1. High pupil: classroom and pupil: teacher ratios in primary and secondary schools in a number of districts. 180 Primary and 94 secondary schools having pupil: classroom ratios greater than 40;
2. Shortage of qualified teachers for Primary and Secondary education, in particularly for Mathematics and Science;

Unfavourable conditions for teaching and learning in many schools are made worse by a shortage of desks, textbooks, learning materials, and (school) libraries. Efforts to upgrade teaching skills of un- or under-qualified teachers, and investments in school infrastructure are also rendered less effective because i) Teacher Resource Centres (TRC) are not operating properly, and ii) TRCs are under equipped since they are funded from schools budgets only.

Examination pass rates (both for Form II and Form IV exams) indicate that the performance of the education system is still inefficient and ineffective. In 2011, only 56 per cent taking Form II and 6 per cent of students taking the Form IV exam passed with a high enough grade to progress to the next year. Furthermore, trends in transition rates for Form IV – Form V by gender (2007-2011) are declining.

Although progress against the ZEDP targets has been less than expected, the Development partners have concluded that the ZEDP is still a sound strategic plan with valid policy directions to improve access to quality basic education for all. They confirm their on-going support to the ZEDP for Zanzibar and membership to GPE, on the understanding that:

- The Government proceeds with key priority updates of ZEDP, based on the achievements of the first years (2008-2012);
- The MoEVT prepares an updated education sector action plan for 2012/13-2015/16, to support the request for funding from GPE for that period;
- A risk analysis and mitigation is developed for the 2012/13-2015/16 education sector action plan.

### **3.2 Second ZEDP Action Plan (Development Process)**

Following the appraisal of the ZEDP, a MoEVT working group started the development of the Education Sector Action Plan 2012/13-2015/16. This second ZEDP Action Plan comprises:

- An education *sub-sector* plan including pre-primary, primary, secondary, TVET, alternative learning and adult education, and higher education;
- A plan comprising *crosscutting* sectors; teacher training, curriculum development, gender, HIV/Aids, inclusive education. Crosscutting plans incorporate activities required to achieve outputs identified in individual sub-sector plans;
- An action plan for improved *education sector management* covering education management (school, district, and national level); DPPR (research, policy-making, planning, monitoring and evaluation); administration and finance; and teacher recruitment and deployment.

The rationale for keeping these three plans separate is to allow for a clear view of the Education sector as a three tiered process. The front line is given in the *sub-sector* plan as this plan focuses on

the immediate delivery of quality education to all. The second tier is the *crosscutting* plan. This plan includes activities, which support the delivery of quality education across the board, such as ICT, library provision and inclusive education. The third tier is the *Education Sector Management* plan: this identifies the activities necessary to ensure that the sector as a whole functions efficiently. Objectives of the Education Sector Action Plan aim at contributing to increased equitable, gender-responsive access to relevant, quality education, and more effective and efficient education management (see Annex 1 - Action Plan).

Costing of the Education Sector Action Plan is progressing. The costs are being summed across activities, outputs, objectives, and across sub-sectors/departments to give an overall development cost per annum. Recurrent costs are being calculated separately. The total cost per annum is then being compared to the total funding committed to the sector from the Government and donors to calculate the funding gap.

To avoid that departments and institutions work within their sub-plans and fail to focus on the sector-wide impact of their activities, all individual plans have been cross referenced so that, for example, cross cutting issues which impact pre-primary are included in the pre-primary plan to give a clear overview of all activities directly impacting the pre-primary sub-sector. This cross referencing has been done by including activities in the sub-sector plan in a different colour and clearly referencing them back to the cross-cutting plan. This not only ensures consistency between plans in terms of training requirements, infrastructure investment and so on, but also avoids duplication in costing while making clear the synergy between different plans.

## **4 Purpose of Consultative Meetings**

### **4.1 Global Partnership for Education Funding**

The Global Partnership is committed to support countries to achieve results against the following four priorities:

- Improve learning outcomes;
- Increase support to girls' education;
- Reduce the number of out-of-school children;
- Increase support for fragile states.

Because the Global Partnership works on the principle of country ownership and transparency in all operations, this *broad-based consultative process* is organised by the MoEVT, in close collaboration with and involving all members of the Zanzibar Education Sector Committee (ZESC). The purpose is to seek stakeholders' views and opinion on:

- Strategic directions and approaches of the second ZEDP Action Plan;
- Areas funds should be concentrated on - i.e. which area will have the greatest impact on achieving which GPE priority.

### **4.2 GPE priorities and Action Plan strategies**

Action Plan strategies contributing to GPE priorities include:

- Infrastructure provision for pre-primary while improving quality of pre-primary education;
- Provision of teaching and learning materials, and introducing e-content and multimedia teaching

in primary schools;

- Counselling and girls' empowerment to reduce the incidence of drop-out due to early marriage of pregnancy;
- Stimulating reading through improved accessibility and quality of library services;
- Improve access to and quality of technical and vocational training programmes.

Strategies to accelerate the achievement of EFA goals include:

- Improved school-based management and regular supervision of primary schools;
- Improved policy-making, research and planning process;
- Regular inspection and M&E at all education levels (including classroom level i.e., monitoring student performance against minimum learning standards).

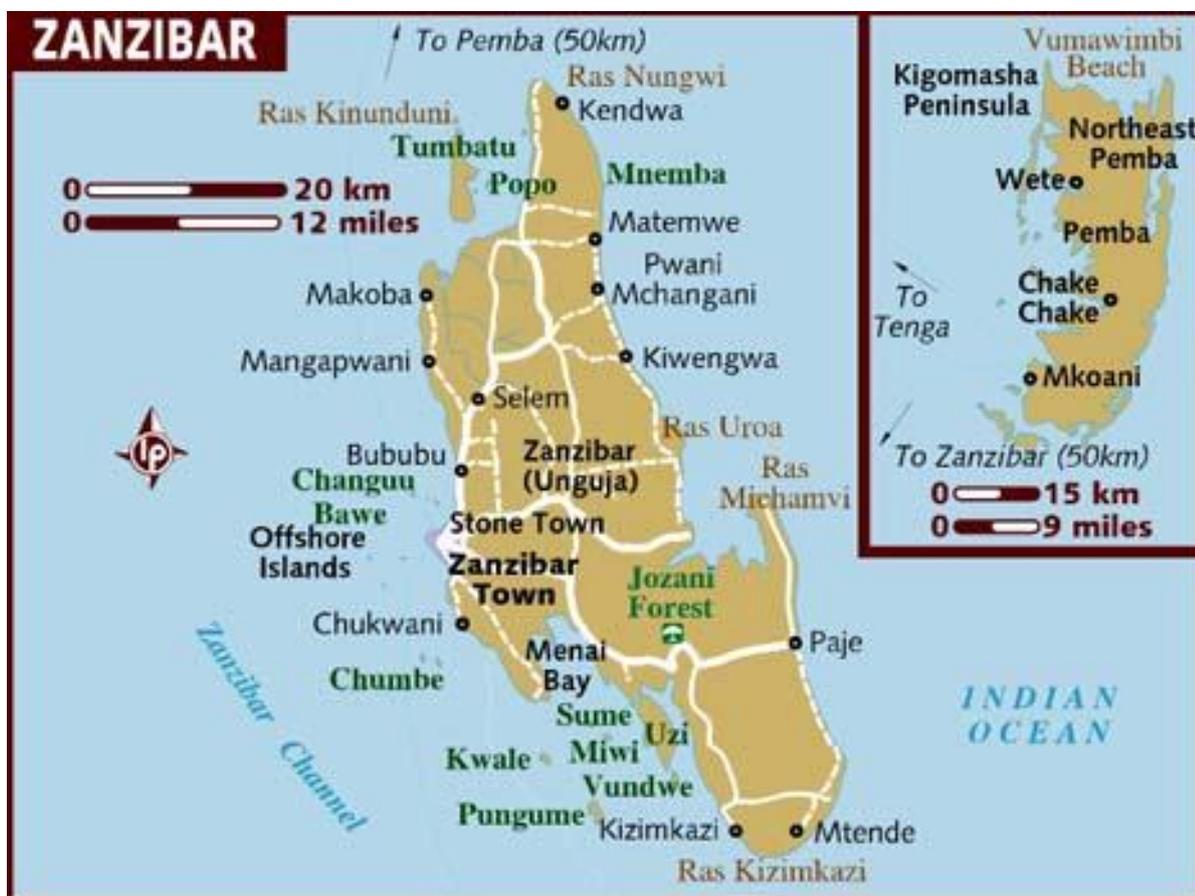
The plan has a heavy focus on increasing access and hence addressing the number of out of school children. Strategies are included both to increase enrolment in mainstream schooling but also to increase the number of places in alternative education and technical and vocational education and training. Alternative education programmes will help to reduce drop-out from mainstream schools while expansion of TVET will provide the opportunity for children who drop out of school to continue their education.

#### **4.3 Questions for Discussion**

- Preferable funding modality: Sector Budget Support or a more focused GPE programme? Why?
- Which area(s) will have the greatest impact on achieving which GPE priority?
- Stakeholders' role in planning, implementation, M&E and follow up of implementation of ZEDP/Action Plan 2012/13-2015/16;
- How should different stakeholders collaborate to implement ZEDP?
- How to improve timely information sharing and communication?

Based on the information generated through the consultative meetings, MoEVT will finalise the required documents to obtain GPE support.

## Annex 5 Map of Zanzibar



## ANNEX 6 Overview of Unit Costs<sup>24</sup> (in USD) for Selected Activities<sup>25</sup>

Activity A.4.2.1.2: Procure teaching and learning materials (radios, CDs, slates, Dice, Cards, Mentors Guides, Blackboards, Chalk and Rulers)

Item	Number of Units	Number of Centres	Unit Cost	Total Cost
Slates	30	120	0.94	3,375
Cubes	500	120	0.31	18,750
Story cards	8	120	0.31	300
Number cards	100	120	0.31	3,750
Shapes	100	120	0.31	3,750
Alphabet	130	120	0.31	4,875
Skipping ropes	5	120	2.50	1,500
Balls	4	120	4.38	2,100
Chalk	24	120	1.88	5,400
Marker pen	2 packs	120	5.00	1,200
Manila sheet	10	120	0.94	1,125
Register book	1	120	3.13	375
Dusters	2	120	1.25	300
Black board	1	120	4.38	525
Black board ruler	1	120	1.88	225
Radio	1	120	56.25	6,750
Mentors guide	1	120	6.25	750
Baskets	4	120	2.50	1,200

Activity D.2.3.1.3: Train teachers on how to apply minimum achievement standards and to adjust teaching in response to pupil performance relative to standards

Item	Number of Units	Number of Days	Unit Cost	Total Cost
Transport and lunch allowance for teachers	9,000	5	12.50	562,500.00
Venue	300	5	15.63	23,437.50
Facilitation fee	2	1500	18.75	56,250.00
Writing pad and biro	9,000	1	0.94	8,437.50

<sup>24</sup> The costs cover all three years, annual breakdowns are included in the GPE Programme Excel Spreadsheet

<sup>25</sup> NB: A comprehensive breakdown of unit costs is included in the GPE Programme Excel Spreadsheet. The costs presented in this Annex are only to give an indication of how costs have been founded on unit costs. Examples of unit costs are provided for certain procurement activities as well as for training activities.

Activity D.2.1.4.2: Publish and print the children's books

Sub-Activity		Item	Number of Units	Number of Days	Unit Cost	Total Cost
D.2.1.4.2.A	Procure Children's books	Tender announcement	2	1	670.00	1,340.00
		Photocopy and spiral	5	1	28.75	143.75
D.2.1.4.2.B	Evaluation of sample books	Refreshments	35	25	2.19	1,914.06
		Lunch	35	25	6.25	5,468.75
		Allowance	35	25	12.50	10,937.50
		Venue	1	25	15.63	390.63
		Writing pads	32	1	0.63	20.00
		Pens	32	1	0.19	6.00
		Pencils	32	1	0.06	2.00
		A4 papers	25	1	5.31	132.81
		Clear bags	56	1	0.31	17.50
		Marker pens	12	1	3.75	45.00
Computer ink	3	1	103.13	309.38		
D.2.1.4.2.C	Approval of evaluation report	Refreshments	26	2	2.19	113.75
		Lunch & transport	26	2	12.50	650.00
		Pens	26	1	0.19	4.88
		Writing pads	26	1	0.63	16.25
D.2.1.4.2.D	Publishing, Printing and Editing	Printing	1	1	320,980.00	320,980.00
		Lunch & transport	11	7	6.25	481.25
		Refreshments	15	7	2.19	229.69
		Facilitation fee	2	7	12.50	175.00
		Supervision	2	7	18.75	262.50
		Venue	1	7	15.63	109.38

Activity A.4.1.2.3: Establish play areas and equip with locally made, low cost playing materials

Item	Quantity	Number of Days	Unit Cost	Total Cost
Play area	90	1	625.00	56,250.00

Activity D.1.3.5.2: Train science teachers on difficult topics (Maths, Chemistry, Biology & Physics, English) through Teacher Advancement Programme

Item	Number of Units	Number of Centres	Unit Cost	Total Cost
Transport cost	546	20	6.25	68,250.00
refreshment	546	20	2.19	23,887.50
venue	30	20	15.63	9,375.00
fuel for supervision	90	20	1.56	2,812.50
supervisor transport and lunch	18	12	9.38	2,025.00
facilitation and lunch	60	12	12.50	9,000.00
Air tickets (ZNZ - PBA - ZNZ)	6	1	118.75	712.50
DSA	6	3	37.50	675.00
flip charts	18	1	8.13	146.25
masking tape	18	1	0.94	16.88
marker pen	12	1	9.38	112.50
ball pen	546	1	0.31	170.63

## ANNEX 7 DISBURSEMENT ARRANGEMENTS

A financing agreement has not yet been signed between the MoEVT and Sweden/SIDA detailing the frequency of and basis for fund disbursement. However, a results based funding approach is under discussion. Under this setup funds would be released following the completion of a package of activities, in order to fund the next set of activities. This is aimed at preventing delays in disbursement, which have occurred in the past with annual funding due to delays in annual audits. An indicative outline of what the disbursement schedule may look like is given below.

Should the MoEVT and Sweden/SIDA decide not to go with a results based disbursement approach, they will use the funding method currently in place between SIDA and the MoEVT. This would mean annual disbursements conditional on satisfactory annual reports and audits.

### DISBURSEMENT SCHEDULE PRIORITY 1:

DATE	SUB-ACTIVITIES RECEIVING FUNDS		DISBURSEMENT AMOUNT (USD)
01/07/2013	D.1.3.9.1.A	Mentors' training Unguja and Pemba	8,431
	A.4.2.1.2.A	Procure teaching and learning materials	23,438
	A.4.2.2.1.A	Organise mobilisation meetings	2,483
	A.4.2.2.1.B	Support schools to establish TUTU centres	23,438
	A.4.2.1.3.A	E-learning division develop audio scripts	1,563
	A.4.2.3.2.C	Monitoring and Evaluation	5,356
	D.1.3.1.3.A	Train tutors on Self-Directed Learning Modules (SDLM), ICT Kits and Audio Programmes	9,000
	D.1.3.1.4.A	Prepare and print teaching and learning materials for SDLM Materials	10,938
	D.1.3.1.5.A	Decide based on data which teachers to shift from primary and which to train.	6,169
	D.2.1.4.1.A	Conduct workshop training for editing and review the books	3,044
	D.2.1.4.1.B	Correct CRC based on review and recommendations	836
	D.2.1.4.1.C	Editing CRC	1,672
	D.2.1.4.2.A	Procure children's books	1,484
	D.2.1.4.2.B	Evaluation of sample books	19,244
	D.2.1.4.2.C	Approval of evaluation report	785
	D.2.1.4.3.A	Workshop training on book writing	1,890
	D.2.1.4.3.B	Write the Teacher guide	2,804
	D.2.1.4.3.C	Editing the manuscript	1,305
	D.2.1.4.3.D	Page set – up and design	1,250
	D.2.1.4.3.E	Final editing of CRC	1,305
	D.5.1.5.1.A	Introduction Meeting	962
	D.5.1.5.1.B	Research for 14 days	3,131
	D.5.1.5.1.C	Review session for 4 days	766
	D.5.1.5.1.D	Develop materials for 30 days	33
	D.5.1.5.1.E	Review session for 4 days	688
	D.5.1.5.1.F	Finalization of Scripts for 4 days	677
	D.5.1.5.1.G	Conduct a training session on developing guides and guidance for 5 days	894
	D.5.1.5.1.H	Develop guides and guidance for 24 days	533

	D.5.1.5.1.I	Review session for 7 days	1,141
	D.5.1.5.1.J	Finalisation of the guides and training modules for 7 days	1,172
	D.5.1.5.2.A	Planning the filming process for two days	421
	D.5.1.5.2.B	Filming for 12 days	4,884
	D.5.1.5.3.A	Review and re-filming for 6 days	3,720
	D.5.1.5.3.B	Developing training clips for 3 days	114
	D.5.1.5.3.C	Filming training clips for 4 days	613
	D.5.1.5.3.D	Formative Evaluation for 4 days	1,401
	D.5.1.5.3.E	Finalize filming	1,938
	D.5.1.5.4.A	Host a meeting to present and receive feedback on videos and guides	1,334
	D.5.1.5.5.A	Commission an external editor to edit guides and training modules	375
	D.2.5.1.1.A	Preparation of tools	586
	D.2.5.1.1.B	Orientation of data collectors Unguja	673
	D.2.5.1.1.C	Orientation of data collectors Pemba	744
	D.2.5.1.1.D	Data collection (Unguja and Pemba)	2,937
	D.2.5.1.1.E	Analysis and report writing	743
	<b>TOTAL</b>		<b>156,915</b>
01/10/2013	D.2.1.4.2.D	Publishing, printing and editing	259,738
	D.2.1.4.3.F	Publishing and printing costs	17,885
	D.2.5.1.2.A	Hire a consultant to develop the curriculum	10,688
	<b>TOTAL</b>		<b>288,311</b>
01/01/2014	D.1.3.9.1.B	Follow-up training Unguja and Pemba	6,194
	A.4.2.1.4.A	Recording of developed scripts	4,259
	A.4.2.1.4.B	Formative Evaluation	3,750
	D.1.3.1.6.A	Train teachers for pre-primary	106,875
	D.2.1.4.4.A	TOT on effectively using the new pre-primary books (Unguja and Pemba)	1,780
	D.2.1.4.4.B	Train teachers on effectively using the new pre-primary books (Unguja and Pemba)	38,233
	D.5.1.5.1.A	Introduction Meeting	962
	D.5.1.5.1.B	Research for 14 days	3,131
	D.5.1.5.1.C	Review session for 4 days	766
	D.5.1.5.1.D	Develop materials for 30 days	33
	D.5.1.5.1.E	Review session for 4 days	688
	D.5.1.5.1.F	Finalization of Scripts for 4 days	677
	D.5.1.5.1.G	Conduct a training session on developing guides and guidance for 5 days	894
	D.5.1.5.1.H	Develop guides and guidance for 24 days	533
	D.5.1.5.1.I	Review session for 7 days	1,141
	D.5.1.5.1.J	Finalisation of the guides and training modules for 7 days	1,172
	D.5.1.5.2.A	Planning the filming process for two days	421
	D.5.1.5.2.B	Filming for 12 days	4,884
	D.5.1.5.3.A	Review and re-filming for 6 days	3,720
	D.5.1.5.3.B	Developing training clips for 3 days	114
D.5.1.5.3.C	Filming training clips for 4 days	613	
D.5.1.5.3.D	Formative Evaluation for 4 days	1,401	

	D.5.1.5.3.E	Finalize filming	1,938
	D.5.1.5.4.A	Host a meeting to present and receive feedback on videos and guides	1,334
	D.5.1.5.5.A	Commission an external editor to edit guides and training modules	375
	D.2.5.1.3.A	Print and disseminate curriculum	173
	D.2.5.1.4.A	Hire a consultant to develop learning materials	9,375
	<b>TOTAL</b>		<b>195,436</b>
01/07/2014	D.1.3.9.1.A	Mentors' training Unguja and Pemba	6,550
	A.4.2.1.2.A	Procure teaching and learning materials	14,063
	A.4.2.2.1.A	Organise mobilisation meetings	2,483
	A.4.2.2.1.B	Support schools to establish TUTU centres	14,063
	A.4.2.1.3.A	E-learning division develop audio scripts	1,563
	A.4.2.3.1.A	Pre-TUTU test	5,988
	A.4.2.3.2.A	Critical mentors observation Unguja	1,763
	A.4.2.3.2.B	Critical mentors observation Pemba	2,663
	A.4.2.3.2.C	Monitoring and Evaluation	5,356
	D.1.3.1.6.A	Train teachers for pre-primary	106,875
	D.2.1.4.2.D	Publishing, printing and editing	31,250
	D.2.1.4.3.F	Publishing and printing costs	3,750
	D.2.1.4.5.A	Preparation of tools	919
	D.2.1.4.5.B	Orientation of data collectors Unguja	673
	D.2.1.4.5.C	Orientation of data collectors Pemba	744
	D.2.1.4.5.D	Data collection (Unguja and Pemba)	2,937
	D.2.1.4.5.E	Data analysis	1,073
	D.2.1.4.5.F	Report writing	1,138
	D.5.1.5.1.A	Introduction Meeting	962
	D.5.1.5.1.B	Research for 14 days	3,131
	D.5.1.5.1.C	Review session for 4 days	766
	D.5.1.5.1.D	Develop materials for 30 days	33
	D.5.1.5.1.E	Review session for 4 days	688
	D.5.1.5.1.F	Finalization of Scripts for 4 days	677
	D.5.1.5.1.G	Conduct a training session on developing guides and guidance for 5 days	894
	D.5.1.5.1.H	Develop guides and guidance for 24 days	533
	D.5.1.5.1.I	Review session for 7 days	1,141
	D.5.1.5.1.J	Finalisation of the guides and training modules for 7 days	1,172
	D.5.1.5.2.A	Planning the filming process for two days	421
	D.5.1.5.2.B	Filming for 12 days	4,884
	D.5.1.5.3.A	Review and re-filming for 6 days	3,720
	D.5.1.5.3.B	Developing training clips for 3 days	114
	D.5.1.5.3.C	Filming training clips for 4 days	613
	D.5.1.5.3.D	Formative Evaluation for 4 days	1,401
	D.5.1.5.3.E	Finalize filming	1,938
	D.5.1.5.4.A	Host a meeting to present and receive feedback on videos and guides	1,334
D.5.1.5.5.A	Commission an external editor to edit guides and training modules	375	

	D.2.5.1.5.A	Conduct workshop to tutors on new curriculum for pre-primary teachers (Unguja and Pemba)	10,422
	<b>TOTAL</b>		<b>239,070</b>
01/01/2015	D.1.3.9.1.B	Follow-up training Unguja and Pemba	4,850
	A.4.2.1.4.A	Recording of developed scripts	4,259
	A.4.2.1.4.B	Formative Evaluation	3,750
	A.4.2.3.1.B	Post-TUTU test	5,988
	<b>TOTAL</b>		<b>18,847</b>
01/07/2015	D.1.3.9.1.A	Mentors' training Unguja and Pemba	7,491
	A.4.2.1.2.A	Procure teaching and learning materials	18,750
	A.4.2.2.1.A	Organise mobilisation meetings	2,483
	A.4.2.2.1.B	Support schools to establish TUTU centres	18,750
	A.4.2.1.3.A	E-learning division develop audio scripts	1,563
	A.4.2.3.2.A	Critical mentors observation Unguja	1,763
	A.4.2.3.2.B	Critical mentors observation Pemba	2,663
	A.4.2.3.2.C	Monitoring and Evaluation	5,356
	D.2.1.4.2.D	Publishing, printing and editing	31,250
	D.2.1.4.3.F	Publishing and printing costs	3,750
<b>TOTAL</b>		<b>93,819</b>	
01/01/2016	D.1.3.9.1.B	Follow-up training Unguja and Pemba	5,522
	A.4.2.1.4.A	Recording of developed scripts	4,259
	A.4.2.1.4.B	Formative Evaluation	3,750
	<b>TOTAL</b>		<b>13,531</b>

#### DISBURSEMENT SCHEDULE PRIORITY 2:

DATE	SUB-ACTIVITIES RECEIVING FUNDS		DISBURSEMENT AMOUNT (USD)
01/07/2013	D.1.3.5.1.A	Conduct a needs assessment to establish areas/topics with teaching difficulties.	5,475
	D.2.1.3.1.A	TOT on effectively using the new Primary Curriculum, textbooks and learning materials (Unguja and Pemba)	1,780
	D.2.3.1.1.A	Workshop to develop minimum achievement standards.	3,281
	D.2.3.1.1.B	TOT on minimum achievement standards (Unguja and Pemba)	1,526
	D.2.3.1.1.C	Training of teachers on minimum achievement standards (Unguja and Pemba)	8,600
	D.2.3.1.2.A	Workshop to develop minimum achievement standards.	3,281
	D.2.3.1.2.B	TOT on minimum achievement standards (Unguja and Pemba)	1,526
	D.2.3.1.2.C	Training of teachers on minimum achievement standards (Unguja and Pemba)	8,600
	D.2.3.1.4.B	Conduct a 3 day meeting of 22 teachers (2 per subjects) per district to analyse the sample questions and select appropriate ones for the exams	10,313
	D.2.3.1.4.C	Conduct a 2 day meeting of TC Subject Advisors (11) and selected school subject panels (11) per	5,500

		district to discuss a draft exam	
	D.2.3.1.4.D	Incorporate comments and finalise the agreed exams	625
	D.2.3.1.4.E	Prepare the Marking schemes	5,500
	D.2.2.4.1.A	Procure textbooks	1,484
	D.2.2.4.1.B	Evaluation of sample books	19,244
	D.2.2.4.1.C	Approval of evaluation report	785
	D.2.2.4.2.A	Procure learning materials	1,484
	D.2.2.4.2.B	Evaluation of samples of learning materials	19,244
	D.2.2.4.2.C	Approval of evaluation report	785
	D.3.1.1.2.A	To conduct 3 community reading tents to North B District and Central District for Unguja and Micheweni District for Pemba	21,716
	D.3.1.1.3.A	Distribute books to 15 secondary schools	422
	D.3.1.1.3.B	Distribute books to 25 primary schools	703
	D.3.1.1.4.A	Survey 24 schools from Unguja	675
	D.3.1.1.4.B	Survey 24 schools from Pemba	675
	D.3.1.1.5.A	To provide library training to teacher librarians from 240 schools of 6 districts of Unguja	16,575
	D.3.1.1.5.B	To provide library training to teacher librarians from 160 school to 4 districts of Pemba	11,050
	D.3.1.1.6.A	To purchase 1 bus for Unguja Mobile Library	23,531
	D.3.1.2.2.A	Conduct 24 reading programmes per year	1,575
	<b>TOTAL</b>		<b>175,955</b>
01/10/2013	D.2.3.1.3.A	Train 3000 teachers per year	216,875
	D.2.2.4.1.D	Publishing, printing and editing	728,488
	D.2.2.4.2.D	Publishing, printing and editing	353,488
	<b>TOTAL</b>		<b>1,298,851</b>
01/01/2014	D.1.3.5.2.A	Train science teachers on difficult topics (Maths, Chemistry, Biology & Physics, English) through Teacher Advancement Programme.	39,063
	D.1.3.5.3.A	Follow up of the training provided.	3,125
	D.2.1.3.1.B	Train teachers on effectively using the new Primary Curriculum, textbooks and learning materials (Unguja and Pemba)	38,233
	D.2.3.1.5.A	Collect the students results from schools through District Education Offices	313
	D.2.3.1.5.B	Analyse and Identify schools with poor and good performance	625
	D.2.3.1.5.C	Conduct 3 day meetings to discuss results with head teachers and teachers and take appropriate action for improvement in those schools with poor performance and maintain those with good results	4,219
	<b>TOTAL</b>		<b>85,578</b>
01/04/2014	D.2.1.3.2.A	Developing tool	534
	D.2.1.3.2.B	Data Collection	1,053
	D.2.1.3.2.C	Analysis and report writing	1,058
	D.2.1.3.2.D	Prepare training programme based on report	3,622
	D.3.1.1.1.A	Procure books for 2 branches of Zanzibar	80,000

		Library Services. (Unguja and Pemba)	
	<b>TOTAL</b>		<b>86,267</b>
01/07/2014	D.2.1.3.1.A	TOT on effectively using the new Primary Curriculum, textbooks and learning materials (Unguja and Pemba)	1,780
	D.2.3.1.3.A	Train 3000 teachers per year	216,875
	D.2.3.1.4.B	Conduct a 3 day meeting of 22 teachers (2 per subjects) per district to analyse the sample questions and select appropriate ones for the exams	10,313
	D.2.3.1.4.C	Conduct a 2 day meeting of TC Subject Advisors (11) and selected school subject panels (11) per district to discuss a draft exam	5,500
	D.2.3.1.4.D	Incorporate comments and finalise the agreed exams	625
	D.2.3.1.4.E	Prepare the Marking schemes	5,500
	D.2.2.4.1.A	Procure textbooks	1,484
	D.2.2.4.1.B	Evaluation of sample books	19,244
	D.2.2.4.1.C	Approval of evaluation report	785
	D.2.2.4.2.A	Procure learning materials	1,484
	D.2.2.4.2.B	Evaluation of samples of learning materials	19,244
	D.2.2.4.2.C	Approval of evaluation report	785
	D.3.1.1.2.B	To conduct 3 community reading tent to South District and North A for Unguja and Mkoani District.	21,716
	D.3.1.1.3.A	Distribute books to 15 secondary schools	422
	D.3.1.1.3.B	Distribute books to 25 primary schools	703
	D.3.1.1.4.A	Survey 24 schools from Unguja	675
	D.3.1.1.4.B	Survey 24 schools from Pemba	675
	D.3.1.1.5.A	To provide library training to teacher librarians from 240 schools of 6 districts of Unguja	16,575
	D.3.1.1.5.B	To provide library training to teacher librarians from 160 school to 4 districts of Pemba	11,050
	D.3.1.1.6.B	To purchase 1 bus for Pemba Mobile Library	23,531
	D.3.1.1.6.C	To develop Unguja mobile library services	11,563
	D.3.1.2.2.A	Conduct 24 reading programmes per year	1,575
		<b>TOTAL</b>	
01/10/2014	D.2.2.4.1.D	Publishing, printing and editing	728,488
	D.2.2.4.2.D	Publishing, printing and editing	353,488
	<b>TOTAL</b>		<b>1,081,976</b>
01/01/2015	D.1.3.5.2.A	Train science teachers on difficult topics (Maths, Chemistry, Biology & Physics, English) through Teacher Advancement Programme.	39,063
	D.1.3.5.3.A	Follow up of the training provided.	3,125
	D.2.1.3.1.B	Train teachers on effectively using the new Primary Curriculum, textbooks and learning materials (Unguja and Pemba)	38,233
	D.2.3.1.5.A	Collect the students results from schools through District Education Offices	313
	D.2.3.1.5.B	Analyse and Identify schools with poor and	625

		good performance	
	D.2.3.1.5.C	Conduct 3 day meetings to discuss results with head teachers and teachers and take appropriate action for improvement in those schools with poor performance and maintain those with good results	4,219
	<b>TOTAL</b>		<b>85,578</b>
01/04/2015	D.3.1.1.1.A	Procure books for 2 branches of Zanzibar Library Services. (Unguja and Pemba)	80,000
	<b>TOTAL</b>		<b>80,000</b>
01/07/2015	D.2.3.1.3.A	Train 3000 teachers per year	216,875
	D.2.3.1.4.B	Conduct a 3 day meeting of 22 teachers (2 per subjects) per district to analyse the sample questions and select appropriate ones for the exams	10,313
	D.2.3.1.4.C	Conduct a 2 day meeting of TC Subject Advisors (11) and selected school subject panels (11) per district to discuss a draft exam	5,500
	D.2.3.1.4.D	Incorporate comments and finalise the agreed exams	625
	D.2.3.1.4.E	Prepare the Marking schemes	5,500
	D.2.2.4.4.A	Preparation of tools	282
	D.2.2.4.4.B	Data collection (Unguja and Pemba)	437
	D.2.2.4.4.C	Analysis and report writing	246
	D.3.1.1.2.C	To conduct 4 communities reading tents to Urban District and West District and Wete District and Chake Chake District.	16,605
	D.3.1.1.3.A	Distribute books to 15 secondary schools	422
	D.3.1.1.3.B	Distribute books to 25 primary schools	703
	D.3.1.1.4.A	Survey 24 schools from Unguja	675
	D.3.1.1.4.B	Survey 24 schools from Pemba	675
	D.3.1.1.5.C	To provide library training to librarians from 6 TCs, 3 Universities, 9 Colleges of Unguja	1,669
	D.3.1.1.5.D	To provide library training to librarians from 4 TCs, , 5 Colleges and 22 Head teachers of Pemba	1,669
	D.3.1.1.5.E	Monitoring and Evaluation	1,250
	D.3.1.1.6.D	To develop Pemba mobile library services	11,563
	D.3.1.2.2.A	Conduct 24 reading programmes per year	1,575
	<b>TOTAL</b>		<b>276,584</b>
01/01/2016	D.1.3.5.2.A	Train science teachers on difficult topics (Maths, Chemistry, Biology & Physics, English) through Teacher Advancement Programme.	39,063
	D.1.3.5.3.A	Follow up of the training provided.	3,125
	D.2.3.1.5.A	Collect the students results from schools through District Education Offices	313
	D.2.3.1.5.B	Analyse and Identify schools with poor and good performance	625
	D.2.3.1.5.C	Conduct 3 day meetings to discuss results with head teachers and teachers and take	4,219

		appropriate action for improvement in those schools with poor performance and maintain those with good results	
	<b>TOTAL</b>		<b>47,345</b>
01/04/2016	D.3.1.1.1.A	Procure books for 2 branches of Zanzibar Library Services. (Unguja and Pemba)	80,000
	<b>TOTAL</b>		<b>80,000</b>

**DISBURSEMENT SCHEDULE PRIORITY 3:**

DATE	SUB-ACTIVITIES RECEIVING FUNDS		DISBURSEMENT AMOUNT (USD)
01/07/2013	A.4.1.2.2.A	Conduct a one day planning meeting with participants from ZMRC, pre-primary and the Construction Unit	56
	A.4.1.2.2.B	Conduct meetings with school committees	883
	A.4.1.2.3.A	Establish play areas in 30 schools each year (12 in each region in total)	18,750
	D.4.1.1.1.A	Conduct a meeting with education officers to identify the number of teacher counsellors needing training	627
	D.4.1.1.2.A	Conduct two five day training sessions on HIV/AIDS and SRH knowledge and counselling methods	10,027
	D.4.1.2.2.B	Procure tables and chairs	1,313
	D.4.1.4.1.A	Arrange a training on gender related issues in 5 Districts each year	5,896
	D.4.1.5.1.A	Provide school counsellors with the information they need to discuss the issues of early marriage and pregnancy	665
	D.4.1.5.2.A	Arrange 40 meetings with girls per year	3,025
	D.4.3.4.1.A	Identify and select 22 TC advisors and 22 resource teachers for training on IE and Life Skills	925
	D.4.3.4.2.A	Train 22 TC teachers on IE and Life Skills responsive pedagogies	8,815
	D.4.5.2.1.A	Procure 100 hearing aids, 1000 glasses, 100 puzzles, 100 white canes, 10 desktop, 20 laptop computers, 10 Audio Visual Desktop Access (AVDA) program and 20 Braille machines	24,375
		<b>TOTAL</b>	
01/01/2014	D.4.1.3.1.A	Conduct a consultation meeting with school counsellors to discuss various challenges they face	1,758
	D.4.1.3.1.B	Arrange a technical team meeting to analyse challenges identified by counsellors and develop strategies to deal with them	1,368
	D.4.1.3.2.A	Arrange a meeting with MoEVT representatives to discuss issues counsellors find most prominent within schools and methods of addressing these	1,489
	D.4.5.1.1.A	Train 240 teachers through TCs on Inclusive	9,681

		Education and Life skills responsive pedagogies.	
	D.4.5.1.2.A	Hold discussions with the Dept. of Teacher Training to ensure that teacher training courses sufficiently equip teachers to identify and address the specific needs of learners.	869
	D.4.5.1.2.B	Hold discussions with the Dept. of Teacher Training and TTCs to ensure that teacher training courses sufficiently equip teachers to identify and address the specific needs of learners.	2,925
	D.4.5.1.2.C	Hold discussions with SUZA and UCEZ (University College of Education Zanzibar) to ensure that teacher training courses sufficiently equip teachers to identify and address the specific needs of learners.	935
	<b>TOTAL</b>		<b>19,025</b>
01/04/2014	D.4.5.1.3.A	Follow up on teachers performance to ensure that they applying their training in 200 schools	9,295
	<b>TOTAL</b>		<b>9,295</b>
01/07/2014	A.4.1.2.3.A	Establish play areas in 30 schools each year (12 in each region in total)	18,750
	D.4.1.1.2.A	Conduct two five day training sessions on HIV/AIDS and SRH knowledge and counselling methods	10,027
	D.4.1.2.2.B	Procure tables and chairs	1,313
	D.4.1.4.1.A	Arrange a training on gender related issues in 5 Districts each year	5,896
	D.4.1.5.1.A	Provide school counsellors with the information they need to discuss the issues of early marriage and pregnancy	665
	D.4.1.5.2.A	Arrange 40 meetings with girls per year	3,025
	D.4.3.4.2.A	Train 22 TC teachers on IE and Life Skills responsive pedagogies	8,815
	D.4.5.2.1.A	Procure 100 hearing aids, 1000 glasses, 100 puzzles, 100 white canes, 10 desktop, 20 laptop computers, 10 Audio Visual Desktop Access (AVDA)program and 20 Braille machines	26,250
	<b>TOTAL</b>		<b>74,741</b>
01/01/2015	D.4.1.3.1.A	Conduct a consultation meeting with school counsellors to discuss various challenges they face	1,758
	D.4.1.3.1.B	Arrange a technical team meeting to analyse challenges identified by counsellors and develop strategies to deal with them	1,368
	D.4.1.3.2.A	Arrange a meeting with MoEVT representatives to discuss issues counsellors find most prominent within schools and methods of addressing these	1,489
	D.4.5.1.1.A	Train 240 teachers through TCs on Inclusive Education and Life skills responsive pedagogies.	9,681
	<b>TOTAL</b>		<b>14,296</b>

01/04/2015	D.4.5.1.3.A	Follow up on teachers performance to ensure that they applying their training in 200 schools	9,295
	<b>TOTAL</b>		<b>9,295</b>
01/07/2015	A.4.1.2.3.A	Establish play areas in 30 schools each year (12 in each region in total)	18,750
	D.4.1.1.2.A	Conduct two five day training sessions on HIV/AIDS and SRH knowledge and counselling methods	10,027
	D.4.1.2.2.B	Procure tables and chairs	1,313
	D.4.1.4.1.A	Arrange a training on gender related issues in 5 Districts each year	5,896
	D.4.1.5.1.A	Provide school counsellors with the information they need to discuss the issues of early marriage and pregnancy	665
	D.4.1.5.2.A	Arrange 40 meetings with girls per year	3,025
	D.4.3.4.2.A	Train 22 TC teachers on IE and Life Skills responsive pedagogies	8,815
	D.4.5.2.1.A	Procure 100 hearing aids, 1000 glasses, 100 puzzles, 100 white canes, 10 desktop, 20 laptop computers, 10 Audio Visual Desktop Access (AVDA)program and 20 Braille machines	24,375
	<b>TOTAL</b>		<b>72,866</b>
01/01/2016	D.4.1.3.1.A	Conduct a consultation meeting with school counsellors to discuss various challenges they face	1,758
	D.4.1.3.1.B	Arrange a technical team meeting to analyse challenges identified by counsellors and develop strategies to deal with them	1,368
	D.4.1.3.2.A	Arrange a meeting with MoEVT representatives to discuss issues counsellors find most prominent within schools and methods of addressing these	1,489
	D.4.5.1.1.A	Train 240 teachers through TCs on Inclusive Education and Life skills responsive pedagogies.	9,681
	<b>TOTAL</b>		<b>14,296</b>
01/04/2016	D.4.5.1.3.A	Follow up on teachers performance to ensure that they applying their training in 200 schools	9,295
	<b>TOTAL</b>		<b>9,295</b>

#### DISBURSEMENT SCHEDULE PRIORITY 4:

DATE	SUB-ACTIVITIES RECEIVING FUNDS		DISBURSEMENT AMOUNT (USD)
01/07/2013	C.1.1.5.1.A	Discuss and agree on head teachers' management responsibilities and prepare a formal document detailing these responsibilities	2,500
	C.1.1.5.2.A	Discuss and agree with Local Government on the division of educational and local government responsibilities for DEOs	1,250

	C.1.1.5.3.A	Discuss and agree on DEOs' management responsibilities and prepare a formal document detailing these responsibilities	2,500
	C.1.1.5.4.A	Print documents detailing head teachers and DEOs responsibilities	1,000
	C.1.1.5.5.A	Inform head-teachers and DEOs about their management responsibilities	7,463
	C.2.1.4.2.A	Conduct meetings to increase awareness of standards	17,831
	C.2.1.4.2.B	Identify school training needs	10,125
	C.3.1.6.1.A	Follow-up and supervise teachers trained to use EMIS on the accuracy of data inputs	853
	C.3.1.6.3.A	Conduct a meeting with DEO and EMIS staff to discuss the challenges on returning questionnaires on time and the accuracy and consistency of data	2,188
	C.3.1.6.3.B	DEOs visit schools which have not returned their questionnaires and check the accuracy of data filled in	1,313
	C.3.1.6.3.C	EMIS staff conduct visits to schools to collect any additional information necessary	234
	C.3.1.6.4.B	Print brochures	1,250
	C.3.1.6.4.C	Conduct meetings with head teachers to discuss schools progress based on information collected from the annual school census	12,450
	<b>TOTAL</b>		<b>60,957</b>
01/01/2014	C.1.1.5.7.C	Develop procedures and materials to support schools	3,125
	C.1.1.5.7.D	Provide support to schools	3,125
	C.2.1.4.2.C	Initiate training in collaboration with TCs	20,813
	<b>TOTAL</b>		<b>27,063</b>
01/07/2014	C.1.1.5.7.C	Develop procedures and materials to support schools	3,125
	C.1.1.5.7.D	Provide support to schools	3,125
	C.2.1.4.2.D	Prepare follow-up	1,575
	C.2.1.4.2.E	Follow up on use of basic education standards	20,938
	C.2.1.4.2.F	Write a report	47
	C.3.1.6.1.A	Follow-up and supervise teachers trained to use EMIS on the accuracy of data inputs	853
	C.3.1.6.3.A	Conduct a meeting with DEO and EMIS staff to discuss the challenges on returning questionnaires on time and the accuracy and consistency of data	2,188
	C.3.1.6.3.B	DEOs visit schools which have not returned their questionnaires and check the accuracy of data filled in	1,313
	C.3.1.6.3.C	EMIS staff conduct visits to schools to collect any additional information necessary	234
	C.3.1.6.4.B	Print brochures	1,250
	C.3.1.6.4.C	Conduct meetings with head teachers to discuss	12,450

		schools progress based on information collected from the annual school census	
	<b>TOTAL</b>		<b>47,098</b>
01/07/2015	C.1.1.5.7.C	Develop procedures and materials to support schools	3,125
	C.1.1.5.7.D	Provide support to schools	3,125
	C.2.1.4.2.E	Follow up on use of basic education standards	20,938
	C.2.1.4.2.F	Write a report	47
	C.3.1.6.1.A	Follow-up and supervise teachers trained to use EMIS on the accuracy of data inputs	853
	C.3.1.6.3.A	Conduct a meeting with DEO and EMIS staff to discuss the challenges on returning questionnaires on time and the accuracy and consistency of data	2,188
	C.3.1.6.3.B	DEOs visit schools which have not returned their questionnaires and check the accuracy of data filled in	1,313
	C.3.1.6.3.C	EMIS staff conduct visits to schools to collect any additional information necessary	234
	C.3.1.6.4.B	Print brochures	1,250
	C.3.1.6.4.C	Conduct meetings with head teachers to discuss schools progress based on information collected from the annual school census	12,450
	<b>TOTAL</b>		<b>45,523</b>

**SUMMARY DISBURSEMENT SCHEDULE (USD):**

Priority Area	Disbursements 2013/14				Disbursements 2014/15				Disbursements 2015/16			
	07/13	10/13	01/14	04/14	07/14	10/14	01/15	04/15	07/15	10/15	01/16	04/16
<b>1</b>	156,915	288,311	195,436	-	239,070	-	18,847	-	93,819	-	13,531	-
<b>2</b>	175,955	1,298,851	85,578	86,267	372,104	1,081,976	85,578	80,000	276,584	-	47,345	80,000
<b>3</b>	75,357	-	19,025	9,295	74,741	-	14,296	9,295	72,866	-	14,296	9,295
<b>4</b>	60,957	-	27,063	-	47,098	-	-	-	45,523	-	-	-
<b>TOTAL</b>	<b>469,184</b>	<b>1,587,162</b>	<b>327,102</b>	<b>95,562</b>	<b>733,013</b>	<b>1,081,976</b>	<b>118,721</b>	<b>89,295</b>	<b>488,792</b>	<b>0</b>	<b>75,172</b>	<b>89,295</b>
<b>TOTAL ANNUAL DISBURSEMENT<sup>26</sup></b>	<b>2,479,010</b>				<b>2,023,005</b>				<b>653,259</b>			

<sup>26</sup> Note this is slightly different to the annual disbursement figures noted elsewhere in the document as rounding errors have affected the calculation, however the differences are minor (no greater than \$10 difference)