

Cover Note for COVID-19 Accelerated Funding Request

OVERVIEW		
Country:	Tanzania Mainland	
Grant agent(s):	Swedish International Development Cooperation Agency (Sida)	
Coordinating agency(ies):	United States Agency for International Development (USAID)	
Program name:	GPE-COVID Response Support Program	
COVID-19 Accelerated Funding amount requested:	\$18 Million (USD)	
Agency fees amount (additional to COVID-19 Accelerated Funding amount requested): ¹	Click here to enter amount.	
Agency fees as % of total COVID-19 Accelerated Funding requested:	1%	
COVID-19 Accelerated Funding application date:	5/4/2020	
Estimated COVID-19 Accelerated Funding program start date:	6/1/2020	
Estimated COVID-19 Accelerated Funding program closing date (must be last day of the month, e.g. June <u>30</u> , 2021):	6/30/2021	
Expected submission date of completion report (At the latest 6 months after program closing date):	12/30/2021	
Grant modality - (please enter 'X')	<input type="checkbox"/>	Sector Pooled
	<input type="checkbox"/>	Project Pooled/ Co-financed
	<input checked="" type="checkbox"/>	Project/ Stand-alone

¹ General agency fees are additional to the Accelerated Funding amount requested, and determined by the grant agent's own internal regulations. They are paid to the agency's headquarters and relate to overhead costs and are typically used to assist in the defrayment of administrative and other costs incurred in connection with the management and administration of grant funds. These fees are pre-determined in the Financial Procedure Agreement (FPA) between the grant agent and the GPE Trustee.

Note to the user

Informing the Secretariat:

→ Prior to submitting a COVID-19 Accelerated Funding application, the Government or the Coordinating Agency informs the Secretariat of the country's intention to apply and provides a timeline for the submission of their application to the GPE Secretariat.

COVID-19 Accelerated Funding Guidelines:

→ Applicants should read the [GPE Guidelines for COVID-19 Accelerated Funding Window](#), which explain the application development process, including timeline, and necessary steps. In case additional information is needed, the applicant can contact the Country Lead at the Secretariat.



THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

GPE COVID-19 EDUCATION RESPONSE SUPPORT PROGRAMME (CESP)

ACCELERATED GRANT APPLICATION
Tanzania Mainland

UPDATED AUGUST 5, 2020

ABBREVIATIONS AND ACRONYMS

ACSEE	Advanced Certificate of Secondary Education Examination
BEMIS	Basic Education Management Information System
BOT	Bank of Tanzania
CA	Coordinating Agency
COVID-19	Corona Virus Disease
CSEE	Certificate of Secondary Education Examination
CSO	Civil Society Organisation
DPP	Department of Policy and Planning
ED DPG	Education Development Partners' Group
ESDC	Education Sector Development Committee
GA	Grant Agent
GoT	Government of Tanzania
GPE	Global Partnership for Education
LANES	Literacy and Numeracy Education Support
LEG	Local Education Group
LGA	Local Government Authority
M&E	Monitoring and Evaluation
MDA	Ministries, Departments and Agencies
MEL	Monitoring, Evaluation and Learning
MOHCDGEC	The Ministry of Health, Community Development, Gender, Elderly and Children
MOEST	Ministry of Education, Science and Technology
MOF	Ministry of Finance
NECTA	National Examinations Council of Tanzania
ODL	Online and pen Distance Learning
PORALG	President's Office, Regional Administration and Local Government
PSLE	Primary School Leaving Examination
PSSP	Public Service Pension's Fund
RS	Regional Secretariat
SIDA	Swedish International Development Agency
SQA	School Quality Assurance
SQAO	School Quality Assurance Officer
TASAF	Tanzania Social Action Fund
TIE	Tanzania Institute of Education
TZS	Tanzania Shillings
UNESCO	United Nation's Education, Scientific, Cultural Organization
UNICEF	United Nations Children's Fund

URT
WASH
WEO

United Republic of Tanzania
Water, Sanitation and Hygiene
Ward Education Officer

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EXECUTIVE SUMMARY OF CHANGES IN THIS UPDATED PROGRAM DOCUMENT

To support the response and recovery from the global COVID19 pandemic, Tanzania Mainland applied for the COVID19 Education Support Program (CESP) grant of 18,000,000 USD from the Global Partnership for Education (GPE) on 5 May 2020. On 28 May 2020 the Chief Executive Officer of GPE informed Tanzania that a grant in the amount of 15,160,000 USD was approved.

In the decision language, the following conditions were noted: that CESP funds could only be used in the basic education sector; that in revising the budget, priority should be given to “activities with clear and immediate impact on the continuation and safeguarding of education for vulnerable populations during the COVID- 19 crisis”; and that specifically, proposed activity 2.4.2, procurement of equipment for Ward Education Officers and School Quality Assurance Officers should be reduced.

In addition, the pandemic situation in the country has evolved since the time of the application. Schools reopened in two phases in June 2020, beginning with Form 6 and tertiary students on 1st June and all basic education (pre-primary, primary and secondary schools) on 29th June. In addition, during the month of June, the roles of various ministries within the Tanzanian Mainland Government response to COVID19 were clarified, with all communication campaigns being streamlined under the responsibility of the Ministry of Health, Community Development Gender, Elderly, and Children.

The planned activities for the CESP grant have been streamlined to reflect the situations noted above. This CESP program document and the CESP budget have been updated to reflect the changes in planned activities. Accordingly, the communications activities and the Form 6 exam support and decontamination of higher learning institutions have been removed. Furthermore, since schools are now open, more emphasis is being put on recovery activities, particularly ensuring protection and wellbeing of students and staff in all primary schools.

The following sections have been updated to reflect the revised budget and activities:

- Section 3: Program Description
- Section 5: Quality Assurance, Monitoring, Evaluation and Learning
- Section 7: Budget for the COVID19 Education Response Support Programme
- Annexes: 1 (implementation workplan), 3 (detailed and summary budgets), 5 (generic M&E Results Framework) and a new annex 7 (summary of updated activities and budget)

The remaining sections have not changed since the original submission.

The date proposed for this grant to begin implementation is 1 July 2020. Several activities are already underway, including enhancing the ability of Tanzania Institute of Education to produce distance and online learning materials, the completion of a rapid assessment of WASH needs and procurement of basic handwashing stations, preparation of the guidelines for Counseling and Guidance, and data collection on attendance from the first weeks of school reopening. At this time, it is envisioned that all activities will be completed by June 2021 (See updated workplan, Annex 1).

SECTION ONE

INTRODUCTION

The Global Partnership for Education (GPE) has allocated COVID-19 accelerated funding for countries that are eligible for education sector program implementation grant (ESPIG) funding. The implementation period for the COVID-19 Accelerated Funding is 12 to 18 months with resources directly targeted at activities to mitigate and recover from the COVID crisis as identified by government response plans.





The United Republic of Tanzania (URT) is one of the eligible countries and has the chance to apply for an emergency COVID-19 grant from the GPE of up to US\$20million to be split between Tanzania Mainland (90% equivalent to US\$18million) and Zanzibar (10% equivalent to US\$2million).

Mainland Tanzania started the process to apply for the grant in early April 2020. This included selection of a Grant Agent (GA) for the GPE COVID-19 Accelerated Funding. The Swedish Embassy, currently the Grant Agent for GPE ESPIG funding for both Mainland Tanzania and Zanzibar, was selected. The process to select the GA was done in consultation with members of the Education Sector Development Committee (ESDC) which plays the role of the Local Education Group (LEG).

A Task Force, led by the Government of Tanzania (GOT) was formed and worked with representatives from Development Partners and Civil Society to develop the grant proposal. The task force involved both ministries responsible for basic education: The Ministry of Education, Science and Technology (MOEST), which is responsible for policy and the Presidents' Office- Regional and Local Governance (PO-RALG), which is responsible for administration. Given the COVID-19 situation and requirements for physical distancing, consultations to contribute inputs and give comments to the proposal were done virtually.

National COVID Response

The Government of Tanzania has a National Task Force led by the Prime Minister's Office, which is developing a multi-sectoral national COVID-19 response plan, of which the education sector response plan is one section. The goals of the education plan are and this support program are:

-  *Ensure continuity of learning, safety and protection for school-age children*
-  *Restore educational access to all affected students*
-  *Restore the basic functions of the education system*
-  *Development and planning to improve and sustain education sector resilience*

The Education Sector COVID-19 Response & Recovery Plan is a living document, which continues to be developed with the support and collaboration of Development Partners, and CSOs, and is also supported by the private sector. While the initial response plan

has concentrated on basic education, the overall plan will ultimately include all subsectors (e.g. higher education, technical/vocational education and adult/non-formal education). The plan seeks to ensure continued implementation of the Education Sector Development Plan objectives as far as possible under the pandemic situation, both during and after school closures. This plan will be publicly available on the Ministry of Education, Science & Technology website.

The GPE COVID Response Support Program

GPE COVID-19 Accelerated Funding is earmarked to support key interventions within basic education (pre-primary, primary and secondary education). The ESDC endorsed this application for the GPE COVID Response Support Program at its meeting of 4 May 2020. The overarching outcome is “to ensure that during and in the aftermath of the COVID-19, actions are taken to ensure that every school child acquires requisite skills and competencies” by focusing on three key intermediate outcomes:

- ✚ ***Mitigation and Response:*** *Effects of school closure are mitigated by responding to actions that allow for continuity of learning*
- ✚ ***Recovery :*** *Education systems are ready for a full return and continued quality learning for all students*
- ✚ ***QA, Policy and Planning:*** *Implementation is quality assured and aligned to policies and plans to ensure sustainability of interventions with long term potential*

This proposal for the COVID Response Support Program presents the key basic education interventions requiring emergency funding that the Government and stakeholders see fit for responding to the emerging issues related to COVID-19 as well as preparations for recovery. Furthermore, the Government of Tanzania sees these activities as foundational for sustainable development within the basic education sector.

The GPE funding will strategically complement the support available from within the Government of Tanzania and from Development Partners or other stakeholders. All activities in response to COVID19 will be coordinated through the Ministry of Education Science, and Technology to ensure harmonisation and alignment with related interventions. A detailed description of the programme interventions is provided in section three of this proposal.

While the requested program start date is June 1st, 2020, several activities have already or will soon begin in order to address the emergency situation. This application and the work plan in Annex 1 are based on the assumption that schools will be in a position to reopen by late June or July. However, should this not be the case, all activities will be pushed forward, such that mitigation and response will last longer and most recovery activities will take place after schools reopen, extending the total length of the program. The latest date by which the program would be completed is 30th June 2021.

SECTION TWO

BACKGROUND

2.1 Overview

Tanzania is one of the countries in Africa that have been affected by the Coronavirus disease (COVID -19). As of 29th April 2020, a total of 480 cases had been officially reported in the country and there were 16 confirmed deaths². Globally, by 30th April 2020 a total of 3,307,691 cases had been reported and 234,075 deaths registered while 1,039,182 had recovered³. So far, the global trend shows a steady increase in the number of infections and deaths including on statistics related to Tanzania, hence it is not expected that there will be a drastic decrease in the next three months. The situation has been declared by WHO as a public health emergency and international pandemic, which calls for various actions to be taken globally and at country level that would lead to prevention and preparations to deal with the aftermath of the outbreak.

In the wake of this pandemic, many countries have implemented several measures aimed at controlling the spread of the novel coronavirus (COVID-19). These measures include schools being closed, estimated by UNESCO⁴ to have impacted over 91% of the world's student population.

Upon confirmation of a single COVID-19 case in the country, the Government of Tanzania immediately responded by taking several preventive as well as preparedness measures, including banning of community and public events and gatherings, postponement of schedules for sports and games, restriction of assemblies and other large congregations as well as closure of education institutions from pre-primary to University levels.

2.2 Measures taken to minimise the impact of COVID-19 on the education system

The Government took early measures to close pre-primary, primary, and secondary schools for one month in Mid-March 2020. Based on the unfolding situation, the closure was extended indefinitely on 14th April 2020⁵. Strategies to ensure that children would continue to learn during this time, and that there would be smooth transition to normal learning when classes resumed, started to be implemented.

One of the first actions taken by the Government through MOEST and PO RALG included the assessment of the situation of education delivery in Tanzania after school closure. The

² Announcement issued on 29th April by Prime Minister Kassim Majaliwa.

³ https://www.worldometers.info/coronavirus/?utm_campaign=homeAdUOA?Si;

⁴ <https://en.unesco.org/covid19/educationresponse>

⁵ Press Release issued 14th April 2020 by the Prime Minister's Office

aim was to identify opportunities to minimize the impact of COVID-19 on the education system.

Key positive aspects were observed, including organized Open Distance Learning (ODL) interventions, the availability of a virtual library for basic education hosted by the Tanzania Institute of Education (TIE), and availability of a variety of media outlets including national, private, and community TV and Radio stations willing to support education. Further, Tanzania has a well-established Governance system, which includes the existence of, among others, education offices at ward to national level that support the provision of education. More importantly, the Government of Tanzania maintains a supportive relationship with education stakeholders who share similar concerns about the negative effects of COVID-19 on the education system.

Another initial response by the Government of Tanzania included undertaking advocacy on parental guidance on child protection as well as students' and parents' sensitization on home learning. Several messages have been developed and circulated digitally reaching out to the wider community with access to network connectivity (As of 2018, it was estimated that 78% of households in Tanzania Mainland own a mobile phone).⁶

The Government now intends to undertake interventions that will cater for students' continuity of learning during school closure and preparedness for schools' re-opening and long-term recovery by: Creating and promoting alternative ways of teaching and learning suitable for the diverse pupils and students across the country (continuity of learning); advocating and raising awareness on continuity of learning for school children while at home; improving the Teaching and Learning environment, including guidance and counseling; and having in place a robust monitoring and evaluation system (M&E), to track implementation of the contingency plan, as well as monitoring of learning outcomes.

So far the Government, through the Tanzania Institute of Education (TIE), has begun to broadcast lessons on TV, radio as well as online, and additional lessons for various subjects are in preparation. The National Examinations Council of Tanzania (NECTA) has adjusted national examination schedules and is preparing lessons specifically for examination classes. The MOEST and PORALG have identified measures to ensure information about COVID-19 continues to reach communities before and after schools open. Measures to ensure schools have health and safety services to protect teachers and students from further COVID 19 spread when schools open have also been identified.

⁶ Tanzania in Figures 2018. National Bureau of Statistics, p. 44.

SECTION THREE

THE PROGRAM DESCRIPTION

3.1 Introduction

The Global Partnership for Education identifies two key COVID 19 intervention areas: i) Mitigation and Response; and ii) Recovery. Within each of these, the main sub-intervention themes⁷ to be considered include: Access; Protection and Wellbeing; Enabling Environment/Teachers; Learning; Community Engagement; Gender Equality and Educational Policy, Planning & Implementation.

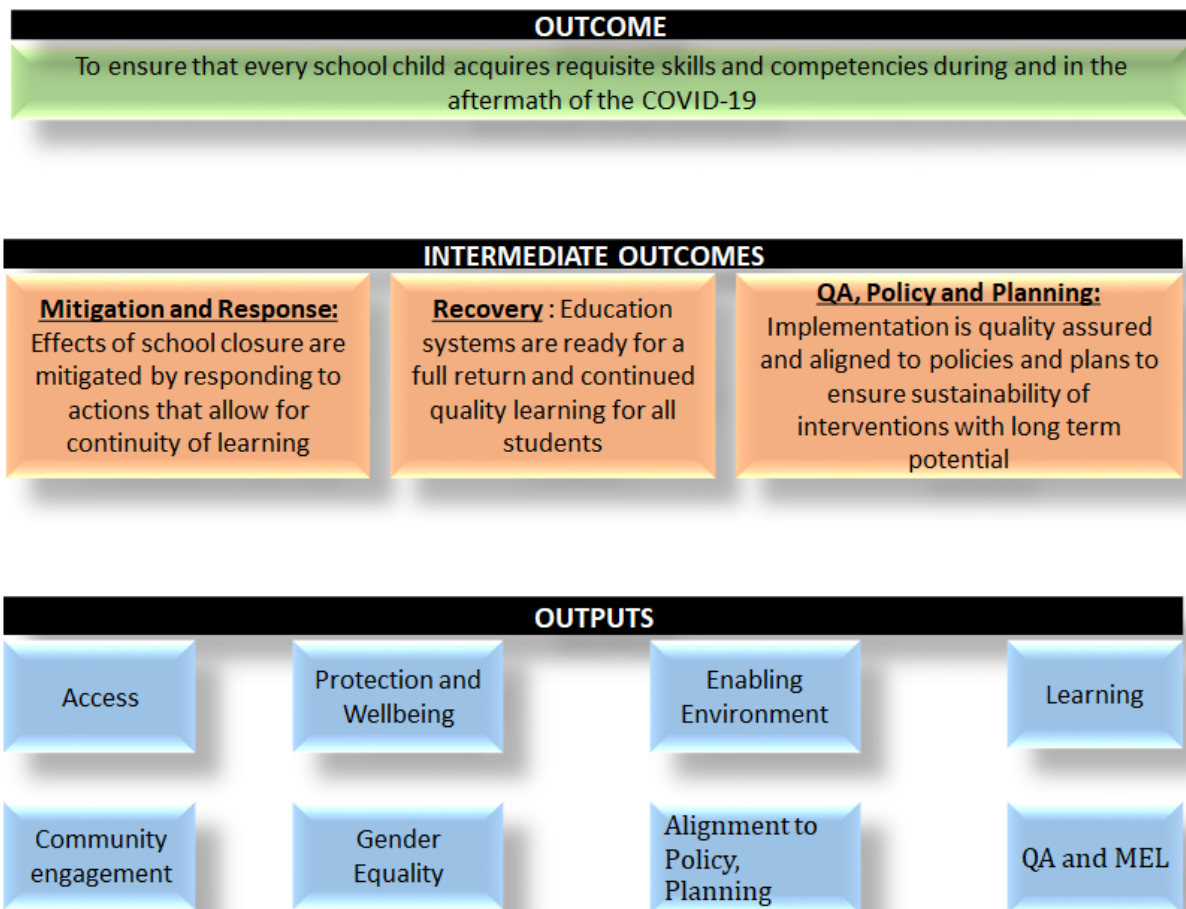
These intervention areas as well as the sub themes form components for the proposed Basic Education COVID Education Response Support Program to be funded by GPE and are presented in the Logic Model (See *Figure 1*).

The program interventions as well as the M&E frameworks have considered Early Childhood Education (ECE), while Facilities and Services have been included in Protection and Wellbeing. Inclusivity has been prioritized and is mainstreamed throughout activities. In the context of this proposal, Inclusivity includes learners with special needs, children who are geographically or economically marginalized, and consideration of the girl child and gender equality. The COVID response task force also includes the directors of Special Needs Education.

The proposed timeline for activities is presented in *Annex 1*–Work plan.

⁷ It should be noted that GPE also recommended consideration of provisional cash transfers to poor families to mitigate the effects of COVID-19. Such programs do exist in Tanzania Mainland, (for example the Productive Social Safety Nets (PSSN) program which is implemented by the Tanzania Social Action Fund (TASAF). The World Bank and several bilateral donors including Sweden and DFID, support this fund. Its use for mitigating the impacts of COVID-19 on poor households is being considered. However, because the Ministry of Education, Science and Technology and the ESDC are not involved in this program nor other cash transfer programs, this type of support is not included in this application.

Figure 1 GPE COVID-19 Response Support Plan Logical Model



3.2 Description of Activities under Intermediate Outcomes and Outputs

3.2.1 Intermediate Outcome 1 (Mitigation and Response): Effects of school closure are mitigated by responding to actions that allow for continuity of learning

Mitigation and response are (were) being provided during the closure of schools. This section provides a succinct description of the different activities to be implemented under this Intermediate Outcome. The Quality Assurance/Monitoring and Evaluation mechanisms for each activity are also explained.

a) Output 1: Access to Learning

Access refers to a measure of the number and percent of children supported with inclusive distance or home-based learning programs. Facilitating distance learning for all children in the basic education system requires development of content for TV, radio, SMS and online platforms, as well as support for children who cannot access the other platforms. Equity in access received special attention, and planned interventions include provision of sign language and braille.

The activity under Output 1 ensures development of the capacity of Tanzania's Institute of Education to prepare and disseminate content via different media to all pre-primary, primary and secondary-level students in an inclusive manner, as detailed below.

Activity 1.0 Prepare school opening Strategy and Examinations Plans

This is a foundational activity which did not require budget from GPE, but reflects a vital step in ensuring continuity of learning and a safe return to schools. The COVID19 education task force, in collaboration with the Ministry of Health, prepared guidelines for schools for reopening which addressed health and safety, curriculum coverage, and monitoring of attendance and curriculum implementation, among other areas. A plan for rescheduling of national examinations was also prepared and communicated with schools and the public.

Activity 1.1 Content Development and production of lessons for home learning via radio, TV, online platforms, SMS and print.

The Tanzania Institute of Education (TIE), which has the primary responsibility for developing content for basic education took action immediately following the announcement of school closure, by providing public and private schools access to the TIE digital library, which contains textbooks, supplementary readers and educational videos. TIE also fast-tracked approval for existing online learning sites from community partners and immediately began gathering existing radio/TV lessons and preparing new content for radio, TV and SMS platforms. In addition to TIE's work, NECTA prepared TV/video lessons specially designed to address test preparation examination classes.

Video lessons were uploaded onto digital platforms and YouTube in addition to being aired on TV and included sign language interpretation. TIE instituted a vetting process to ensure alignment with the curriculum and quality of content from other providers before it is approved for airing. Production crews including expert teachers, scriptwriters and Radio/TV crews have been formed for developing new lessons, and these teams are being provided with orientation and quality assurance guidelines which include attention to gender responsiveness and inclusivity, as well as interactive teaching methods relevant to each platform.

This important work by TIE will continue even after schools reopen, to provide additional lessons to students outside of school hours and to set the foundation for ongoing, sustainable use of alternative learning platforms both during regular education and any possible future crises.

To facilitate this process, and particularly to meet the demand for TV/Radio lessons, this activity includes procurement of resources for production of TV/Radio programs and airing of education programs through TV and radios, SMS platforms.

The Government has mobilized DP, CSO and private sector support for TIE to enable the mapping of content and airing of quality programs on multiple platforms. Several DPs are providing financial and/or technical support to TIE’s distance learning content, including UNICEF, DFID, Canada, SIDA, KOICA and USAID. CSOs and private start-ups that have developed online, radio or TV content are sharing their content for approval by TIE, for example, Ubongo Kids, Kasome and MindZU. Private sector support has also come from private TV stations providing airtime, mobile companies offering free SMS platforms, and the National Bank of Commerce donating funds to cover airtime for radio and TV programs.

Monitoring & Evaluation: Phone surveys and SMS teasers are being considered as mechanisms for rapid assessment to monitor this activity. Feedback from the target audience on radio/TV/SMS programs will be used by TIE to modify production based on feedback.

Table 1: Snapshot of Mitigation and Response Activities

<i>SN</i>	<i>Output</i>	<i>Activities</i>	<i>Responsible</i>
1.	Access to Learning	Content Development and production of TV/Radio programs for distance learning via radio, TV, online platforms, SMS and print.	TIE/NECTA
		Procurement of Equipment for production of TV/Radio programs.	TIE

3.2.2 Intermediate Outcome 2 (Recovery): Education systems are ready for a full return and continued quality learning for all students

The recovery phase is particularly important to ensure the safe return of students and teachers to schools, the quick recovery of learning outcomes and the further sustainment of relevant practices and policies. A School Reopening Strategy was developed before schools reopen, including clear criteria for the reopening of schools, including input from the Ministry of Health (MOHCDGEC).

a) Output 2.1: Access to Learning

Activity 2.1 Reprinting and distribution of textbooks for vulnerable areas

TIE will reprint 200,000 copies of existing textbooks for primary and secondary schools to improve the pupil-textbook in areas that are most disadvantaged. Increasing the pupil:textbook ratio will also aid students and teachers in catching up on learning. A sub-activity of the reprinting of textbooks is reprinting of 5,000 braille and 4,000 large-print texts for students with visual impairments. LGAs, working with WEOs, will identify schools that are in highest need and disseminate the books to them. The two key criteria for school selection are 1) a high pupil:textbook ratio and 2) areas which lack connectivity to radio, TV or internet.

Monitoring & Evaluation: This activity will be monitored through distribution reports and physical verification.

b) Output 2.2: Protection & Wellbeing

Activity 2.2: Construction to ensure safe learning environments.

The aim of the program is to provide schools with water and sanitation facilities. All schools will be provided with hand washing stations and water disinfectants (Water disinfectants refers to hand sanitizer as well as disinfectants for cleaning). In addition, funds will be used to provide reliable sources of water for schools which lack a water source, and latrines in schools with acute need for latrines. Various criteria will be used to select schools, including location, as densely populated areas are most likely to be affected by COVID-19. The first priority will be given to schools in low income communities.

A guideline for School Water, Sanitation and Hygiene (SWASH) is in place, hence the Government will extract relevant information for this intervention and issue a circular to schools on what to focus on in relation to installation of hand washing facilities. Any construction of WASH facilities will follow relevant guidelines and be inclusive for students with disabilities.

A clean source of water means that the schools can do more than just using the water for purposes of hand washing. The Government will encourage schools to make use of existing water sources to carry out various other projects such as those that are directly linked to enhancement of the school environment.

Monitoring & Evaluation: PORALG will report on progress of this activity in its bi-monthly reports as well as through the ESDC.

c) Output 2.3: Enabling Environment & Teachers

Activity 2.3: Develop and distribute simplified guidance and counselling tool

Students will need guidance and counseling related to the pressures of dealing with illness and loss at home due to COVID-19. In preparation for this service, the office of Commissioner of Education (MOEST), which oversees guidance and counseling, is preparing a simplified tool to equip school counselors to provide such counseling. All schools have teachers designated as guidance counselors. The guidance will be based upon the Guidance and Counseling handbook that was approved by the Education Sector Development Committee in late 2019, and provide simple guidance tailored to the COVID19 situation.

Monitoring & Evaluation: Survey tools will include specific tool for students to find out how many students received guidance and counseling services once schools re-open.

d) Output 2.4: Learning assessment

Activity 2.4.1 Assessment of students' progress at school level

Assessment of students' progress is vital to efforts to make up for lost learning time due to school closures. Because not all students had access to radio, TV or online lessons during school closure, teachers are picking up with the curriculum where they left off in March (2.5 months earlier). In the adjusted school calendar, term one will end at the end of August, and term two on 18 December⁸. The end-of-term assessments conducted in every school (all subjects) in August will be used to gauge how much of the curriculum students have mastered and whether any further adjustments to the school year calendar are required. Because end of term assessments are a routine part of the education system, a dedicated budget is not required. However, the reports on end-of-term assessments will be an important indicator within the monitoring and evaluation of the sector.

Monitoring & Evaluation: Reports on students' performance on end-of-term assessments will be collected at ward level, aggregated at regional level and submitted to the national ministries.

⁸ MOEST removed all holidays for the rest of the school year and added additional to the end of the 2020 academic year.

Activity 2.4.2: Capacitate NECTA to Develop E- Assessment System

Aligned with the actions of TIE and NECTA to develop teaching materials for online and distance learning, the Government of Tanzania intends to use the experience of school closures as an opportunity to develop an online or e-assessment platform. This platform is envisioned to allow students to assess themselves on various topics of the curriculum, and for students and teachers to be able to access and monitor their students' progress.

Table 2: Snapshot of Recovery Activities

SN	Outputs	Activities	Responsible
2.1	Access to Learning	2.1 Reprinting and distribution of textbooks for vulnerable areas	TIE
2.2	Protection & Wellbeing	2.2.1 Installation of water and sanitation facilities in needy schools.	PORALG/MOEST
		2.2.2 Provide guidance and counselling support to learners directly affected by COVID-10 (no budget)	TEACHERS
2.3	Enabling Environment	2.3 Develop and distribute simplified guidance and counselling tool	MOEST/PORALG
2.4	Learning	2.4.1 Assessment of learning at school level	PORALG/MOEST
		2.4.2 Support development of e-assessment platform	NECTA

**3.2.3 Intermediate Outcome 3 (Quality Assurance, Policy and Planning):
Implementation is quality assured and aligned to policies and plans to
ensure sustainability of interventions with long term potential**

a) Output 3.1: Educational Policy, Planning and Implementation

Educational Policy, Planning and Implementation refers to activities that facilitate implementation of the current emergency plan for COVID-19 Response and Recovery, as well as long-term policy and planning implications.

Activity 3.1.1: Procurement of laptops to facilitate Ministerial coordination and implementation of Response and Recovery Plan.

One of the challenges raised by COVID-19 is the need for social distancing and the encouragement of working from home to avoid spreading the virus. To facilitate ministry-level employees to continue to carry out their duties in coordination and implementation of the COVID-19 response support program, 30 laptops will be purchased for use by designated staff members at government institutions.

Activity 3.1.2: Development of National Emergency Preparedness Strategy

The COVID-19 crisis provides a unique opportunity for the Government of Tanzania to prepare its education sector for future emergency situations. Additional support is being sought through this proposal to complete a comprehensive “National Education Emergency Preparedness Strategy” through engagement of consultancy services and convening of a consultative stakeholders' dissemination meeting. The Strategy will draw on the lessons learned in the current situation, and it will be approved through the normal policy processes involving the Education Sector Development Committee, which serves as the Local Education Group.

Monitoring & Evaluation: Regular Quality Assurance mechanisms for policy and strategy documents, and ESDC endorsement of the Strategy will be followed.

b) Output 3.2 Quality Assurance, Monitoring and Evaluation

Quality assurance, monitoring and evaluation is vital at levels of operation (national, LGA, ward, school) in order to ensure smooth provision of educational services. The role of officials at ward and LGA level is especially important to facilitate quality assurance and the fast and accurate conveyance of data back up to the national level. This activity supports the immediate needs for monitoring and reporting while also laying the foundation for long-term and ongoing quality assurance.

Activity 3.2.1 Equipping WEOs and SQA officers to Monitor and Report data upon return to school

Officers at ground level, namely Ward Education officers (WEOs) and School Quality Assurance officers (SQA), have a vital role in supporting and monitoring implementation at school level. They are responsible for monitoring checklists related to health and safety, as well as school attendance, distribution and use of textbooks, and they oversee

effective implementation of the curriculum and student learning. Quality Assurance and District Education Officers will undertake visits to schools to monitor the roll out of all activities during the first 16 weeks of schools opening, and on a rotating basis after that period. They will make reports at the regional level which will then be submitted at the national level.

In order to monitor and ensure that all students have returned to school, the existing Basic Education Management Information System will be augmented to allow school attendance to be uploaded and tracked on a weekly basis. This will continue for the first four weeks after schools re-open. Head teachers, school management committees, WEOs and other LGA officials will use this data at a local level to follow up within communities if students are not returning to school. The data will also be analyzed at national level.

To facilitate these activities in a timely manner, equipment is required. Through this activity, WEOs and SQA officers will be equipped with laptop computers to aid them in carrying out these duties. Even after emergency recovery, these laptops will continue to be used in the ongoing activities of WEOs and SQAOs work, enhancing digital connection and completion of their professional duties.

Monitoring & Evaluation: Reports from these visits will be shared with relevant authorities so that recommendations for improvement can be shared. Reports will be submitted weekly in the first weeks of school reopening.

c) Output: Monitoring Gender Equality

A gender mainstreaming approach is being followed in the design and implementation of COVID-19 response and recovery plans. While there are no separate activities specific to this output, gender issues, and particularly girls' continued learning are receiving special attention in the activities. For example, Quality Assurance and production guidelines for lessons under Activity 1.1 include gender responsive pedagogy and principles of inclusivity, and upon return to school, monitoring of attendance under Activity 3.2.1 includes gender disaggregated data and localized follow up to ensure all students, especially girls, return to continue their studies.

Monitoring and evaluation: All data collected under any activity will be disaggregated by gender, and evaluations will consider how well the interventions addressed girls' and boys' needs.

Table 3: Snapshot of QA, Policy and Planning Activities

<i>SN</i>	<i>Output</i>	<i>Activities</i>	<i>Responsible</i>
3.1	Educational Policy and Planning	3.1.1 Procurement of 30 laptops to facilitate Ministerial coordination and implementation of Response and Recovery Plan.	<i>MOEST</i>
		3.1.2 Develop National Emergency Preparedness Strategy	<i>MOEST/PORALG</i>
3.2	QA, Monitoring and Evaluation	3.2.1 Equip WEOs and DSQA to monitor and report when schools reopen	MOEST/ PORALG

3.3 Sustainability of relevant activities

Key activities within this emergency plan lay the foundation for sustainable, long-term developments within the basic education sector in Tanzania.

- **Digital Learning:** The library of materials and lessons that are available digitally is increasing exponentially as a result of the COVID-19 Response and Recovery activities. This experience will increase students', teachers' and caregivers' interest and comfort in using technology to support learning. It will also provide useful lessons on what worked or didn't work well during the intervention. This learning and the resources themselves will be taken as groundwork for further development of digital and blended learning.
- **E-Assessment:** The development of the e-assessment platform is an exciting development in continuous assessment for primary and secondary education and could provide the basis for future expansion of online or tablet-based assessment.
- **Procurement of equipment:** This GPE-funded COVID-19 Response Support Program includes the procurement of hardware for WEOs, SQA Officers, Ministry-level officials and equipment for TV and radio production at TIE. This equipment will continue to serve the purposes of the Education Sector Development Plan in multiple ways after the end of the grant period.
- **Improvement of Facilities:** The installation of water and sanitation facilities in schools serves long-term goals of school WASH, and the objectives of the Government of Tanzania to continue expanding and improving basic education facilities. Water facilities have the potential of making schools create green school environments including gardening that has potential to improve student nutrition. Availability of water facilities mean that students could also access clean drinking water if appropriate methods for ensuring water purifications are installed.
- **Long-term Planning:** The development of an Emergency Preparedness Strategy as well as the lessons from the Monitoring, Evaluation and Learning Approach will strengthen long-term sector planning.

SECTION FOUR

IMPLEMENTATION ARRANGEMENTS, MANAGEMENT AND SUPERVISION

4.1 Roles and Responsibilities of the Government

The GoT has full ownership and is responsible in management of the GPE COVID Response Support Program through three key Ministries: The Ministry of Finance and Planning (MOFP); the Ministry of Education, Science and Technology (MOEST) and the President's Office, Regional Administration and Local Government (PORALG). The MoEST has the formal responsibility in coordination with PO-RALG for the program design, implementation, monitoring and evaluation.

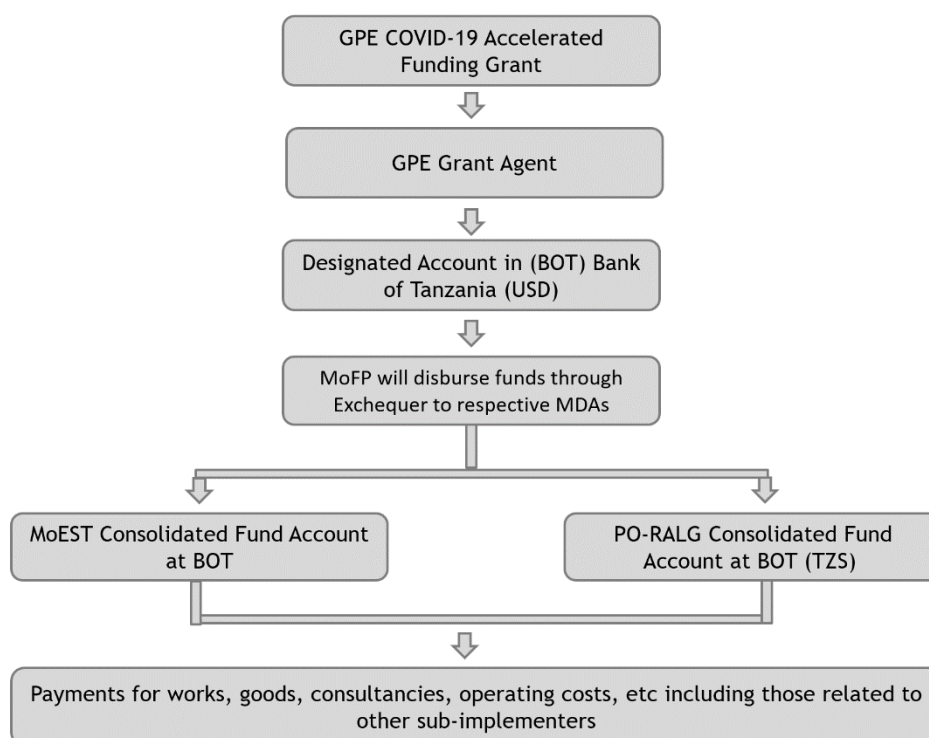
All approvals related to plans and proposed activity modalities will be done by the Permanent Secretaries of the respective Ministries and/or Directors of Agencies in their capacity as Chief Accounting Officers. Department Directors and Heads of Institutions will be responsible in planning for and giving further details to activity modalities prior to their presentation.

Ministry of Finance and Planning

MOFP will be responsible in undertaking the following:

- Custodian of received funding from the Grant Agent. All funds will be received at the BOT where a special GPE LANES account already exists.
- Disbursement of LANES funds through the exchequer system to implementing Ministries and Agencies. To expedite the flow of funds for this emergency situation, disbursement will utilize the structures already in place for GPE-LANES II (Figure 2). Additional description related to fiduciary and Implementation Arrangements applicable to this program from GPE LANES II is attached as ***Annex 5***
- Receipt of expenditure reports.

Figure 2 Flow of Funds for GPE COVID-19 ACCELERATED FUNDING



The Ministry of Education, Science and Technology

The MOEST will lead the grant application and program implementation process given its lead mandate role in education policy in the country. MOEST will play the following key roles:

- Coordination of planning, budgeting, implementation and reporting by different departments and agencies under the Ministry.
- Overseeing the functions of the LANES Coordination Unit which supports planning process and coordination of implementation.
- Organizing ESDC meetings jointly with PORALG. The Education Sector Development Committee (ESDC) which is Chaired by the Permanent Secretaries of MoEST and PO-RALG and co-chaired by the ED DPG Chair, it included representatives from Development Partners (bilateral and multilateral donors), non-state actors, the teacher's union, and the private sector. ESDC is responsible for reviewing and approving the program reports, plans and budgets.
- Overseeing the COVID19 task force and response activities
- Holding consultations with the GA in regard to plans and modalities for undertaking activities
- Producing consolidated reports based on specific reports received from different implementing MDAs

- Supervising the carrying out of Audits by using its own Internal Audit Systems as well as overseeing Commissioned Rolling Audits by the GA.

Key Implementing Offices and Institutions at MOEST include:

- MOEST (Office for Commissioner for Education);
- TIE; and
- NECTA
- School Quality Assurance Department

The PORALG will play the following roles:

- Coordination of planning, budgeting, implementation and reporting by departments under the ministry
- Report on ministerial level activities implementation to the MOEST for consolidation and production of final reports
- Participate in ESDC meetings to report on progress of implementation and contribute to Policy dialogue pertaining to implementation of the program
- Participate fully in the COVID 19 task force
- Hold consultations with the MOEST in regard to plans and modalities for activities undertaking prior to implementation.

Offices, Departments/Units under PO-RALG that will be involved include the following:

- PO-RALG Headquarters (National ministry level departments/units)
- Regional Secretariats
- LGAs
- Ward Education Officers
- Teachers

The Ministry of Health, Community Development, Gender, Elderly and Children (MOCDGEC) will work with PORALG and MOEST in implementation of activities related to decontamination of education institutions (Basic Education and Higher Learning) used as treatment and quarantine centers, and safe school reopening.

The work plan (***Annex 1***) indicates the activities, implementing agencies, and timeline for each component of the GPE COVID Response Support Program.

4.2 The Grant Agent Roles and Responsibilities

The GA will provide fiduciary oversight and technical support for the grant in full alignment with national procedures. The GA will support the government institutions in the planning, implementation and follow-up of the program. The GA will also strengthen institutional capacity and learning as well as provide its own resources, if necessary, for additional monitoring and evaluation of the program. This will include using own resources for continuous (rolling-audit) support to the Government in the areas of procurement, risk assessment and mitigation and financial

management. Capacity development activities based on lessons learned will be planned and provided upon GoT's request.

4.3 The Coordinating Agency Roles and Responsibilities

The CA coordinates DPs support to the development, implementation and monitoring of the education sector COVID-19 Response Plan through the ESDC. The GA together with the CA will support increased coordination and harmonization among the donor community in the education sector to support the plan.

4.4 Development Partners and CSOs Roles

Development Partners (DPs) and Civil Society Organizations' (CSOs) will approve implementation plans, proposed modalities for undertaking of major interventions and consolidated periodic reports through the ESDC. The DPs and CSOs also participate in Task force or Technical Working Groups to discuss strategies to improve program implementation. In the context of the COVID-19 crisis, development partners and CSOs will actively support the overall Education Sector Response & Recovery Plan in ways that complement the activities funded by GPE. Because of the rapidly changing nature of the crisis, representatives from each ESDC stakeholder group will participate in regular meetings and/or task force groups to support, monitor and adjust the overall Plan to meet the needs of the developing situation. (See also Table 10, Complementarity of Support in section 7.4).

SECTION FIVE

QUALITY ASSURANCE, MONITORING, EVALUATION AND LEARNING

4.1 Quality Assurance, Monitoring and Evaluation

Quality Assurance, Monitoring and Evaluation has been built into the design of interventions, and will be conducted throughout implementation. Specific activities have been identified and included under Intermediate Outcome three of the program description (section 3). Two different frameworks will be used to monitor programme achievement: Core Indicators framework to track Outcome and Output level indicators including those that are required by the GPE (see **Table 1**); and activity level M&E framework to track achievement of planned targets (attached as *Annex 6*).

Table 4: Core Programme Indicators (Outcome and Output)

<i>SN</i>	<i>Indicator</i>	<i>Target</i>	<i>Means of Verification</i>	<i>Responsible</i>
A.	Access			
1.	Percentage of children previously enrolled in grant-supported schools who return to school once the school system is reopened	13,544,069 (All students)	BEMIS + weekly report for first month after schools reopen	PORALG
B.	Protection & Wellbeing			
2.	Number (and percentage of schools in the program area) of grant-supported schools equipped with minimum hygiene standards for prevention of COVID-19	20,367 (All students)	Programme reports	MoEST, PORALG
3.	Number of students receiving guidance and counseling services upon return to schools	13,544,069 (All students)	Survey reports	MOEST, PORALG
C.	Learning			
4.	Percentage of children in grant-supported schools that meet relevant minimum learning standards	TBC after assessment of loss of learning	End of Term 1 Learning Assessment Report	MOEST, PORALG,
D.	Teachers			
5.	Percentage of officials and teachers in grant-supported schools who return to school once the school system is reopened	99%	ESMIS Survey reports	PORALG
E.	Facilities and Services			
6.	Number (and % of schools in the program area) of grant-supported schools reopened	100%		

In reporting, indicators will be disaggregated by class level as appropriate and all student data will be disaggregated by gender. Prior to start of implementation, where not indicated in this proposal, all required baseline data will have been filled in and submitted to the Grant Agent. The Grant Agent will also ensure that indicators requiring verification are independently verified.

All collected information from monitoring exercises will be reported through the ESDC structure on a bi-monthly basis using various channels. Whenever possible, the already existing sector monitoring and evaluation structure will be used to monitor and evaluate this program. This has been described in the ongoing GPE LANES II document, an excerpt of which is attached as *Annex 6*.

4.2 Learning from Evidence Approach

The GPE recommends two objectives to a Learning from Evidence Approach. These objectives have been adapted for use in learning from evidence in this program. The objectives are:

- 1) **Objective I:** Learn continually from evidence and apply that learning adaptively to enhance program effectiveness
- 2) **Objective II:** generate knowledge and evidence on the relevance, effectiveness, and efficiency of grants.

In meeting these objectives, the data collected through continuous Monitoring and Evaluation activities as well as an evaluative assessment towards the end of the program will serve as the basis for Learning from Evidence in this grant. For objective I, analytical reports will be produced bi-monthly to include information on the type of populations reached through various activities, and evaluate the relevance, efficiency and effectiveness of interventions. This will entail qualitative evaluation as well as quantitative data. The report will recommend ways to improve implementation and adaptively enhance program effectiveness. In particular, this learning from evidence approach will allow the program to be adaptive in response to the evolving situation on the ground as a result of the COVID-19 pandemic.

Evidence regarding effectiveness will mainly be gathered through the conduct of the evaluative assessment towards the end of the program timeframe. Evidence regarding relevance and efficiency will be gathered during each phase of the grant implementation (during Mitigation and Response, Recovery and evaluative assessment), depending on the question and data source.

The guidance provided by the GPE on what to look into and that will be followed by this program regarding relevance, effectiveness and efficiency is as follows:

- **Relevance**
 - The extent to which the grant met the needs of children whose education has been disrupted by the COVID-19 pandemic, particularly girls and the most marginalized children,
 - The extent to which it was aligned to developing country partners' COVID-19 response plans.
- **Effectiveness**
 - The extent to which the grant achieved its objectives and how grant activities contributed to the achievement of those objectives.
 - Grants are strongly encouraged to evaluate the extent to which grant activities mitigated the learning loss that may have resulted from the disruption to education systems.
 - Grants may leverage existing assessments as baselines (disaggregated by gender and other variables, as available).
- **Efficiency**

The extent to which grant resources (inputs) translated into intermediate results (outputs) and whether the same intermediate results could have been achieved with fewer resources.

Specific questions to be addressed in the Learning from Evidence approach will be developed based on the guidance provided by GPE⁹. Technical support and additional costs associated with facilitation for data collection, analysis and report writing will be covered by the Grant Agent.

⁹ “Guidance on monitoring and evaluation of grants financed through the GPE COVID-19 Accelerated Funding window “ Global Partnership for Education

SECTION SIX

RISKS AND MITIGATION MEASURES

The table below includes risks identified as per proposed interventions. Mitigations measures were discussed and have been highlighted in the table. As far as possible, some of the risks have been allocated financing as they are directly linked to successful achievement of related outputs. The risks will be updated on monthly basis to ensure that relevant actions are timely taken by responsible MDAs (also listed in the table) to mitigate them.

Table 5: Risks and Mitigation Measures

SN	RISK	DESCRIPTION	LIKELIHOOD	IMPACT	MITIGATION MEASURE	RESPONSIBLE
1.	Delay in disbursement of funds from GA to Government of Tanzania	So far this has not been an issue in previous GPE Programs overseen by the same GA. However it is important to note the possibility of a delay as a result of COVID-19 on international systems	Low	High	The GA for the COVID-19 grant is well versed with management of GPE grants. The GA will closely monitor international developments of the COVID-19 to ensure that any effects to financial transfers are timely mitigated.	<ul style="list-style-type: none"> • MOF • MOEST • GA
2.	Delay in disbursement of funds-From MOF to implementing MDAs		Medium	High	National procedures have so far been used in the GPE LANES II Program and have proven effective hence disbursements will utilize the structures already in place for GPE-LANES II.	<ul style="list-style-type: none"> • MOF • MOEST • PORALG

SN	RISK	DESCRIPTION	LIKELIHOOD	IMPACT	MITIGATION MEASURE	RESPONSIBLE
					Close monitoring of effects resulting from COVID-19 will also be done to ensure they do not result in delayed funding transfers.	
3.	Slow development of online educational content	Schools have already been closed for over a month and if they were to resume in the next two months then the programs should be up and running within the next month. Failure to achieve this, the programs will be up and running when schools have resumed.	Medium	High	<p>Content development has already been started by setting up of teams involving TIE, studio and broadcasting corporations' staff.</p> <p>TIE has also developed programs through the use of rental equipment that will be replaced when the equipment under GPE support are procured.</p>	<ul style="list-style-type: none"> • TIE • NECTA
4.	Slow procurement of broadcasting equipment	The normal procurement procedure takes long to complete hence if followed then the equipment will not be in place in time to be used during the emergency period. Framework agreements exist within TIE however these are not	Medium	High	The Government allows for emergency procurement methods to be applied where it is evident that the services required are for emergency purposes. This will be the case with procurement of the broadcasting services for TIE. Likewise, while the	TIE

SN	RISK	DESCRIPTION	LIKELIHOOD	IMPACT	MITIGATION MEASURE	RESPONSIBLE
		applicable to procurement of broadcasting equipment as they were made specific for procurement of books.			procurement process is being undertaken, TIE will continue to develop programs by using rental equipment.	
5.	There is a possibility of some of the staff members participating in implementation of this program being affected by the COVID-19	For example, if any staff at TIE are infected this may result into reduced number of staff as well as risking TIE as an Institution being put under lock down. This will directly affect development of required content as well as programs.	Medium	High	When the studio recordings are initiated the team members will not be allowed to commute back and forth from the recording station. Instead they will be accommodated up until the risks of COVID-19 have been reduced and official notice given regarding free movement.	<ul style="list-style-type: none"> • TIE • Participating Agencies. • Participating Companies.
6.	Delay in procurement of Identified broadcasting services. Broadcasters may also not have the capacity or be up to speed to timely deliver	Procurement processes of services of this nature are generally slow. Also the country does not use e-learning broadly as a means to deliver educational content to students. This means that participating broadcasters may not have adequate skills/experiences to	Low	Medium	Broadcasters and content development studios/institutions have been identified as part of the program Institutional Arrangements. This means that there will be no need for procurement of broadcasting services. Additionally, broadcasting session staff will participate	TIE

SN	RISK	DESCRIPTION	LIKELIHOOD	IMPACT	MITIGATION MEASURE	RESPONSIBLE
	educational programs	develop educational content for airing nationally.			in the entire process of developing and preparing content for airing	
7.	Delay in installation of water and sanitation facilities	This may result into the school opening date being out of synch with hand washing and other health facilities posing health risks to students upon return to schools	Medium	Medium	The Government will ensure that all health facilities are installed prior to students returning to school. This will include fast tracking procurement process by using such methods as the “Force Account” or any other allowable emergency procurement methods	<ul style="list-style-type: none"> • PORALG • LGAs
8.	Students in hard to reach areas may not at all be reached by the TV, radio, mobile content to be aired/shared	This may result into these students being affected where their peers will have advanced several levels by the time schools open. This is particularly sensitive because socially, those that are hard to reach are already generally at disadvantage	Medium	High	The program has included aspects of distribution of print materials to students who cannot access online and broadcasted lessons. Develop accelerated learning Materials for Continuing students and Exams for Final Year	<ul style="list-style-type: none"> • TIE • PORALG
9.	Complete lack of or insufficient electronic equipment at	Families in Tanzania may have several children attending several levels of education. If the programs	Medium	High	TIE, in collaboration with PORALG will ensure lessons are printed and distributed	<ul style="list-style-type: none"> • TIE • PORALG

SN	RISK	DESCRIPTION	LIKELIHOOD	IMPACT	MITIGATION MEASURE	RESPONSIBLE
	homes for children to access lessons	are running concurrently on TV and/or on other mobile equipment, all children in the home may not have sufficient equipment to access lessons			to children who do not have access to any online lessons. The TV/online lessons will be delivered in such a way that they do not run concurrently. A special calendar has already been developed by TIE which takes this into consideration	
10.	Lack of sensitivity on parents' side to allow their children to use home owned electronics to access programs	Not every parent may be willing to allow their children to use TV/other electronic equipment to access aired lessons due to competing needs/interests. Home environment may also not be conducive for special setting to be done in order to allow for home studying such as in cases of extended family dwellings where space is highly limited.	Low	High	Sensitization and awareness raising about TV/online lessons will specifically highlight on roles and responsibilities of parents in ensuring their children, both girls and boys, can equally access lessons while at home.	<ul style="list-style-type: none"> • TIE • PORALG
11.	Lack of harmonization between	Various interventions are ongoing that may be directly linked to the GPE	Medium	Medium	Intervention implementation modalities will prioritize on building on	<ul style="list-style-type: none"> • DPPs of MDAs

SN	RISK	DESCRIPTION	LIKELIHOOD	IMPACT	MITIGATION MEASURE	RESPONSIBLE
	interventions in the COVID plan and ongoing interventions in the sector and associated sectors	COVID-19 proposed interventions. These include those that are currently being implemented through Government funding as well as those being supported by various development partners and CSOs. If these interventions are not aligned and harmonized then interventions under the GPE COVID-19 program may not be sustained longer than the COVID-19 emergency period.			existing systems to avoid establishment of parallel structures. The GPE COVID-19 program will be monitored through Technical Working Groups and the ESDC in order to harmonize program activities. In addition, the Task Force that was formulated to develop the Education COVID-19 response plan as well as the GPE grant proposal will continue to oversee the roll out of this plan to ensure its smooth takeoff.	<ul style="list-style-type: none"> • Directors of Basic Education
12.	Possibility that COVID-19 crisis phase continues for a long term	Given the limits of current knowledge about the COVID-19 virus, there is the possibility that social distancing and other measures will be required until a vaccination or cure is developed, which could	Medium	High	Contingency plans to continue funding the development of more distance learning content have been considered. In addition, the education sector COVID Response & Recovery Plan will be aligned with the ESDP.	<ul style="list-style-type: none"> • MOEST • PORALG • ESDC • TIE

SN	RISK	DESCRIPTION	LIKELIHOOD	IMPACT	MITIGATION MEASURE	RESPONSIBLE
		take up to or more than one year.				

SECTION SEVEN

BUDGET FOR THE GPE COVID-19 RESPONSE SUPPORT PLAN

7.1 Introduction

The total budget for implementation of this program is TZS 34,868,001,103¹⁰ (US\$15,160,000) which is the maximum amount that the country could receive. A total of TZS 348,680,000 (US\$151,600, equivalent to 1% of the total amount) has been allocated to the Grant Agent, hence the total budget amount for activities is TZS 34,519,321,103 (US\$ 15,008,400). The budget has been distributed as per the Intermediate Outcomes (Mitigation and Response; Recovery and QA, Policy and Planning) as well as Outputs (Detailed Excel Sheets are attached as separate documents-*Annex 3*).

7.2 Budget distribution per Intermediate Outcome and Outputs

Because schools reopened at the start of the grant implementation date, the bulk of activities and budget have been shifted to Recovery. A total of TZS 549,300,000 (US\$238,826) equivalent to 2% of the total budget has been allocated to Intermediate Outcome 1 which focusses on Mitigation and Response. The largest amount of funds (88%) has been allocated to Intermediate Outcome 2 which focusses on Recovery. The total amount allocated to recovery is TZS **30,705,021,103** (US\$**13,350,009**) out of which 67% is allocated to Protection and Wellbeing. A total of TZS **3,265,000,000** (US\$**1,419,565**) equivalent to 9% of the total budget has been allocated to Intermediate Outcome 3 (QA, Policy and Planning).

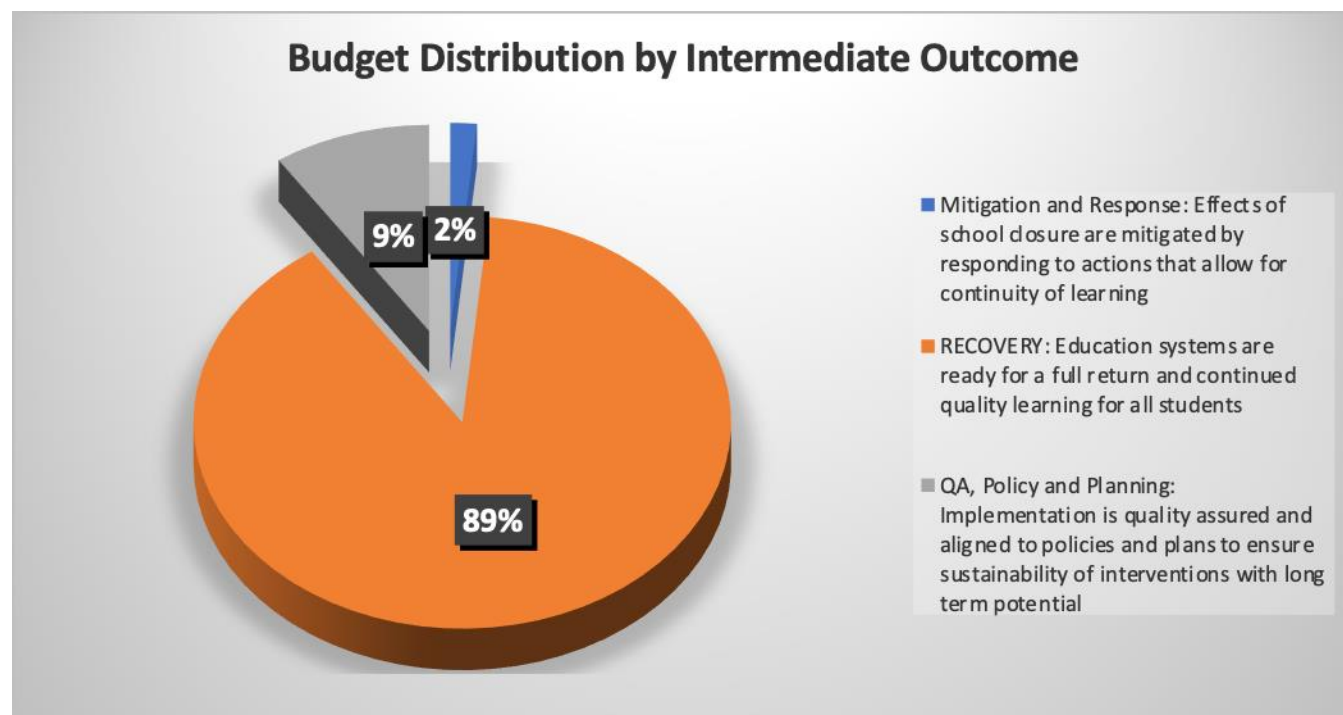
¹⁰ Exchange Rate Used is US\$1 to TZS2300

Table 6 provides further details including allocation per output.

Table 6: Budget Allocated to Intermediate Outcomes and Outputs

SN	Actions	Total TZS	Total US\$	%
Int. Outcome 1:	Mitigation and Response: Effects of school closure are mitigated by responding to actions that allow for continuity of learning			
Output 1.1	Access to Learning	549,300,00	238,826	2%
Sub Total Intermediate Outcome 1		549,300,00	238,826	2%
Int. Outcome 2	RECOVERY: Education systems are ready for a full return and continued quality learning for all students			
Output 2.1	Access to Learning	7,131,971,100	3,100,857	20%
Output 2.2	Protection and Wellbeing	23,269,750,003	10,117,283	67%
Output 2.3	Enabling Environment	147,000,000	63,913	0.4%
Output 2.4	Learning Assessment	156,300,000	67,957	0.4%
Sub Total Intermediate Outcome 2		30,705,021,103	13,350,009	88%
Int. Outcome 3	QA, Policy and Planning: Implementation is quality assured and aligned to policies and plans to ensure sustainability of interventions with long term potential			
Output 3.1	Policy and Planning	275,000,000	119,565	0.8%
Output 3.2	QA, M&E	2,990,000,000	1,300,000	9%
Sub Total Intermediate Outcome 3		3,265,000,000	1,419,565	9%
Total Interventions		40,990,091,220	17,821,778.79	99%
1% Grant Agent support fee		409,991,843	178,257.32	1%
Grant Total		41,400,083,063	18,000,036.11	100%

Figure 3: Budget Distribution by Intermediate Outcomes



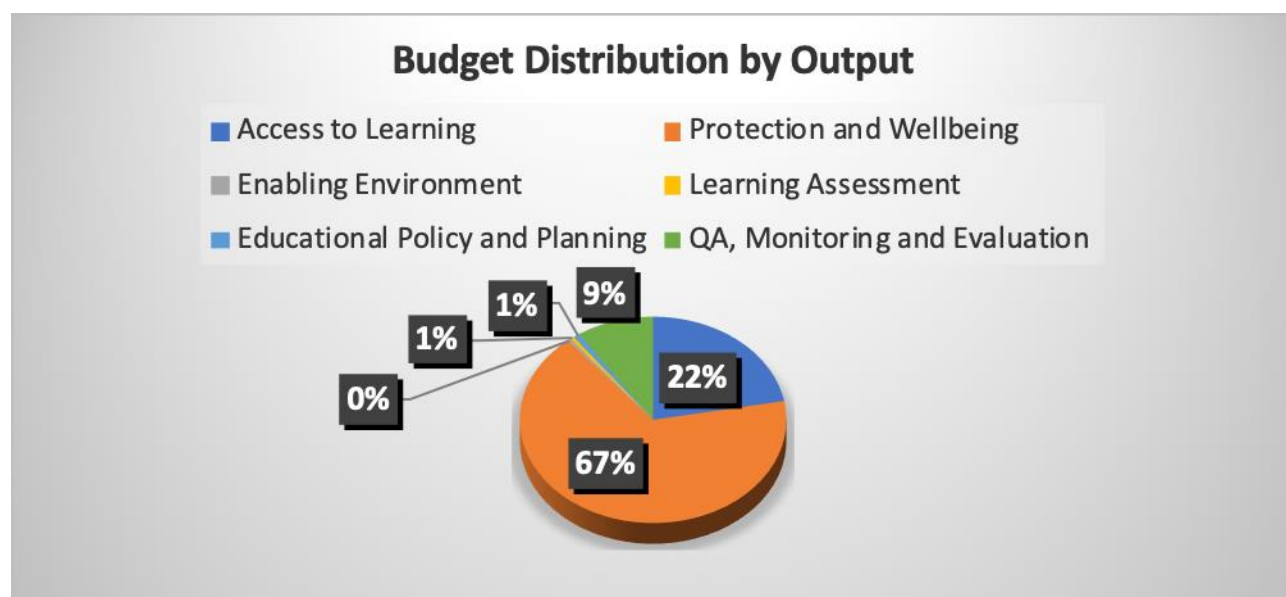
7.3 Budget Distribution per Output across intermediate Outcomes

The distribution of the budget by output across the intermediate outcomes is presented in **Table 7** and **Figure 3**. The largest amount of funds (67%) has been allocated to Protection and Wellbeing, which includes activities focused on provision of psycho-social support and facilities.

Table 7: Budget Distribution per output across intermediate Outcomes

Sn	Output	Total TZ	Total USD	% of total budget
1	Access to Learning	7,681,271,100	3,339,683.09	22%
2	Protection and Wellbeing	23,269,750,003	10,117,282.61	67%
3	Enabling Environment	147,000,000	63,913.04	0.4%
4	Learning Assessment	156,300,000	67,956.52	0.4%
5	Educational Policy and Planning	275,000,000	119,565.22	0.8%
6	QA, Monitoring and Evaluation	3,265,000,000	1,419,565.22	9%
	Total	34,794,321,103	15,127,965.70	100%

Figure 3: Budget Distribution per output across intermediate Outcomes



7.4 Complementarity

Development Partners are committed to supporting the Government of Tanzania in its COVID-19 Response and Recovery. Partners are aware of the allocations included in this GPE application and are working with the Government to ensure that their contributions complement and fill gaps in funding, avoiding duplication. An indicator is included in the Monitoring & Evaluation Framework for this application regarding the completion of the comprehensive education sector Response & Recovery Plan. To further facilitate coordination, key focal persons are being identified from the Government and Development Partner Group to lead the coordination under each priority area, and there will be bimonthly meetings in which progress and updates are reported, to ensure that the Sector Response meets the needs of the dynamic situation.

As of the time of this application, partners have committed to various priority areas in the Government's overall COVID Response and Recovery Plan and the financing of specific activities is still being negotiated, hence support and activities will be added once approved. In addition, several contributions have already been made, such as Canada's support through the Teacher Education Support Program for TIE Continuity of Learning activities (production of lessons) and for Personal Protective Equipment for staff and students at teachers' colleges. Another example is UNICEF's collaboration with MOEST to print and distribute posters with life-saving messages specially designed for schools and children, which have been distributed to all 184 LGAs. As bilateral funding agreements are designed, a budget table indicating the support from GOT, GPE and other stakeholders for each activity will be updated, and the final document can be shared with the GPE Board when it is ready. Table 8 presents the distribution of commitments by priority area.

Table 10: Complementarity of Funding for the Overall Education C-19 Response and Recovery Plan¹¹

Priority Areas	Contributors													
	GOT	GPE	SWEDEN	CANADA	DFID	USAID	UNICEF	WB	KOICA	UNESCO	SWISS	PRIVATE SECTOR	CSOS	
Current Pledge:		\$18M	\$40,000	\$138,000	GBP 2M from EPforR (1.5M for DLI, 0.5M for TA) + adaptation of Shule Bora funds	Reprogramming Tusome Pamoja and Waache Wasome toward COVID response	\$150,000	10M (SDL) from EPforR + funds from other programs can be re-allocated	EPforR funding, if approved, can be used toward agreed upon activities	\$60,000 for Area 2 and possibly 3				
1 Communications (Awareness raising and Sensitization)												NBC Bank, Azam TV, DSTV, Vodacom		
2 Continuity of Learning (Distance learning content, assessment, acceleration/remediation and guidance & counseling)						(early grades literacy-numeracy & teacher CPD)					(TVET)	are covering radio/TV /SMS airtime	GEA – airtime KTO-distance learning for FDCs	
3 Teacher Support (Guidance, financial support and teacher education/CPD)										Possibly				
4 Facilities (Infrastructure, Sanitation)														
5 Coordination, Monitoring and Evaluation														

¹¹ NB: This table is from the original application in May 2020. Contributions of donors are still ongoing and adjusting to the situation on the ground. Updates to the complementarity will be provided as noted in the reports on the costed implementation of the COVID Response and Recovery Plan as noted on p. 33.

Annexes submitted as separate Documents

Annex 2: Tanzania Education Sector COVID 19 Response and Recovery Plan

Annex 3: Detailed and summary Budgets in Excel Sheets Updated July 2020

Annexes attached to this document

(See subsequent Sections)

Annex 1: Work Plan Updated July 2020

SN	OUTCOME	Activity #	Activities and Specific Actions	2020							2021						Responsible		
				J	J	A	S	O	N	D	J	F	M	A	M	J			
1	Mitigation and Response: Effects of school closure are mitigated by responding to actions that allow for continuity of learning	1.0	Prepare school opening Strategy and Examinations Plans [no budget]														MOEST/COVED Taskforce		
		1.1	Procurement of Equipment to enhance TIE capacity for ODL															TIE	
2	RECOVERY: Education systems are ready for a full return and continued quality learning for all students	2.1	Reprint and distribute textbooks (inc. braille and large print texts)														TIE		
		2.2	Construct handwashing and WASH facilities															PORALG/MOEST	
		2.3	Develop simplified guidelines for guidance and counselling and distribute																COVID taskforce
		2.4	<i>E assessment system design development and monitoring of implementation</i>																NECTA
3	QA, Policy and Planning: Implementation is quality assured and aligned to policies and plans to ensure sustainability of interventions with long term potential	3.1	Procurement of 30 laptops to facilitate Ministerial coordination and implementation of Response and Recovery Plan.															MOEST	
		3.2 Policy & planning	Develop National Emergency Preparedness Strategy																Taskforce/MOEST
		3.3 QA/M&E	Conduct continuous monitoring, evaluation and reporting, through procurement of laptops for WEOs and SQA																MOEST

Annex 4: GPE LANES II Fiduciary and Implementation Arrangements applicable to this program

1. In order to ensure the GPE funding is harmonized and aligned with the Government preferred modality, the General Budget Support, program Based Approach will be used. This means that the GPE-LANES II funds will be passed through the exchequer system – the GoT financial process. Since these GPE funds target specific projects rather than the whole sector, the appropriate account for this program (Development Revenue a/c 9921139901) held at the Ministry of Finance and Planning through the Bank of Tanzania will be used. Goods and services will, be procured through the GoT strict and transparent procedures.
2. The implementation arrangements for GPE-LANES II Fixed Part will adopt the same governance, support and dialogue structures being followed by the GPE LANES for Tanzania Mainland, which will ensure a smooth transition. The GPE-LANES program will be under the leadership of the Permanent Secretary, MoEST, in collaboration with the Permanent Secretary, PO-RALG. In order to ensure swift and focused implementation, the main GPE-LANES Coordination Unit will be based in MoEST, accountable to the Director of Policy and Planning (MoEST) with support of the GPE Deputy Coordinator in PO-RALG. Both MoEST and PO-RALG work directly with the ESDP Technical Working Groups in order to harmonize program activities with all stakeholders implementing the ESDP priorities.
3. Annual audits are conducted internally in each Ministry and Agency/LGA and externally by Controller & Auditor General (CAG). Annual audits begin with following up the status of implementation and recommendations of the previous audit report, to ensure recommendations have been acted upon.
4. All funds will be disbursed through the Grant Agent to its account (see Annex 2 - Flow of Funds Diagrams). The grant agent will make specific disbursements to Ministry of Finance and Planning to a single designated account in a) Central Bank of Tanzania (BOT). MoFP, when instructed by MoEST, will in turn disburse Fixed Part funds through the Exchequer to b) Consolidated Fund Accounts of the respective implementing agencies, (such as MoEST, PO-RALG or MDA). MoEST will approve disbursements based on the agreed activities and budgets in the annual Work Plan. The fund will be executed according to the current internal control systems which require a high level approval of any activity before fund releases.

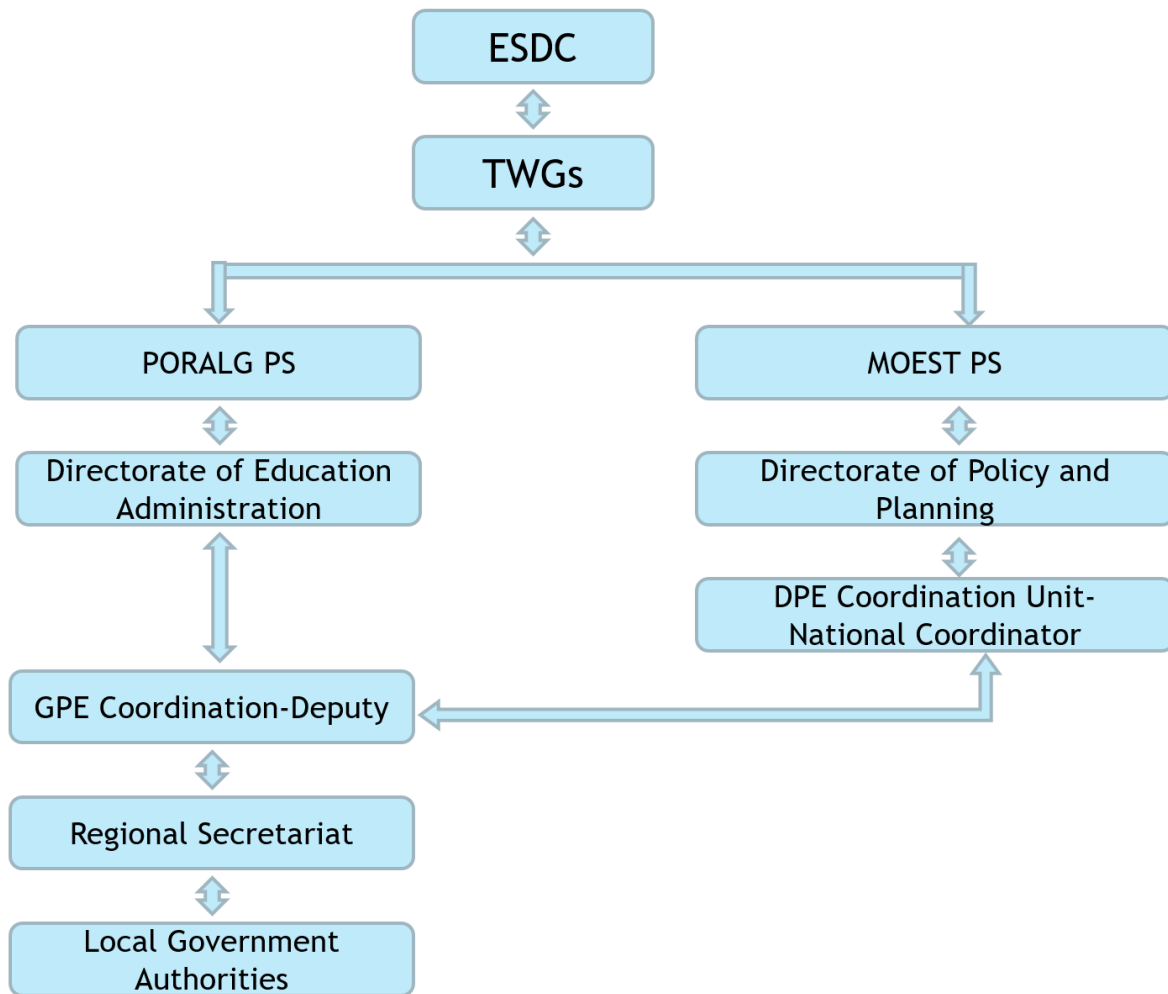


Figure 24. Organizational Arrangements for GPE-LANES II Fixed Part

Annex 5: Generic M& E/Results Framework Updated July 2020

SN	Activities and Specific Actions	Indicators	Target	MoV	Resp.
Int. Out. 1	Mitigation and Response: Effects of school closure are mitigated by responding to actions that allow for continuity of learning				
Output 1.1	Access to Learning				
1.1.0	Foundational Activity (no budget): School opening plan and examination dates reviewed	Availability of plan document and examination dates, public notice	<i>Approved plan YES/NO Conference held YES/NO Examination calendar released YES/NO</i>	Press release	Taskforce/MOEST
1.1.1	Enhance TIE capacity to develop and record learning Materials: Procurement of Equipment for production of TV/Radio programmes.	Availability of procured equipment	<i>Purchase of:-</i>	Procurement Documents	Task force/TIE
			<i>6, Boom Microphone,</i>		
			<i>6 Studio Video Cameras,</i>		
			<i>4 Field Video Camera,</i>		
			<i>6 A1-3000C RGB LED Video Light Dimmable,</i>		
			<i>6 Aputure COB 300D II LED Video Light,</i>		
			<i>6 Aputure COB 300D II LED Video Light</i>		
			<i>8 Sennheiser Wireless Lavalier Microphones</i>		
			<i>6 Camera stand</i>		
			<i>6 Kumpo 20in Master C-stand with sliding leg-Black</i>		
			<i>4 Light Studio Reflectors</i>		
<i>4 Zoom H6 Six-Track Portable Recorder</i>					
<i>2 Studio Director Monitor</i>					
<i>2 Mobile backup storage device</i>					

SN	Activities and Specific Actions	Indicators	Target	MoV	Resp.
			6 External drive		
			2 Repository Saver for video and Audio lesson		
			2 Whiteboard		
			20 Whiteboard maker pens		
			10 Whiteboard Eraser		
			3 Desktop computers (Mac)		
			2 Laptop MacBook Pro		
Intermediate Outcome 2: (RECOVERY) Education systems are ready for a full return and continued quality learning for all students					
Output 2.1	Access to Learning				
2.1.1	Reprinting and distribution of textbooks for vulnerable areas	Number of titles of textbooks by level printed	Printing and distribution of 200,000 Copies of primary and secondary schools books to reduce BPR at schools	1. Distribution reports 2. Physical verification	Taskforce/MoEST
2.1.2	Reprinting and distribution of Braille texts	Number of textbooks by level	6,000 copies of braille textbooks distributed	1. Distribution reports 2. Physical verification	Taskforce
2.1.3	Reprinting and distribution of Large Print Texts	Number of textbooks by level	6,000 large print textbooks for low vision pupils	1. Distribution reports 2. Physical verification	Taskforce
Output 2.2	Protection and Wellbeing: Construction/Infrastructure to improve safety				
2.2.1	Installation of hand wash stations	Hand wash station constructed and being in use	Installation of 5,000 hand wash stations	1. Record of Fund transfer to LGAs 2. Physical verification	Taskforce /PO-RALG

SN	Activities and Specific Actions	Indicators	Target	MoV	Resp.
	<i>Construction of toilets</i>	<i>Constructed toilets</i>	<i>construction of 10,000 toilet stances</i>	<i>1. Record of Fund transfer to LGAs 2. Physical verification</i>	<i>Taskforce /PO-RALG</i>
	<i>Drilling /water connection/rain water harvest</i>	<i>Deep wells drilled /connected pipes from main pipe/ rain water harvest</i>	<i>5,000 schools provided with water</i>	<i>1. Record of Fund transfer to LGAs 2. Physical verification</i>	<i>Taskforce</i>
Output 2.3	Enabling Environment				
2.3.1	Develop and distribute simplified guidance and counselling tool	Guidance and counseling tool in place	YES/NO=	1. Reports on provision of G&C services	Taskforce/ DSQA
		All pre-primary and primary schools received developed guidance and counseling tool	20,367		
Output 2.4	Learning				
2.4.1	Learning Assessment at school level	Percentage of children in grant-supported schools that meet relevant minimum learning standards	TBC after assessment of loss of learning	End of Term 1 Learning Assessment Report	MOEST, PORALG,
2.4.2	Learning Assessment:	E-assessment system functioning	YES/NO=	1. System verification	Taskforce/ MOEST/ NECTA

SN	Activities and Specific Actions	Indicators	Target	MoV	Resp.
	Develop E-Assessment System				

SN	Activities and Specific Actions	Indicators	Target	MoV	Resp.
Int. Out. 3	QA, Policy and Planning: Implementation is quality assured and aligned to policies and plans to ensure sustainability of interventions with long term potential				
Output 3.1	Educational Policy and Planning				
3.1.1	<i>Procurement of 30 laptops to facilitate Ministerial coordination and implementation of Response and Recovery Plan.</i>	<i>Laptops procured and distributed to ministerial task force members</i>	YES/NO=	1. Procurement documents. 2. Distribution reports	Taskforce
3.1.2	Develop National Emergency Preparedness Strategy	Consultants to develop the strategy procured	YES/NO=		
		Government Task Team to develop strategy in place	YES/NO=		
		Draft National Emergency Preparedness Strategy document in place	YES/NO=		
		Consultative stakeholders' meeting to discuss the draft strategy held	YES/NO=		

		National Emergency Preparedness Strategy document finalized	YES/NO=		
3.1.3		Comprehensive education sector COVID Response and Recovery Plan, including its financing framework, completed and made public	YES/NO=		
Output 3.2	QA, Monitoring and Evaluation				
3.2.2	QA, Monitoring and Evaluation: Continuous monitoring, evaluation and reporting of COVI 19 Response Plan	Progress and final reports of implementation of COVID 19 Response and Recovery Plan	Curriculum Implementation Reports received regularly	1. Progress reports 2. Final Reports	Taskforce
	Procurement of laptops for SQAs, WEOs for continuous reporting on learning and data collection	Number of laptops procured	2300	1. Procurement documents 2. Distribution documents	Taskforce
		Number of SQAOs provided with laptops	1200		
Number of WEOs provided with laptops	1100				

Annex 6: GPE LANES II Ed Sector Monitoring and Evaluation excerpt applicable to this program

1. The ESDP Monitoring and Evaluation framework sets out the framework and implementation arrangements for ESDP M&E. Since 2006, Monitoring and Evaluation of jointly agreed Sector Performance Indicators is done through the framework of the Education Sector Dialogue Structure (ESDS). Sector wide data collection, processing, presentation and analysis is coordinated by the Monitoring and Evaluation Unit within the Department of Policy and Planning at MoEST and data collection involves PO-RALG for Basic and Secondary Education. Various other agencies also provide data, in particular NECTA on examinations. Annual school-level data for Basic Education and examination results are uploaded to the Government of Tanzania's public Open Data Portal. In addition, NECTA has established a Records Manager (PReM) that will provide information about school candidates including on candidates' movement within the education system.
2. The Annual Education Sector Performance Report (AESPR) provides an overview of annual performance in the implementation of education and training policies, plans, programs and strategies. It also presents the overall priorities, expected outcomes and achievements of targets by subsectors while at the same time outlining the following year's sector and subsector priorities. The AESPR includes an overview of the financial performance of the sector in the year under review.
3. The annual Joint Education Sector Review (JESR) is the main event which brings together Government Officials, Development Partners and Civil Society Organizations to review the AESPR and progress of agreed upon sector priorities and decides the way forward for implementation of agreed priorities and joint milestones. The JESR is normally preceded by joint field monitoring visits which input into the technical working sessions discussions and guide the choice of annual sector milestones. Monthly management meetings, which are attended by Department Directors and chaired by the Permanent Secretary of MoEST, provide the main forum at which progress reports of subsector annual plans are reviewed. Performance reviews involving Development Partners, CSOs and the Private Sector are conducted quarterly. LGAs have been asked to develop their own annual reports based on their collected data and hold their own Joint Annual Reviews (JAR) at the local level. This will improve local level accountability.
4. The ESDP implementation, monitoring and evaluation (M&E) framework identifies stakeholders responsible for managing implementation of the ESDP. It also identifies routes through which partners will collaborate during implementation; and how – using which data management systems and processes – the plan will be monitored and

evaluated. The Monitoring, Review, Evaluation and Learning (MREL) Processes are being developed and will be an interrelated and sequential chain of continuous monitoring, annual reviews, short-term and system-wide evaluations. The MREL procedure will apply to all levels and sub-sectors. The ESDP presents a Logical Framework which according to the ESDP Appraisal report (page 15), presents a coherent and explicit causal chain.

5. The Education Sector Management Information System (ESMIS) functions as a coordination tier, harmonizing sub-system data management and analysis. The Basic Education Management Information System (BEMIS) currently managed by PO-RALG and consolidated under ESMIS by MoEST processes school-level data through an annual census. In recent years, MoEST and PO-RALG have been working on developing and testing an integrated School Information System, which feeds in real-time data in a single mobile application. Schools and WEOs can capture data either online or offline, using smartphones, tablets or laptops. The MoEST is currently developing a new MIS that will capture data from the Schools Accreditation and Schools Quality Assurance systems, both of which have hitherto been paper-based systems.
6. Equally important to monitoring of the sector is the issue of operational plans with detailed activities within the scope of the next phase of the GPE in Tanzania Mainland. The ESDP contains a broad-based operational plan. Existing procedures for planning and budgeting through the Ministry of Finance and Planning provide guidelines, by which Ministries, MDAs and LGAs are guided. And thus, individual detailed operational plans become an additional effort outside of the provisions of the national systems.

Annex 7: Summary of Revised Budgeted Activities as of July 2020

Activity	Tzs	USD
1. Mitigation and Response		
1.1 Enhance TIE capacity to develop and record learning Materials	549,300	238,826
2. Recovery		
2.1 Access to Learning - improve student-book ratio (including large print and braille textbooks)	7,131,971,100	3,100,857
2.2 Protection & Wellbeing - Installation of water and sanitation facilities in needy schools in 59 LGAs	23,269,750,003	10,117,283
2.3 Enabling Environment – Develop and Distribute simplified Guidance & Counseling tool	147,000,000	63,913
2.4 Learning Assessment - Capacitate NECTA to Develop E-Assessment System	156,300,000	67,957
3.1 Policy & Planning		
3.1.1 Policy & Planning – Laptops for Ministerial coordination and plan implementation	75,000,000	32,609
3.1.2 Policy & Planning - Develop national emergency preparedness strategy	200,000,000	86,956
3.2 Quality Assurance, Monitoring and evaluation		
3.2.1 Equipping WEOs and DSQA for Continuous monitoring of attendance and learning	2,990,000,000	1,300,000
GA Agency Fees	348,680,000	151,600
TOTAL		15,160,000