



Zanzibar ESPIG Program Document 2018 - 2021



September 1, 2017

ACRONYMS

AJESR	Annual Joint Education Sector Review
AKF	Aga Khan Foundation
CA	Coordinating Agent
CSO	Civil Society Organisation
DPPE	Department of Primary and Pre-Primary Education
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
ESA	Education Sector Analysis
ESPIG	Education Sector Program Implementation Grant
GA	Grant Agent
GER	Gross Enrolment Rate
GPE	Global Partnership for Education
ICT	Information Communication Technology
IE	Inclusive Education
KPI	Key Performance Indicators
LGA	Local Government Authority
MECPZ	Madrassa Early Childhood Program Zanzibar
MELQO	Measuring Early Learning Quality and Outcomes
MKUZA	Mkakati wa Kukuza Uchumi na Kupunguza Umasikini Zanzibar
MoEVT	Ministry of Vocational Education and Training
NER	Net Enrolment Rate
NSA	Non-State Actors
OOSC	Out of School Children
PFM	Public Finance management
PORALGSD	President's Office Regional Administration, Local Government and Special Departments
PPE	Pre-primary education
PSC	Project Steering Committee
RGoZ	Revolutionary Government of Zanzibar
SEN	Special Education Needs
SUZA	State University of Zanzibar
TA	Technical Assistance
TC	Teaching Centre
TPS	Teacher Professional Standards
VT	Variable Tranche
WASH	Water and Sanitation for Health
WB	World Bank
ZEDP II	Zanzibar Education Development Program II
ZESC	Zanzibar Education Sector Committee
ZIE	Zanzibar Institute of Education

Table of Contents

1. Introduction.....	5
2. National Context.....	6
3. ZEDP II Strategic Focus	8
4. Focus for the GPE program, rationale and higher-level objectives to which the project contributes	10
4.1 The Focus	10
4.2 Rationale.....	10
4.3 Higher level objectives.....	12
5. Sector Analysis.....	13
5.1 Pre-primary.....	13
5.2 Inclusive education	19
5.3 Cross cutting issues: Quality	23
6. The GPE 2 Program.....	24
6.1 Program Development Goals:.....	24
6.2 Specific objectives and activities (detailed program in annex 4)	24
6.3 Theory of Change for PPE and IE.....	26
6.4. GPE programme fixed tranche budget summary: 2018 to 2020 in USD	27
6.5 Monitoring and Evaluation (M&E)	29
7. Zanzibar Variable Tranche Preparation.....	32
7.1 Process of selection of indicators.....	32
8. GPE 2 Program Management Arrangements	33
8.1 Program implementation	33
8.1.1 Project Steering Committee.....	33
8.1.2 GPE Steering Committee: Function	33
8.1.3 GPE Steering Committee: Secretariat Function.....	34
8.1.4 GPE Steering Committee: Meetings.....	34
8.1.5 GPE Steering Committee: Membership.....	34
8.2 Moving to alignment.....	34
9. Financial Modality: Links to budget process, management and implementation	35
10. Risks.....	37
11. Sustainability	41
11.1 Note on Decentralisation	43
Annex 1 Results Framework Performance Indicators and the M&E Plan for the Performance Indicators.....	44
Annex 2 Itemised budget: Summary, Details, Activity, Unit Costs	60
Annex 3 Analysis of the previous GPE program	72

Annex 4 Program Description.....	76
Annex 5 Partner responses and commitments to programs.....	85
Annex 6 MoEVT Response to the Bartlett Report.....	89
Annex 7 Draft Annual Work Plan for the First Year of Implementation.....	90
Annex 8 GPE Funding Model Requirements Matrix.....	107
Annex 9 List of Materials Provided to Schools through the MECP-Z Teaching Kit	113
Annex 10 End-Term Evaluation of the GPE Programme 2014-2016	114

1. Introduction

This Project Document has been prepared as part of the application package for a Global Partnership (GPE) Education Sector Program Implementation Grant (ESPIG).

In 2014 the United Republic of Tanzania received an indicative Maximum Country Allowance (MCA) of \$82.3 million and it has been formally agreed that 10% of this will be available for the isles of Zanzibar (Unguja and Pemba) giving a total available grant of \$8.23 million.

The grant is made up of a fixed and a variable tranche. The split between the fixed and the variable part is 70-30, which means of the \$8.23 million, the fixed part is \$5.76million and the variable part is \$2.47million.

Zanzibar is applying for the fixed tranche in this 2017 application and will apply for the variable tranche in 2018.

In the context of the Zanzibar Education Development Plan I 2008/09 – 2015/ 16 (ZEDP I), Zanzibar implemented a GPE program (GPE I) between January 2014 – December 2016, with Sweden as the Grant Agent. The GPE 1 evaluation has been completed and the report has been shared with the GPE Secretariat. The MoEVT has taken note of the findings and recommendations and is confident that the major issues are being addressed, some under the proposed GPE 2 program, and others under programs funded by other partners (WB, USAID and the non-governmental partners). The MoEVT will actively follow up and report on the specific areas in the recommendations as a part of the AJESR process. A detailed note on the MoEVT response to the recommendations is provided in Annex 10. GPE I used a fully aligned modality and the financing was disbursed into the main revenue account of Government - the People's Bank of Zanzibar – and was reflected in the Medium-Term Expenditure Framework.

The Ministry of Education and Vocational Training Zanzibar (MoEVT) is applying for further GPE funding in order to sustain, embed and build on the progress made in pre-primary and inclusive education, Further GPE funding will be completely aligned to Zanzibar's second education sector plan, the Zanzibar Education Development Plan II 2017/18-2021/22 (ZEDP II). All programmes under ZEDP II will be viewed through a gender and inclusive education lens, which are priorities for the MoEVT, with access and equity of access for the pre-primary system underlined as the first sub-sector to be implemented over the ZEDP II.

It is expected that grant approval will be in November 2017 for 3 years, with implementation commencing early 2018. The variable tranche element, if approved, will be utilised in 2020/ 21.

2. National Context¹

Zanzibar consists of two main islands, Unguja and Pemba, and several other smaller islands some of which are uninhabited. The Islands have a total area of 2,654 square kilometres, Unguja, which is the largest, has an area of 1,666 square kilometres while Pemba has an area of 988 square kilometres.

In 1964 Zanzibar joined Tanganyika to form the United Republic of Tanzania, but remained semi-autonomous and is governed by the Revolutionary Government of Zanzibar (RGoZ). Zanzibar has its own Government, a legislative assembly known as the House of Representatives, the Executive, headed by the President of Zanzibar and its own Judicial System. Zanzibar is divided into five administrative regions (three in Unguja and two in Pemba), 11 districts two in each region except for the Urban West region with three districts, 50 constituencies and 387 shehias and 112 wards. The RGoZ has responsibility for matters internal to Zanzibar and for overseeing development in key sectors, including education, with the exception of higher education, which remains a union matter.

The population of Zanzibar has grown substantially in the last 50 years, trebling from 350,000 in 1967 to 1.3 million in 2012. The average annual growth rate measured by the census is high and increased between the 1970s and 1990s, peaking at 3.1% per year in the 2002 census; it had fallen back to 2.8% by 2012. If the current population growth rate continues, the population will double in the next 24 years, increasing the demand for services in a short space of time.

In 2000, the Government adopted Vision 2020, which aims to eradicate absolute poverty in Zanzibar. In line with Vision 2020, the Government also committed itself to achieving the Millennium Development Goals and Education for All (EFA).

The macroeconomic context summarised in the World Bank IDA PAD for ZISP notes ‘over the past decade, Zanzibar’s economic growth has averaged about seven per cent per year. The tourism sector is booming and oil and gas exploration are underway. With a median age of 17 years, Zanzibar has a young population, signifying the potential for demographic dividends. However, the fiscal situation in Zanzibar is somewhat precarious in the face of declining commodity prices, overoptimistic budgeting, and a high wage bill. Also, rapid population growth has impeded poverty reduction and posed challenges for youth employment and provision of social services.’ (2016)

In 2002, a first Zanzibar Poverty Reduction Plan was adopted, followed by Mkakati wa Kukuza Uchumi na Kupunguza Umasikini Zanzibar I (MKUZA I: 2007–2010) and the most recent MKUZA II (2010–2015). One of the goals of MKUZA II was to ensure equitable access to high-quality education. The Government has now developed MKUZA III and has as a:

Theme: *Economic and social transformation for the wellbeing of all (Mageuzi ya Kiuchumi na Kijamii kwa Ustawi wa Wote)*

Mission Statement: *Achieving social prosperity and middle-income status through economic and social transformation.*

Pillars:

- A) *Enabling sustainable and inclusive growth in key sectors*
- B) *Promoting human capital development*
- C) *Providing quality services for all,*
- D) *Attaining environmental sustainability and climate resilience, and*

¹ The Regional, national and sectoral context of education are covered extensively in the Education Sector Analysis (2016), the ZEDP1 Review 2015 and in the Zanzibar Education Development Plan II 2016/ 17 – 2020/ 21 (ZEDPII). There follows a short summary of these and then a more detailed presentation of the program context issues (for the rationale of the program selection and program details see sections 4 & 5 below).

E) Adhering to good governance principles

Underpinning MKUZA III is the need for a healthy and well-educated citizenry who can access the right kind of training after a high and relevant quality basic education. The specific theme for education has as its outcome: 'Inclusive and equitable access to quality education and skills training to enhance human capacity for sustaining national development.' and is accompanied by a set of indicators that will be monitored annually. The education results framework forms the core of the education sector key performance indicators in the endorsed ZEDP II.

The Zanzibar Education Policy (2006) remains the guiding policy framework with some additions, significant of which are the abolition of parental contributions for primary education and the use of English as the language of instruction for math and science from Standard 5. The policy was developed within the overall context of Vision 2020 and MKUZA II. As a holistic policy document, it focuses on the introduction of early childhood care, access and on the quality development of primary, secondary and higher education. A review of and subsequent change / updating to the 2006 policy framework is anticipated during ZEDP II.

The 2006 Education Policy vision is 'A democratic and peaceful society enjoying a high quality of education and livelihood and committed to lifelong learning to effectively respond to development challenges.'

The Mission is 'To strive for equitable access, quality education for all and promotion of lifelong learning'.

The 2006 Zanzibar Education Policy resulted in the development of the first Zanzibar Educational Development Plan (2008/2009 - 2015/2016), an eight-year program focusing on increasing equitable access to education, improving relevance and enhancement of quality of education throughout the sector. Following the review of the ZEDP I and a comprehensive education sector analysis (2016), MoEVT prepared a further sector program (Zanzibar Education Sector Development Plan II - ZEDP II) through 2016 and which was endorsed in May 2017.

3. ZEDP II Strategic Focus

The 2006 Zanzibar Education Policy focuses on increasing both access and quality of education having an overall goal to prepare Zanzibaris to successfully enter the workforce. The first Zanzibar Education Development Program (ZEDP) 2008/09–2015/16 provided the strategic framework within which the MoEVT, in partnership with development partners, civil society, and private organizations began to implement these goals.

As noted, a key shift in government policy has been the introduction of fee free basic education and the abolition of ‘voluntary parental contributions’ at primary level to be replaced by school development and student capitation grants. However, these have yet to be fully budgeted and implemented and the delays carry with them inherent risks for equitable access and quality of basic education. A second significant policy change has been the introduction of English as the medium of instruction for math and science from Standard 5

The comprehensive and detailed sector analysis and the in-depth review of the ZEDP (2008 – 2016) complemented by other studies and reports (see annex 3 of the ZEDP II) and an in depth causal analysis were used to identify the policy goals and strategic priorities of the ZEDP 2016 – 2021. MoEVT also engaged in wide stakeholder consultation over the second half of 2016 to gather further input for the ZEDP II and to regularly verify that the process and content was meeting the priority concerns of parents, communities and society as a whole for children (see ZEDP II The consultative and preparation process).

The overall strategic focus of the ZEDP II is to establish an education system which is delivering services efficiently and effectively to all children and has a focus on improving learning outcomes for all children through quality and relevant curriculum, teaching, appraisal and agreed standards. Underlying improvement is the need for better resource allocation, better budgeting and overall a stronger education public finance management capacity and approach. Key Performance Indicators have been agreed for the national and sector levels.

Education Sector Key Performance Indicators (all to be analysed by sex, district and inclusion data)							
	Indicator	Baseline 2016/17	2017/18	2018/19	2019/20	20/21	21/22
1	Literacy rate by sex*	83.7	87.5	90.0	92.5	95	97
2	Net enrolment rate Pre-primary	27.5	33.7	38.8	42.4	46,8	50
	Primary	85.5	89.1	92.1	94,6	97,4	100
	Lower Secondary	74.4	75.6	76,8	78.0	79,0	80
3	Net attendance rate (disaggregated by level of education and sex)						
	Kaskazini, Unguja	80.7	84.5	88.4	92.2	96,4	100
	Kusini, Unguja	92.6	94.0	95.5	96.9	98.3	100
	Mjini, Magharibi	91.5	93.1	94.7	96.5	98.2	100
	Kaskazini, Pemba	77.2	81.8	86.4	91.0	95.6	100
	Kusini, Pemba	79.1	84.1	88.3	92.5	96.7	100
4	Pass rate by level STD 6	84.5	85.9	87.3	88.6	90.0	91.3
	Form II	69.6	71.0	72.4	73.7	75.0	76.3
	Form IV	75.9	76.9	78.0	79.0	80.0	81.0
	Form VI (with X at Div. 1, Y at Div. 2)	97.5	97.9	98.3	98.6	99.0	99.0
5	Proportion of schools with access to; Electricity						
	Pre-primary	67	74.3	81.8	89,2	96.0	100

	Primary	87.8	90.2	92.6	95.0	97.4	100
	Secondary,	94.3	95.5	96.7	97.9	98.1	100
	Computers						
	Pre-primary	0	5.0	10.0	15.0	20.0	25.0
	Primary	5.2	9.0	13.0	17.0	21.0	25.0
	Secondary	3.7	8.8	12.6	16.4	20.8	25.0
	Basic drinking water, - sanitation services						
	Pre-primary	89	91.1	93.3	95.5	97.7	100
	Primary	85	87.8	90.5	93.3	96.7	100
	Secondary	87.6	90.4	93.1	95.9	97.2	100
6	Percentage of youth aged 15-24 not in education, employment or training (SDG 8)	14.5	12.7	10.9	9.0	7.2	5.7
7	Percentage of all schools meeting standards for accommodating children with disability (infrastructure and human resources) % children with disability in school by level EMIS to collect this during the program	TBD					

*The proportion of the population above 10 years of age who can both read and write with understanding a short simple statement on his/her everyday life, disaggregated baselines and targets to be agreed

4. Focus for the GPE program, rationale and higher-level objectives to which the project contributes

4.1 The Focus

MoEVT intends to use the second GPE grant to consolidate and expand the progress made under GPE I in PPE and to increase access throughout the system by developing the inclusive education program.

Definitions

For operational purposes, pre-primary education is taken to include all delivery modalities (government, community and private), curriculum, provision of safe learning environment, well qualified teachers on the government payroll, appropriate learning materials, established competency standards for learning and for teaching, supportive parenting and community engagement, robust assessment and support systems and strong institutions; strengthened partnerships that promote multi-sectoral action within a holistic early childhood development framework.

Inclusive education is understood to embrace all children who are at risk of not entering, of dropping out or of falling behind at whatever level of education. Thus, it includes children who are challenged physically, those with specific learning difficulties, children who live in rural or geographically difficult areas, marginalised communities, the poor and girls who might for whatever reason be missing out on school. An inclusive education delivered at the classroom level is understood to include effective mechanisms for early detection and monitoring of students with disabilities, accessible teaching and learning (through professional educators, well qualified to meet the needs of individual students), institutional capacities to plan, manage and monitor equity and inclusiveness; safe and protective environments. The focus will be not only on those children who do not access school but also building mechanisms to identify children at risk of falling behind in learning and resources to respond effectively (and so providing teachers with strategies to identify and manage).

4.2 Rationale

The sector analysis provided below describes the many challenges and gaps in PPE and in IE. These are priority areas for the government and to which government is committed. This is clearly stated in the Zanzibar Education Sector Plan II chapter 3.

- A sound investment for educational gains. International research has demonstrated that early childhood development lays a strong foundation for children to reach their full potential. The early investment on pre-primary education has a high rate of return on investment. The Zanzibar education policy of 2006 states that pre-primary education is part of basic education. Children of the age of 4 are expected to undertake 2 years of pre-primary education. Based on the 2012 population census projections, over 83,000 children should be in pre-primary schools in 2016. The current government system (2017/18) covers 25,424 children while private schools account for 37,294 children.

- Responsive to the Education Situation Analysis. Following the Zanzibar Education Situation Analysis (ESA 2016) and Zanzibar Education Development Program (ZEDP Review 2016), MoEVT selected 17 priority areas to be included in the ZEDP. All of these, except for 14 and 15 which relate to higher and vocational education specifically, relate directly to establishing, inter alia, an equitable and quality pre-primary program for all children and to providing an inclusive education
- Building on and consolidating the gains already made under the first GPE grant which set in motion the establishment of the pre-primary systems and the debates around what type of system there should be, and roles and responsibilities of the different stakeholders. As a part of the process of developing the PPE, it has become clear that considerable further work is required to generate a quality learning system with more appropriate curricula, learning outcomes, materials and teachers with specialist skills (see annex 3 for analysis of the GPE Grant 2013 – 2016, and annex 10 for the evaluation report of previous GPE grant)
- Swiftly moving to a situation where there is equity of entrance in Standard 1 such that all children have received pre-school learning rather than just some, which is both unfair on the children but also places an additional burden on teachers who do and will continue to have to manage children with very different experiences
- Reducing the GER in Standard 1 by getting the right aged children into the system and so reduce the burden on primary education of overage children (and the subsequent inefficiency from drop out, early marriage etc.)
- Ensuring that all children have a good initial learning experience and can benefit from and respond to the stimulation of a sound basic education (and remove the additional pressure that children who have not had access to pre-school are under)
- Providing a strong policy and regulatory framework for all partners
- Inclusive education assumes education as a right for all children and youth; focusing on at risk children at all levels will have efficiency gains in increasing retention and quality gains in improving learning outcomes and overall opportunity for all children (SDG 4). The program will draw on the out of school children study that is currently being undertaken
- Underpinning the MoEVT drive for gender parity and gender equity throughout the sector.
- Indirectly strengthening the EMIS and the PFM systems. EMIS, which is going to be strengthened throughout the GPE program period by a USAID program including long term TA and equipment, will be called on to provide more and more detailed data to monitor progress and input to evidence building at a number of different levels (HQ, District, school) and for a wide range of users including the private sector providers. PFM is important for delivering and accounting for public funds and is a core part of the ZEDP II and a part of the overall systems strengthening anticipated in ZEDP II.

In addition to the pedagogic imperatives, the government wishes to make the best use of all available development partner resources and to ensure that there is full coherence and complementarity. There is current and planned partner activity in the primary and secondary subsectors (see annex 5), supported by USAID, WB, UNICEF, AKF etc. and the implementation capacity has been reached.

There are a number of non-state actors engaged in pre-primary and some in inclusive education. UNICEF is focusing on the quality learning, health/hygiene education and life skills area for all

children of all ages in pre-school and primary school. The GPE attention will allow a strong focus on PPE and IE so that initiatives can be implemented at scale and coalesce around a strong government led program and will lay a robust and solid regulatory and support foundation for the future. The legal and policy framework will provide a well-coordinated dialogue structure for all partners to work effectively, and for the MoEVT to take on the primary role of policy development and quality assurance.

4.3 Higher level objectives

Both the PPE and the IE will have a direct impact on ALL levels of learning.

Overall the focus on pre-primary will underpin a quality learning experience and will be reflected in improved learning assessment scores (formal such as EGRA, EGMA, Standard 6 and Form 4 exams, as well as in class assessment). Having the right aged children in PPE, and then cohorts of children of the right age passing through the system will have efficiency gains as result of reduced drop out, and children moving to higher education or the labour market at an earlier age.

Inclusive education will provide more children with the opportunity to have a quality learning experience, and so to fulfil their potential and to contribute to national development and economic growth.

5. Sector Analysis

5.1 Pre-primary

The ESA provided a good picture of the status of the sub sectors and identified a range of challenges to the pre-primary sub-sector.

Estimates suggest that only between a quarter and half of Zanzibar's children have access to pre-school but that enrolment has increased from around 30,000 in 2010 to 42,000 in 2015. Of total enrolment in pre-primary centres in 2015, 55% are enrolled in privately run pre-schools and the rest in government schools or TuTu centres (Tucheze Tujifunze – Swahili for learning through play - see box below). Many of those who are enrolled are over-aged. Income is a barrier to accessing pre-school: children in the richest fifth of households are more than four times as likely to access pre-school as the poorest fifth.

As part of the drive for universal access to pre-primary education, government primary schools are encouraged to open pre-primary classes. However, many details are yet to be worked out, such as allocation of classroom space and meeting the demand for qualified teachers who are also employed and on the government payroll. It has not been widely communicated that parents' contributions are now banned, causing uncertainty for parents and schools. Community schools, formal pre-primary classes and TuTu centres are already under-resourced, and competition from new government pre-primary classes may drive the community-managed centres to close. Implementation plans should be developed for the next five years of different government sector growth scenarios, including teachers, classrooms and finance needed and the likely implications for private providers and for primary schools.

The new pre-primary classes attached to primary schools may suffer if the head teachers, teachers and parents are not well sensitised on the needs of early childhood education (ECE). The teaching style may be too academic, the content infiltrated by Standard 1 curriculum, and resources prioritised for higher levels in the school. This is a problem that needs immediate attention.

Teaching at the pre-primary level has had a low reputation, not helped by the lack of lower level ECE training courses in Zanzibar. There are now efforts to increase the training opportunities for teachers in pre-primary schools, with cooperation between new courses at the State University of Zanzibar (SUZA), Madrasa Early Childhood Program Zanzibar (MECPZ), the E-Learning Division, TCs and education colleges. SUZA offers a Diploma course on ECE and is working towards introducing a degree program. However, there are not enough Form 4 Graduates with the necessary entry requirements for these courses. Limited incentives for the Diploma trainees pose a risk of dropout from the course. Teachers should be placed in a pre-primary classroom only if they choose to be there, and then they should be given appropriate support and training.

The pre-primary curriculum was revised by the Zanzibar Institute of Education (ZIE) in 2012, and is the standard for both public and private pre-primary schools. The curriculum aims to equip children with the three 'R's – reading, writing, and arithmetic – in preparation for Standard 1, and covers six subjects in total. Interviewees noted that the overloaded primary curriculum (particularly since the abolition of Standard 7) has led to some topics shifting down to the pre-primary curriculum, which may not be appropriate for such early grades. In addition, some teachers start teaching the primary curriculum at pre-school level to get ahead. This has additional consequences for the majority of children who enter primary directly, without the required preparation from pre-primary level. There is a need to review the pre-primary curriculum to focus on a more realistic readiness package, promotion of guided play and elements of social and emotional learning.

The MoEVT has started directly providing grants of approximately USD 250 (500,000 Tsh) to several primary schools to cover the fixed costs of running the schools, such as electricity and water bills. These had been previously covered through parental contributions. However, this amount is not enough and the MoEVT has requested a budget of USD 500 (1,000,000 Tsh) for each school per year in 2017. Implementation plans should be developed for the next five years based on different government sector growth scenarios, including the teachers, classrooms and finance needed and the likely implications for private providers and for primary schools.

The recent SAQMEQ IV study proposed a need for much greater active community and parental engagement in PPE (MoEVT, 2016).

In addition to the ESA and the ZEDP Review RGOZ and MoEVT are able to draw on specific documents that provide evidence and proposals relevant to the PPE program

- a) The 2013 SABER Early Childhood Development (ECD) Report prepared by the World Bank and
- b) The 2014 Bartlett Report: Universalizing Preschool in Zanzibar

SABER

At the general level, SABER-ECD identifies three core policy goals that countries should address to ensure optimal ECD outcomes: Establishing an Enabling Environment, Implementing Widely and Monitoring and Assuring Quality.

The SABER Zanzibar ECD report covers the broad concept of ECD from birth to entry in primary school and many of the policy levers are not specifically within the remit of MoEVT. However, the main concerns were:

- a) The low net PPE enrolment rate and the down line efficiency costs
- b) A lack of standards across the sub sector, need for better and different teacher professional development, learning materials and school/ classroom management backed up by supportive inspection.
- c) Need for a more thorough advocacy for, and engagement of parents in PPE to help both enrolment and accountability.
- d) Greater focus on coordination and standards setting that will be both inter and intra sectorial and across different partners (non-state and global).

The Bartlett Report: Universalizing Preschool in Zanzibar: A Discussion of Realities and Options (2014) made a number of recommendations which MoEVT have considered and many of which are now incorporated in the planning for the sub sector over the coming years and which will be supported by the GPE 2 grant and by other partners. Once again, the key to making this work is the enhanced leadership and management in MoEVT to provide the coordination required in a sound policy and regulatory framework (especially the norms and standards). Annex 6 provides a brief summary of the way in which MoEVT has taken on board and responded to the Bartlett recommendations.

As a part of the preparation for the ZEDP II, MoEVT developed a simulation model that supports the planning process. The following 2 tables demonstrate the numerical growth that MoEVT is planning in PPE for the coming years. The first table gives the realistic slow but steady increase in enrolment from 68.1 % to 77% in 2020, the numbers of teachers employed and the new classrooms to be constructed.

Area	2016	2017	2018	2019	2020
Pre-Primary school population by age					
Girls aged 4	20,958	21,503	22,061	22,636	23,224
Girls aged 5	20,391	20,827	21,368	21,923	22,494

Girls aged 6	19,915	20,342	20,777	21,317	21,870
Boys aged 4	20,958	21,503	22,061	22,636	23,224
Boys aged 5	20,391	20,827	21,368	21,923	22,494
Boys aged 6	19,915	20,342	20,777	21,317	21,870
Total aged 4	41,366	42,442	43,545	44,679	45,839
Total aged 5	40,525	41,107	42,176	43,272	44,399
Total aged 6	39,776	40,428	41,008	42,075	43,168
Total aged 4-5 in pre-primary	81,891	83,549	85,721	87,951	90,238
Projected enrolment of school age population by year	55,773	58,772	62,043	65,681	69,647
GER PPE %	68.1	70.3	72.4	74.7	77
Dropout	4,426	4,189	3,920	3,667	3,463
Teachers	1,028	1,132	1,250	1,384	1,532
New c/r to be constructed	32	42	38	55	45

The second table shows the expected public and private provision, a provision that remains relatively stable.

		2016	2017	2018	2019
Students	Students total enrolled	55,773	58,722	62,043	65,681
	Enrolment in Government schools	21,023	22,505	24,148	25,958
	Enrolment in Private schools	23,648	25,103	26,709	28,470
	Enrolment in RISE	11,102	11,114	11,186	11,253
	% students in Government schools	47.1%	47.3%	47.5%	47.7%
	% students in Private schools	52.9%	52.7%	52.5%	52.3%
Classes	number of classes - Government schools	514	566	625	692
	number of classes - Private schools	1,000	1,062	1,129	1,204
	Students per class - Government schools	40.9	39.8	38.6	37.5
	Students per class - Private schools	23.6	23.6	23.6	23.6
Staff	Number of Teachers - Government schools	1,028	1,132	1,250	1,384
	number of teachers - Private schools	1,280	1,359	1,445	1,541
	Teachers per class - Government schools	2.00	2.00	2.00	2.00
	Teachers per class - Private schools	1.28	1.28	1.28	1.28
	Total teachers paid by MOEVT	1,028	1,132	1,250	1,384
	New teachers to be recruited		135	152	172
	Attrition rate	No data	No data	No data	No data

In summary, the analyses highlight the following issues in pre-primary education;

- i) Low NER of 20.1% in 2014 with the follow-on problems of drop out later on for over age children, problems for teachers dealing with some children who are Standard 1 ready and others not, late identification of children with learning challenges;
- ii) Content based (rather than a competency and skills based) curriculum and inadequate/inappropriate teaching and learning resources.
- iii) An academic teaching style as opposed to play based and active learning
- iv) Shortage of user friendly, well-resourced and stimulating classrooms

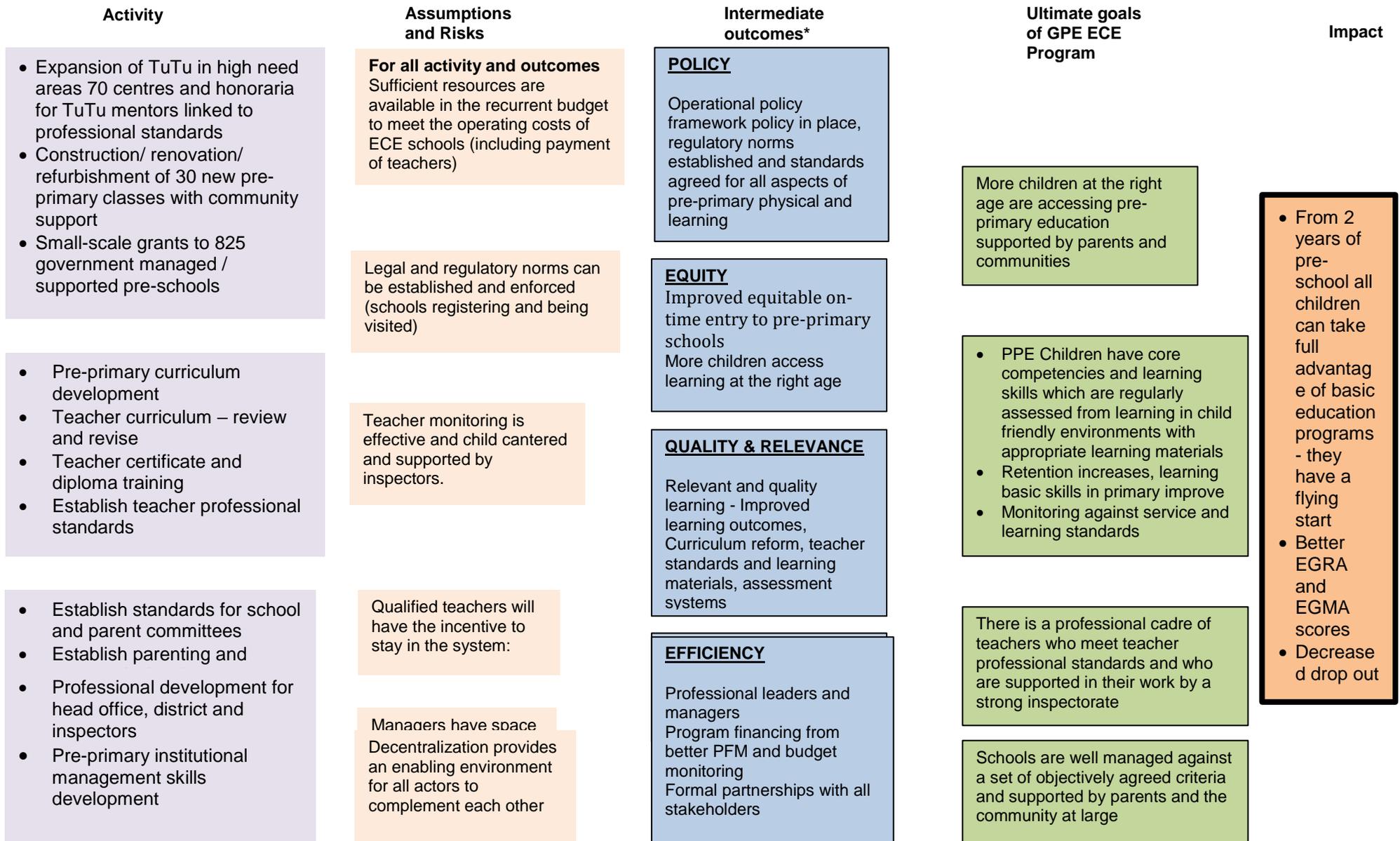
- v) Inequalities between community and public-school teachers in terms of motivation and incentives,
- vi) Poor inclusion for children with special education needs
- vii) Limited WASH and nutrition
- viii) Unequal provision of trained pre-primary teachers which currently favours public pre-schools and excludes community-owned pre-schools
- ix) Poor community and parent involvement and understanding

In line with the ZEDP II, MoEVT have identified **four key problem areas for the engagement of GPE** that will complement (and underpin) what is anticipated from other partners²: 1) poor access and equity of access 2) inadequate teaching and learning 3) poor leadership and management and 4) lack of parental engagement. The response will be:

- a) **Access and equity of access** - a focus on increasing the numbers of children of the right age in PPE (the net PPE enrolment rate) with the positive trickle-down effect of children better able to cope in the early years of primary and less likely to drop out. In order to accommodate all children an additional 700 classrooms are required and many existing classrooms need repair and adjustment to be user friendly to all children, including those with disabilities. The learning environment should be stimulating to include learning corners, talking walls, play material, pictorial and story books, shelves and filing cabinet as well as safe play areas. Water, sanitation and hygiene (WASH) especially on toilet use and hand washing should be improved. A school feeding program needs to be implemented in all preschools. The TuTu system has been effective as a stopgap measure to provide children with minimum exposure. Further centres will be established, but the overall aim is to gradually phase them out, in the meantime with teachers being upgraded. The existing community preschools will need to be supported and motivated, to engage actively in community mobilisation for increased access, but also to improve quality of pre-primary education. In-service and tailor-made trainings supported with mentoring will help ensure quality in pre-primary schools.
- b) **Better teaching and improved learning outcomes** with a focus on establishing standards across the sub sector and in particular teacher professional standards; curriculum, formal (appropriate and in class) learning assessment mechanisms developed, which will require better and different teacher professional development, learning materials and school/classroom management backed up by supportive inspection.
- c) **Better leadership and management** and reporting to strengthen the accountability structures set up in the Chapter 5 of ZEDP II, and the strong role envisaged for the ZESC and by the GPE Steering Committee). Skills for all decentralised staff in Districts and Teacher centres need to be developed. District planners and education officers with head teachers and section leaders need to have the specific skills required to support the sub sector in their respective areas.
- d) **Greater parent and community engagement** cutting across all these to support both enrolment and accountability. The capacity and role of school management committees (which include parents) will be strengthened. Periodic parental meetings will be called to all schools and parents' day implemented annually. An annual stakeholder's forum will be led by MoEVT and supported by partners to learn, share and discuss issues of pre-primary. Established preschool clusters will be strengthened under school head teachers. MoEVT departments will shift from an implementation role to that of a guiding role.

² Many partners will be involved but of particular importance will be the UNICEF inputs that will cover health, nutrition, safety and life skills see Section 4.4 in Annex 4

The theory of change diagram on the following page shows the flow from activity to the expected impact, and links to the performance indicators.



5.2 Inclusive education

The response structure for ensuring inclusion has been in place in MoEVT since 1988 with the setting up of the 'special needs unit', renamed the Inclusive Education and Life Skills Unit, (IELS) in 2004, and the concerns were a consistent filter in the development of the ZEDP II. Awareness that inclusion is a broader concept that covers all marginalisation (not just disability) is being acknowledged in government circles and the Unit's mandate was widened in 2012 from work with physical and other learning difficulties to include a focus on gender, poverty, HIV /AIDs, chronic illnesses, corporal punishment, teenage pregnancies and other issues arising from marginalisation of children and communities as well as life skills. The definition of inclusion as covering all 'at risk' children which underpins the application for GPE 2 has, as yet, to find complete acceptance within the educational community at large. Placing 'life skills' within the unit might also circumscribe that particular concept; implying that these are relevant only for those who cannot successfully negotiate the education system, something that needs to be guarded against. This systemic narrowing of focus is mirrored in the schools and in the community where children with disabilities in particular are routinely thought not to measure up to their peers and unlikely to succeed in the education system. Services within and beyond the education system (health) are available but piece-meal and often lack coherence and continuity: establishing mechanisms for regular check-up and monitoring of children as they move through the school system is one of the gaps that GPE 2 hopes to address. Additionally, there are no well-established, quality alternative pathways for learning for those who cannot access or drop out of the system for various reasons

The ESA analysis notes: 'Measuring disability is challenging partly because there are many types of disability, and some are difficult to diagnose. It is generally agreed that education and population statistics tend to under-report the size of this group, so the statistics discussed below should be treated with caution.

Table: Enrolment of students with disabilities in pre-primary, primary and secondary schools (public and private), 2014

Subsector	Students with disabilities	Total students	Share of students with disabilities (%)
Pre-primary	495	38,808	1.3
Primary	4,074	253,462	1.6
Secondary	1,609	81,621	2.0
All levels	6,178	373,891	1.7

According to data reported by schools, the total number of students with disabilities enrolled in 2014 was about 6,100 (Table 25). This represents just fewer than 2% of all students in schools (public and private). To give some context to this figure, the population census two years earlier found that about 3–4% of children aged 0–19 years have disabilities. Assuming that this group of young people should be similarly represented in the student population, this suggests that rates of exclusion are considerably higher for young people with disabilities than the averages presented in the previous section.

'Children with disabilities have considerably higher rates of school exclusion than average, and it is likely that there are other groups of marginalised children who are not visible in the available statistics. Among some of the barriers facing children with special educational needs are a lack of appropriate physical infrastructure and shortages of teaching and learning materials. The scale of the problem is not clear, and it would be useful to have more systematic data on material needs and current provision in order to prioritise resources to meet inclusive education goals'.

In addition to the children with physical and learning difficulties that are noted in the ESA are those that can occur while children are in school and are not picked up as teachers do not have skills or strategies to identify and respond. The World Bank Project Appraisal Document for ZISP notes:

'Learning gaps go mostly undetected. Despite significant learning challenges, there are no mechanisms and/or incentives for systematically identifying and correcting learning gaps. Due to a policy of more-or-less automatic progression and no systematic support for formative assessments, learning gaps are allowed to go undetected for a large part of students' schooling.'

The Out of School Children (OOSC) study, currently being undertaken (September 2017) by MoEVT in partnership with UNICEF and an NGO, the Milele Zanzibar Foundation, will provide more detailed information, and enable focused and targeted interventions to be considered.

In line with the ZEDP II, MoEVT have identified **four key problem areas for the engagement of GPE** that will complement (and underpin) what is anticipated from other partners³: 1) Lack of a comprehensive policy; 2) Poor infrastructure for children with disability; 3) Inadequate curriculum and learning materials and teachers without the necessary professional skills; 4) Lack of quality assurance and assessment. The response will be:

- a) **To finalize, disseminate and implement the overarching Inclusive Education policy** that reaches all marginalised children and embeds IE principles in all MoEVT activities and services. The draft policy already exists and GPE 2 will help to take the process forward to publication, launch and wide dissemination through the media, easy-to-access leaflets and posters to reach a wide audience. The policy has implications for the curricula (children and teachers) and standards to be addressed by the GPE program.
- b) **Adjustments to school infrastructure** to allow for easier access (ramps, bright colours, signage in big letters, ensuring important areas of the school such as the library are on the ground floor for easy access where possible etc.). The provision of assistive devices goes hand in hand with more regular and sustained health checks on school going children as well as with the move to strengthen early detection to ensure marginalised children access the curriculum alongside their peers in all schools. The government will work to create standards on materials creation both represent marginalised children as members of the community and facilitate their access to quality education.
- c) **Reform of the pre-service teacher curriculum and training delivery** (embedded in the policy). Relevant training, orientation and 'top- up' training will be carried out at all levels of the system including at pre-service teacher training at the universities and colleges. This will ensure that the needs of 'at risk' children going through the system are identified and addressed appropriately, such that drop-out rates are reduced, transitions are smooth and more children reach and graduate from all levels of the education system. Draft training modules for pre-service and in-service teacher training, action research modalities for teacher resource centre staff and inspectors, are currently being developed in an iterative process that is participatory and itself, inclusive. The GPE 2 grant will serve to finalise these modules (6 in all: 2 ready in draft form), print and disseminate them so that they are in use throughout the system. This will complement the implementation of training programs for teachers on gender and guidance and counselling in schools
- d) **Quality assurance and assessment** mechanisms will be adjusted and the inspectorate and the examination departments oriented and trained to deliver appropriate assessment modalities for all children. Additionally, the IE department will contribute to the initiatives,

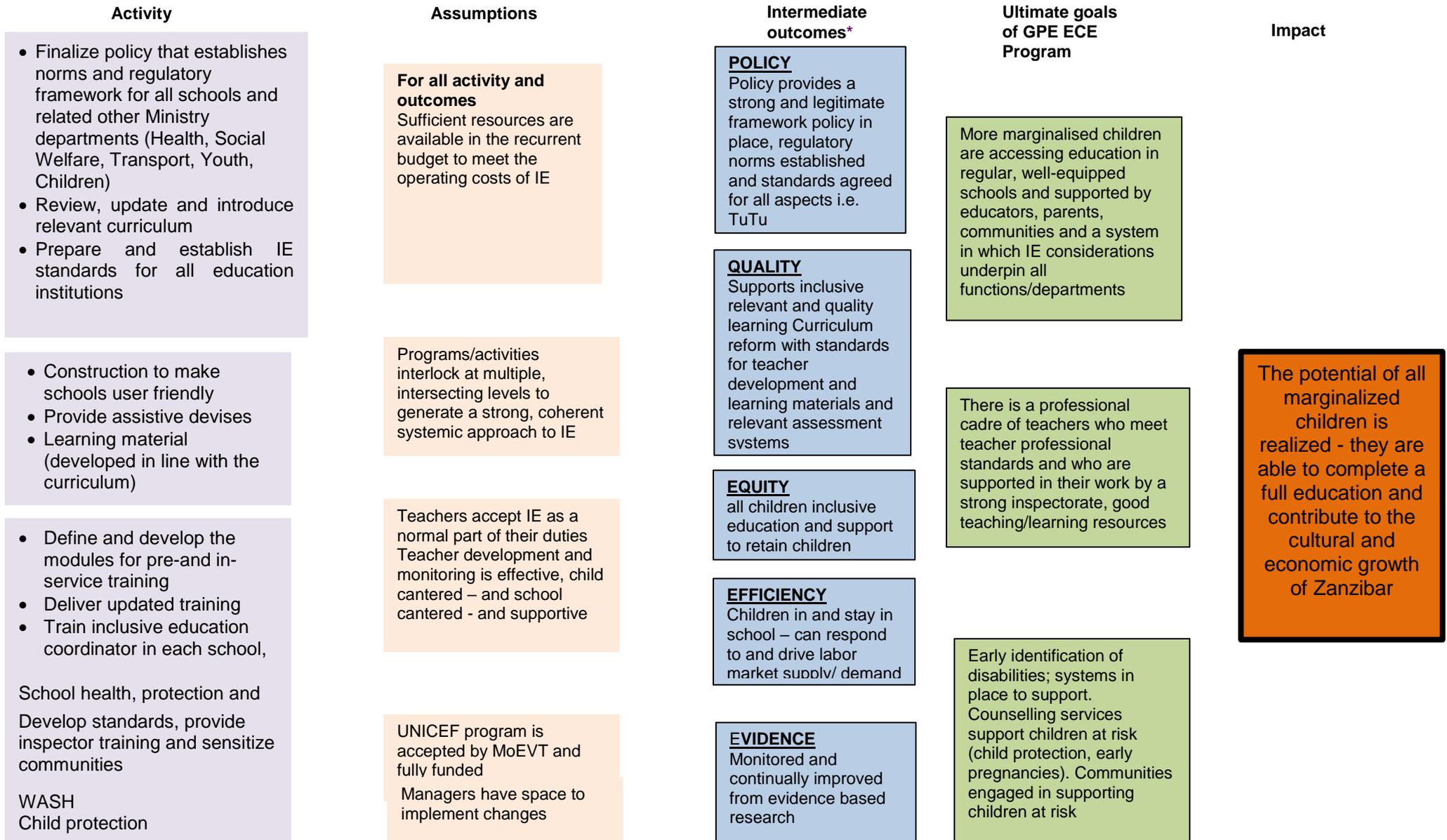
³ Many partners will be involved but of particular importance will be the UNICEF inputs that will cover health, nutrition, safety and life skills see section 4.4 in Annex 4

such as the World Bank program, which seek to reform the inspectorate and examination system (at the secondary level) to ensure these are inclusive.

The development of robust standards through GPE 2 funding will ensure that IE principles underpin all teaching and learning in schools and all planning and programming in the MoEVT. The standards for inclusion will ensure that children who are struggling are identified early and supported to enhance their learning, ensure a smoother transition from one part of the system to the other and open up the system to a diversity of learners to succeed within it.

The GPE programs will complement/ be complemented by USAID's Tusome Pamoja program to support and synchronise with the GPE 2 funded initiatives with good materials which the government can ensure are inclusive. UNICEF will support IE by providing schools with clean water, children with regular health checks and find pathways that enable those who have dropped out to return to school. Much of the effort of the GPE 2 application for IE will go into establishing sound baselines in the first instance through the out of school study supported by UNICEF and the Milele Foundation to provide a good foundation for effective programming and to monitor progress on various initiatives, and to ensure continuity of support for children in and out of school.

The theory of change diagram on the following page shows the flow from activity to the expected impact and links to the performance indicators.



5.3 Cross cutting issues: Quality

ZEDP II causal analysis identified a number of problem areas that need to be addressed across the education sector⁴: These have been addressed in the individual programs, as they are in the relevant Program Areas of the ZEDP II. The GPE program is a simple, specific response to the problems identified and reflects the solutions in some more detail.

For completeness, the following can be considered:

- a) Curriculum reform needs to develop competency based approaches with clear learning outcomes for all levels; ZEDP II notes that for IE the pre-primary, the primary and the secondary curricula should be reviewed. Linked to the curriculum development is the preparation of learning materials and standards;
- b) Teacher quality remains a challenge and responses need to be linked to a comprehensive professional development program with further modules for the overall pre-service curriculum and for inclusive education. Teachers professional standards have to be established
- c) There has been little continuous learning assessment and support through the inspectorate was until recently at the policing level rather than having a quality assurance and support function - the role and function of the inspectorate is a key component of the World Bank ZISP and the role of school managers and the inspectors in supporting teachers and schools and supporting learning assessment is being developed. However, In April 2017, Zanzibar participated in a Measuring Early Learning Quality and Outcomes (MELQO) study, which will provide a national snapshot of pre-primary quality and learning outcomes before entry to Standard I. MELQO is a global initiative aiming to provide feasible, actionable data on children's learning and development, as well as information on quality of children's learning environments in the years immediately preceding enrolment in formal schooling (i.e., the pre-primary or preschool years). MELQO includes two sets of tools: Child Development and Learning (CDL) and Quality/Monitoring Early Learning Environments (MELE). Tools were specifically adapted for Zanzibar in alignment with its curricula and standards. A representative sample from Zanzibar will yield data on pre-primary learning outcomes and quality. Results should be available by September 2017. Tools and results may be used in developing local assessment tools, as a baseline for follow-up studies, and to inform development of new standards, curricula and programs. The PPE program under GPE includes a proposal to add a learning assessment activity in 2019/2020.
- d) MoEVT and the partners acknowledge that there is a need for accurate and longitudinal data on the learning taking place in the classroom at different stages of the child's education and that examination results are only partly able to provide such monitoring. An EGRA and EGMA have been carried out in the past but the data from these has not been utilized not followed up. MoEVT and partners have therefore agreed that they will prepare a position paper for presentation and discussion during the AJESR in February 2018. MoEVT will seek donor support to engage consultants to work collaboratively in identifying options and making suggestions about which might be the most effective in the Zanzibar context. Proposals will also have costing and timelines for implementation and data analysis

⁴ There is inevitably some repetition of what is found in the individual sub sector analysis and in the cross cutting issues, for example curriculum review and reform. It was considered important to see the quality concern reflected in each sub sector analysis as well as more generically, there is no intention of repetition here but rather of underlining the importance

6. The GPE 2 Program

The Program Development Objective: Children are increasingly entering primary school at the right age and with 2 years of pre-primary exposure and all disadvantaged children (particularly rural poor and children with physical and learning difficulties) can access all levels of pre-primary, basic and secondary education.

It is anticipated that approximately 35,000 children will be the primary beneficiaries along with teachers, parents and communities.

6.1 Program Development Goals:

- 1 Increased Net enrolment rate in Standard 1 for children having received 2 years of quality PPE
- 2 Schools and teachers in schools meeting inclusive education standards
- 3 High quality timely and evidence based annual monitoring and review

6.2 Specific objectives and activities (detailed program in annex 4)

A. Increased net enrolment rate in standard 1 for children having received 2 years of PPE

1. Improved equitable on-time entry to pre-primary schools

1) Expand access to well-equipped pre-primary programs

- i) Expansion of TuTu in high need areas (includes training); 70 centres and honoraria for TuTu mentors linked to professional standards
- ii) Renovation/refurbishment of new pre-primary classes with community support 90 classrooms
- iii) Small-scale grants to 825 government managed / supported pre-schools

2. Strengthen teaching and learning quality

- i) Pre-primary curriculum development
- ii) Teacher curriculum – review and revise
- iii) Teacher certificate and diploma training
- iv) Teacher professional standards

3. Improving learning outcomes through parenting and community engagement

- i) Establish standards for school and parent committees
- ii) Establish parenting and community involvement program

4. Leadership, Management and Evidence-based Research

- i) Professional development for head office, district and inspectors
- ii) Pre-primary institutional management skills development

B. More schools and teachers in schools meeting standards for inclusive education

1. Policy, curriculum and standards

- i) Finalize policy
- ii) Review, update and introduce relevant curriculum
- iii) Prepare and establish IE standards for all education institutions

2. Improved access infrastructure, assistive device and material

- i) Construction to make schools user friendly
- ii) Assistive devices
- iii) Learning material (developed in line with the curriculum)

3. Strengthen teaching - reform pre-and in-service curriculum

- i) Define and develop the modules for pre-and in-service training
- ii) Deliver updated training
- iii) Train inclusive education coordinator in each school,

4. Quality assurance and monitoring

- i) Develop standards, provide inspector training and sensitize communities

C. Excellence in leadership management and administration

1. MoEVT Administration

Integrated Project Steering Committee (PSC) for all development projects under MoEVT to reduce administrative burden on MoEVT

2. Annual Audit

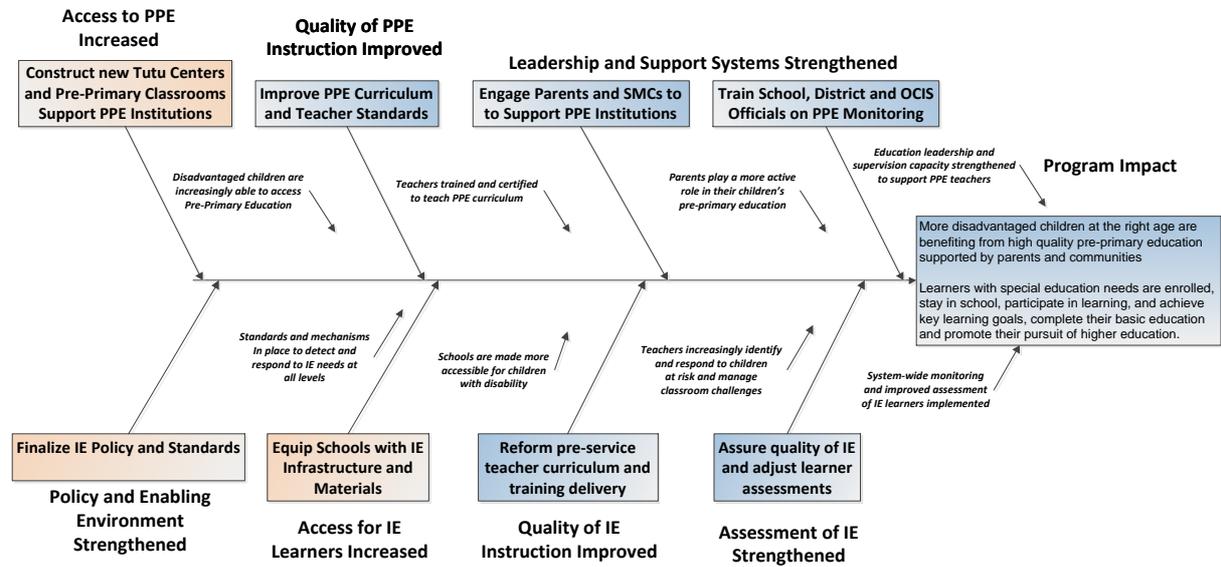
Carried out by externally contracted auditors

3. Annual Joint Education Sector Review

Organisation and management of the Annual Joint Education Sector Review (field visits, venues, administration)

6.3 Theory of Change for PPE and IE

Component A. Pre-Primary Program



Component B. Inclusive Education Program

Consolidated Theory of Change for PPE and IE Program: Assumptions and Risks

The consolidated Theory of Change has been developed while explicitly taking into account the key assumptions and risks for the program. The key assumptions and risks that have been considered as part of this process are summarized below. These are cross-cutting issues, and apply to all activities outputs and outcomes, and should be read together with the Theory of Change diagram above.

For all activities, outputs and outcomes, the program Theory of Change assumes that:

- Sufficient resources are available in the recurrent budget to meet the operating costs of IE
- Programs/activities interlock at multiple, intersecting levels to generate a strong, coherent systemic approach to IE
- UNICEF program is accepted by MoEVT and fully funded
- Legal and regulatory norms can be established and enforced (schools registering and being visited)
- Teacher monitoring is effective, child centred and supported by inspectors
- Qualified teachers will have the incentive to stay in the system
- Managers have space to implement and manage change
- Decentralization provides an enabling environment for all actors to complement each other

Further analysis of program risks is presented in section 10 below.

6.4. GPE programme fixed tranche budget summary: 2018 to 2020 in USD

A detailed budget is provided in Annex 2

	2018	2019	2020	TOTAL
Programme 1: Pre-Primary Learning				
Sub-programme 1.1: Expand Pre-School Access	\$790,848	\$742,485	\$694,253	\$2,227,587
Sub-programme 1.2: Better Teaching	\$771,353	\$251,125	\$263,681	\$1,286,160
Sub-programme 1.3: Improving learning outcomes through parenting and community engagement	\$115,318	\$47,839	\$50,231	\$213,388
Sub-programme 1.4: Leadership, Management and evidence based research	\$128,688	\$89,073	\$93,526	\$311,287
Programme 1: Pre-Primary Learning Total	\$1,806,207	\$1,130,522	\$1,101,692	\$4,038,421
Programme 2: Inclusive Education				
Sub-programme 2.1: Policy, curriculum and standards	\$125,160	\$0	\$0	\$125,160
Sub-programme 2.2: Provide infrastructure, assistive device and materials	\$129,733	\$232,750	\$366,581	\$729,065
Sub-programme 2.3: Reform of the pre-service teacher curriculum and training delivery	\$42,525	\$2,511	\$2,637	\$47,673
Sub-programme 2.4: Quality Assurance	\$88,168	\$47,839	\$50,231	\$186,239
Programme 2: Inclusive Education Total	\$385,586	\$283,101	\$419,449	\$1,088,136
Programme 3: Management and Administration				
Sub-programme 3.1: Grant Agent - Staff Services	\$100,000	\$100,000	\$100,000	\$300,000
Sub-programme 3.2: MoEVT Administration	\$9,975	\$10,474	\$10,997	\$31,446
Sub-programme 3.3: Annual Audit	\$5,250	\$5,513	\$5,788	\$16,551
Sub-programme 3.4: Annual Joint Education Sector Review	\$49,219	\$51,680	\$54,264	\$155,162
Sub-programme 3.5: Mid-Term Review	\$0	\$0	\$130,233	\$130,233
Programme 3: Management and Administration Total	\$164,444	\$167,666	\$301,282	\$633,392
TOTAL GPE FIXED TRANCHE	\$2,356,237	\$1,581,288	\$1,822,424	\$5,759,949

MoEVT is planning for a 4-year program. The 4th year implementation will be dependent on the approval of the VT and the achievement of the VT goals.

6.5 Monitoring and Evaluation (M&E)

An M&E framework, that is both dynamic and responsive to the evolving technical and political context in Zanzibar, has been developed by MoEVT and partners to provide robust M&E tools to ensure that the program's theory of change can be effectively monitored and adjusted over the course of the program; please see annex 1 for more details on this.

The tools for M&E include the Results Framework, M&E plan and Program Indicators are aligned to the policy objectives, sub objectives, indicators, and performance targets for the program, and are coherent and complementary to the sector wide strategic objectives set out in ZEDP II. A robust reporting and accountability process is established, demonstrating how evidence collated will be evaluated and disseminated to existing government systems and the wider partner group, such as through ZESC and the AJSER

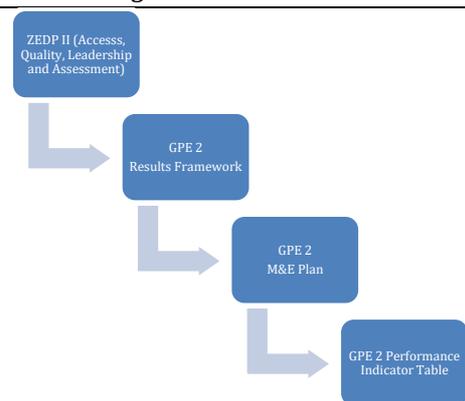
A high-level summary of the program objectives is presented in the Theory of Change diagram below. The diagram charts the path of inputs to outcomes to impact statements for both the PPE and IE program components.

The **M&E Framework** (annex 1) consists of the Results Framework, M&E Plan, and Performance Indicator Table, which were developed by the MoEVT in succession and guided by the overarching Theory of Change. This is driven by the **ZEDP II** policy framework relating to the three key issues of i) access and equity of access, ii) quality of learning, and iii) leadership and assessment.

The **Results Framework** illustrates the relationship of the policy objectives, sub objectives and indicators for each of the program components. The Results Framework has been developed by MoEVT and partners to ensure the output and outcome measures are prioritized to maximize the efficiency of data collection processes where possible.

The **M&E Plan** describes the indicators, their definition, disaggregates, frequency, responsibility and means of verification for systematic data capture and reporting on progress. The M&E Plan also identifies where GPE indicators link to ZEDP indicators. And which indicators will be collected on a continuous basis and which indicators will be collected through the baseline and end-line evaluations.

GPE 2 Program M&E Framework



This approach of continuous information/evaluation/review and learning will allow the program to incorporate information from other key studies, such as the next MELQO evaluation (expected in September 2017), the AJESR and the ZEDP II mid-term review.

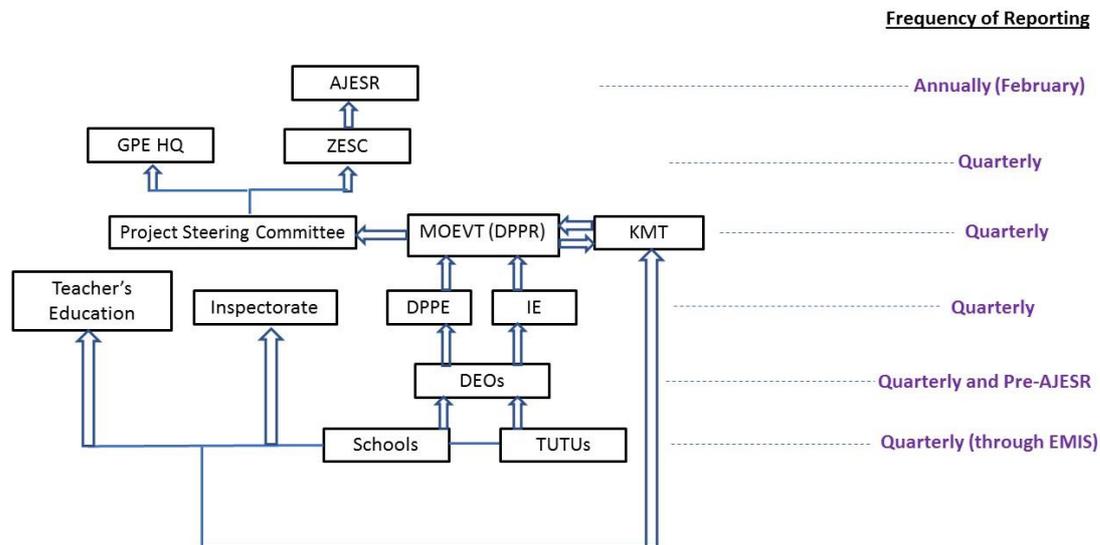
The **Performance Indicator Table** (annex 1) provides the baseline, annual milestone and end of project performance targets. It draws upon the information known to be currently available and is subject to change as the MoEVT will continue its preparations through to

implementation in December 2018. The updated indicator table will be presented for agreement to the ZESC and to the AJESR.

The M&E Plan and Performance Indicator Tables will be revisited and adjusted during the program preparations up to December 2018. This will allow the MoEVT to add further refinements to the M&E plan while maintaining a consultative approach.

Reporting and Accountability

The diagram below represents the reporting and data flows of the two implementing departments (DPPE and IE) with all data being collected flowing through the MoEVT's EMIS system.



In the structure above, all schools and TuTus submit data to the EMIS. All schools and TuTu centres also submit quarterly reports on their progress to the DEOs, who consolidates the reports, and submits copies to *both* the DPPE and IE. The role of DEOs in this process is subject to final confirmation change as the devolution by decentralization process becomes more standard part of government operations (and is likely to be strengthened in the process). In the meantime, the inspectorate and the teacher's education department carry out their own independent assessments for quality and effectiveness.

The DPPE and IE submit quarterly reports to the supervising department of the MoEVT, which is the DPPR, on the progress and implementation of their respective programs. The DPPR unit presents these progress reports at the weekly senior management meeting in the Ministry (KMT in the diagram above) to ensure that any issues in the program are being resolved, and for their comments. An integrated Project Steering Committee supervising all development projects will be established as part of the M&E plan, will reorganize the primary points from the reports, and the feedback from the KMT, to present to the ZESC. The quarterly progress reports that are submitted to the ZESC will be used as inputs for the AJESR, which meets every year in February.

The reporting structure will unify and streamline the flow of information to the MoEVT via the District Education Officers replacing the current reporting structures in which the two implementing departments (DPPE and IE) have different reporting, which is creating co-ordination and consistency challenges that undermine service provision and MoEVT quality assurance processes.

Co-ordination with the AJESR and stakeholders

The GPE 2 Program will be strengthened by a well-planned AJESR, particularly at the early stages of the program. A well-executed AJESR can be instrumental in facilitating sector wide co-ordination, informing the program on progress and key implementation risks and acting as a link

to other ministries such as the Ministry of Finance and the Planning Commission. In light of this, the MoEVT is planning to circulate a draft agenda with clear responsibilities on who is going to report on what, and the need for consultancy inputs and support in late September. This will be followed by the creation of a small task force at the MoEVT to be supported by both technical and organizational consultancy. The MoEVT is also currently looking into whether some of its staff members can attend the annual review in mainland Tanzania, to be held September 18-22, in order to incorporate best practices and lessons learned towards its own AJESR.

Consequently, the above reporting framework has explicitly articulated how the GPE 2 Program will link to the AJSER as well as ZESC. The GPE 2 Program therefore plans to pro-actively collaborate with key sector stakeholders, and other ministries (e.g. Ministry of Finance and Planning Commission *inter alia*) to ensure maximum value is obtained from the AJSER. In addition, the program will co-ordinate with ZESC to ensure that information obtained from the mid-term review of ZEDP II is used to inform the M&E of the GPE 2 program.

7. Zanzibar Variable Tranche Preparation

7.1 Process of selection of indicators

A seminar and workshop chaired by the PS and the DPS and attended by all the Directors of the MoEVT was held in October 2016 in order to consider all aspects around the concept of the variable tranche (VT). Examples were considered from other countries and a number of options for Zanzibar discussed. Further meetings were held to look at the implications and the feasibility. The concept and the ideas were also discussed with the ZESC during their meetings in October and November 2016. In order to deepen the understanding and to build on the experience of the GPE Secretariat a teleconference was arranged with discussants from the GPE, MoEVT and other partners. Further information from the GPE Secretariat during the QAR visit, the QAR 1 report and other correspondence resulted in a deeper engagement and consideration of the challenges with a final decision being made by MoEVT.

Problem analysis:

In considering the core problems confronting the sector MoEVT returned to the ESA and the ZEDP II noting that the sector still faces multiple problems, one of which is the probable 15000 OOSC children. The priority needs are to focus on achieving universal primary enrolment, the quality of learning affected by poor access to learning materials and the need for these to be linked to a competency based curriculum, drop out in lower secondary, poor school leadership and inadequate public finance management systems that lead to poor flow of funds, inefficient operations, resource allocations and reporting.

Based on the QAR 2 findings, Zanzibar has decided not to apply for the VP with the FP, and to apply for the VP separately in 2018. This was so that Zanzibar could collect comprehensive baseline data and design a strong RBF program. The VT submission will be purely results based. The precise indicators are still being debated but the focus will be on creating better learning, efficiencies and equity in pre-primary and the lower standards of primary education. These will be worked on in the coming 6 months, during the M&E workshops the Ministry plans to organize for the ZEDP II, and an application made once MoEVT is sure that there will be a strong case for each indicator, good baselines and adequate monitoring procedures in place.

8. GPE 2 Program Management Arrangements

There is an effective and strong ZESC who will maintain overall oversight for the program and ensure that there is coherence and complementarity with the other program areas.

8.1 Program implementation

Under the guidance of the GPE Steering Committee (SC) the Departments of Pre-primary and Inclusive Education Unit will take the lead in implementing the program elements. They will liaise with the agreed implementing partners and will take the responsibility for managing, monitoring and reporting (both narrative on program activity and financial on program expenditure) on progress on a quarterly basis to the Steering Committee.

EMIS, and from next fiscal year, the SIS system, will be called upon by the SC on a regular basis to support the continuing development of the performance framework.

On approval of the ESPIG MoEVT and partners will finalise the Operational Work Plan document which has been prepared as a draft and is annexed to the application Annex 7. The OP has details of implementation procedures and the detailed annual operational expectations, the specific responsibility. The detailed budget and the activity matrix in Annex 2 provide the current level of detail. The M&E includes, the OVI and the means of verification.

8.1.1 Project Steering Committee

The GPE PSC meetings will be arranged to take place 2 weeks before the ZESC meetings and the Secretariat will prepare a brief summary report for the ZESC on progress, challenges and suggestions for ZESC consideration and vis a vis other programs.⁵

The coordination and learning aspect of the GPE 2 are of crucial importance and this agenda will be on all the PSC meetings. It may be agreed that the PSC needs to have a sub group of MoEVT and NSA that will work on day to day coordination and management issues (either for a limited period of time or for the duration of the program).

What marks a **difference** between the management of this GPE and the previous GPE is the important role of and the link to the ZESC. As the ZESC has oversight of the ZEDP implementation it is necessary that all programs report to them from the respective steering committees or other management structures. In this way, the ZESC will be able to ensure that there is coherence and complementarity between the programs supporting the ZEDP II.

8.1.2 GPE Steering Committee: Function

1. To approve annual program work plan and budget
2. To receive quarterly narrative reports, to review progress against the annual work plans, to agree adjustments and changes to the next quarter plan.
3. To receive, discuss and approve the quarterly finance reports. To finalise/ approve the reports.
4. Ensure that there is internal complementarity and also with all other sector program activity and to make recommendations to the program implementers for changes as needed
5. To advise the Secretariat on the key points to include in the summary report for the ZESC and agree issues or challenges that need to be discussed in the broader forum.

⁵ It is anticipated that other programs will have similar arrangements and while this may result in several steering committee meetings in the same period it will allow for better coordination.

8.1.3 GPE Steering Committee: Secretariat Function

1. Provide financial and narrative reports to the Steering Committee members at least one week prior to the meetings
2. Take minutes of the meetings and to make changes to documents as agreed by the Committee members
3. Circulate minutes with a column on action needed/ taken, the responsible person and the timeframe
4. To inform the implementing agents of any changes, suggestions or other instructions from the Committee decisions.
5. To note and to inform relevant parties of any comments or decisions made by the ZESC

8.1.4 GPE Steering Committee: Meetings

Meetings will be held quarterly

8.1.5 GPE Steering Committee: Membership

The Chair of the Steering Committee is the MoEVT Principal Secretary. Its members are:

- Deputy Principal Secretary
- The Grant Agent
- The Coordinating Agency
- 2 or more members from the NSA
- Ministry of Finance and Planning

The Director of Policy, Planning and Research will be a member of the Committee. The Department of Policy and Planning will provide the secretariat services.

8.2 Moving to alignment

MoEVT is reviewing the operation of the various PSC with a view to having an integrated PSC for all grant programs. This will reduce transaction costs and improve alignment, and thus has been included as a management indicator for the MoEVT administration (annex 1). Ideally the GPE and other programs would be monitored and managed by the MoEVT as a part of the normal ministry functioning and with the support of the ZESC and the AJESR. The MoEVT will be:

- i) Strengthening the PFM capacity, in accordance with the new PFM act and public procurement act of 2016
- ii) Reviewing the institutional arrangements over the ZEDP II and
- iii) Monitoring and responding to the devolution through decentralization process,

all of which will eventually support greater alignment and use of government systems. However, in the interim, MoEVT have concluded that a steering committee approach will be most useful.

9. Financial Modality: Links to budget process, management and implementation

In the GPE 1 program, a program-based approach (PBA) was used, meaning program-based funding prioritizing national ownership and alignment to national procedures. Ministry of Finance, Zanzibar agreed this was the preferred approach and noted by the sector stakeholders, MoEVT and the Grant Agent (GA), the Swedish International Development Cooperation Agency (Sida). There were three major reasons for choosing program-based funding over budget support for the current grant:

- 1. Risk reduction.** The MoEVT had been receiving program-based support for a long time and was more experienced in that modality than budget support. Combined with a challenging level of capacity regarding public financial management and project management in the MoEVT, using a PBA was considered to reduce the risk of funds being misspent.
- 2. Encouraging capacity building.** By encouraging full government ownership of the program, the PBA put the MoEVT responsible for designing, implementing, monitoring and evaluating the GPE program. This meant capacity building on many levels through “learning by doing”. In addition, the approach helped identify capacity gaps in the MoEVT.
- 3. Aligning the GPE program with the ZEDP action plan.** The GPE program was effectively lifted out from the ZEDP action plan 2012/13 – 2015/16 to form a sub-program. Being rooted deeply in the ZEDP, program-based funding was the most suitable modality.

Building on the experiences from the current grant, the second phase of GPE support will be funded using the same approach and Sida will continue in the role as GA the principles that will be used are the following:

- **Full ownership by the MoEVT on Zanzibar.** The MoEVT will be fully responsible for the program design and program implementation.
- **Full alignment to national procedures.** National procedures will be used regarding the budgeting process, financial management, implementation monitoring and auditing. The GPE grant will be included in the Medium-Term Expenditure Framework (MTEF). The procedures used for reporting are stated in the GPE framework. The MoEVT will produce quarterly financial and narrative reports for the project steering committee, and the reporting deadlines will be adapted to the national reporting cycle. A significant change will be the Joint Annual Review of the ZEDP2 and GPE annual reporting will be linked to the ZEDP review output, in so far as is possible.
- **The GA together with the CA will strive for increased coordination and harmonization among the donor community to the national priorities.** A large part of donor inputs into the education sector occur in project form, unaligned with national priorities. The GA and CA will strive to increase coordination and harmonization of the donor support to the ZEDP, supporting the Zanzibar priorities.

The GA will continue to have a consistent presence in MoEVT and will focus on strengthening the institutional capacity to respond to the challenges that were apparent in the first GPE program.

Procurement

The adoption of the Program Based Approach (PBA) to budgeting and financial management in the first GPE program and the expenditure of funds through the government budget ensured that the RGoZ procurement system was used. Procurement under the first GPE program was through

the MoEVT Procurement Management Unit (PMU) and significant problems were experienced. Challenges that were noted included:

- Lengthy delays in the procurement process, especially for large tenders such as for textbooks.
- Occasional non-compliance with procurement regulations.
- Difficulties for the PMU in following a range of different donor procurement regulations.
- Delays in launching tenders and processing the awarded bids.
- Lack of PMU office space and senior staff.
- Lack of a computerised procurement management system, resulting in the extensive use of slower paper based systems.
- Insufficient exposure by staff to modern procurement systems and skills, with a resulting need for training and capacity building.

Sida will be providing support to MoEVT through a function and organisational review which will include a capacity building component and which will provide support to strengthen the PMU. This will be done in alignment with the new public procurement act of 2016 so as to follow the current procurement system in the government of Zanzibar.

10. Risks

The risk analysis in the matrix below has a focus on those challenges that are specific to the programme areas.

In addition, there are broad sectoral risks that can impact on the success of the GPE programmes and have been identified in the ZEDP II. Of note are:

- A. *The policy to remove all parents' contributions to schools will result in an overall squeeze on budgets as school must be compensated for lost income. Furthermore, the removal of parental contributions can lead to reduced parental engagement.* The mitigation measure in the ZEDP II is; *MoEVT has prepared detailed multi-annual projections and has received funds from the MoF to cover the running costs of schools. The budget allocated is not enough, and the central government is looking for other alternatives to increase the funds for schools.* MoEVT is committed to seeking additional partner funding to strengthen to the overall PFM capacity and the above would be one of the core activities of the PFM section. Progress in this area will be on the agenda of the AJESR and support needed will be discussed there. The government must clarify what still is to be contributed by parents and the role of NSAs to improve community engagement.
- B. *Decentralization and devolution progresses in a disorganized /unplanned /underfunded fashion with the inappropriate institutional architecture and the wrong or inadequate skills for leaders and managers.* The mitigation measures suggested in ZEDP II include: *reviewing the institutional architecture, roles and functions of staff and the resources needed to be effective.* MoEVT has noted that devolution and decentralization in the education sector involve different roles and responsibilities from those in other Ministries. ,The implications will be fully discussed with the ZESC when MoEVT is considering its views on devolution by decentralization. The MoEVT leadership has committed to seek clarification on exactly what is expected, the timeframe involved, and to report on this regularly. Please see section 11. 1, the note on decentralization, for further information.
- C. The success and sustainability of many actions (and the mitigations that are given below) is predicated on there being the right institutional framework and the right staff with the right skills. There are specific areas that need urgent attention; the PFM and the review of functions are critical to getting the necessary resources to the priority areas of the sector and ensuring that programmes funded by partners are kept going. The risk is that there will not be resources for these reforms and actions. MoEVT is pursuing discussions with partners to support the institutional reform and development. It will be critical for the AJESR to monitor progress, and if necessary to seek to reallocate resources (there will be little point in having the PPE if there is not the right structure).

	Risk	Mitigation arrangements
1	There are significant shocks to the political economy	Mitigation is largely outside the control of the MoEVT, however it is necessary for MoEVT leadership to analyse the prevailing political economy – this could be supported by professional development and external support from the partners. The political and economic relationships with the mainland are stable. The economic projections are subject to IMF oversight and growth is predicted to be steady. The projections used in the ZEDP II and in the GPE program are taken from the IMF and will be reviewed (see risk 3)
2	Overall budgeting, allocative decision making based on evidence, priority setting and expenditure monitoring does not take place High unit costs/overall costs of TVET and University Education may threaten primary and secondary funding and overall access and the mitigation measure is development of a funding model that identifies costs and provides options for funding.	ZEDP II notes the importance of developing a ministry level PFM capacity and the better use of the simulation model. The AJESR and ZESC will take a much more prominent role in preparing and reviewing budget activity. The AJESR anticipates receiving reports on financing shares from Ministry of Planning and Finance and development partners and other stakeholders. Pre-budget discussions on this issue with Ministry of Planning and Finance (via the ZESC) will play a critical element in efforts to ring-fence commitments to basic education
3	Reduced public expenditure on education and in particular further reduction in the development budget.	The AJESR process will take place prior to the budget preparation and discussions in order that program and budget issues can be raised at the right time. Ministry of Finance staff will be part of the AJESR team and will be able to both support and report back on the education sector needs. Both the World Bank and USAID will be encouraged to take an active role in the ZESC and will bring their additional and not inconsiderable pressure to supplement other ZESC members and so present a united front on budget needs. Consideration will be given to establishing a standing PFM committee as a part of the ZESC (as opposed to simply having a finance TWG)
4	Fiduciary risk, fraud and corruption	The GA and the CA have experience in the financial management, monitoring and audit of GPE funds. The final audit of the GPE 1 recommendations will be implemented and monitored. Overall PFM will be strengthened in MoEVT.
5	Insufficient resources are available in the recurrent budget to meet the operating	Currently there are no resources for payment of salaries to teachers of mentors in the community classes or government TuTus. It is the government’s intention that all children will eventually be in pre-primary classes with qualified certificate

	costs of ECE schools (including payment of teachers)	teachers. Currently teachers have been moved from primary to the pre-school but planning is needed and budget projections for the increased teachers who will be eligible for posts on the payroll and as the TuTu system is phased out. DPP in MoEVT intends to prepare these projections using the ZEDP simulation model and then use these to initiate discussions with the Ministry of Finance (and with the support of ZESC)
6	It proves difficult to establish the necessary legal and regulatory norms (schools registering, norms and standards established, policy agreed and approved) and the enforcement mechanisms	There are formal procedures to approve, introduce and communicate changes to regulations and norms. A considerable effort will be made through both the WB ZISP program and the GPE to prepare changes with the Ministry and other stakeholders and to communicate these with parents and communities. MoEVT leadership will work with other agencies to make sure that necessary legal, legislative or cabinet approval can be gained. ZESC will have a support and oversight role.
7	There are many partners in PPE and coordination, managing and monitoring and the role of MoEVT as the final authority requires not only the legal and regulatory framework but also understanding and cooperation of all	<p>The major NSAs are fully committed to support and to work with MoEVT (see annex) to raise and sustain the quality of education. They are committed to the ZEDP II goals and outcomes and will support others to be engaged as well.</p> <p>ZESC has an important role to monitor and to support progress.</p> <p>Following a partner workshop in May 2017 it was agreed to explore the modalities for formal agreements/ processes and procedures between government and NSAs. A working group is to be established under the ZESC.</p>
8	Teachers resist new monitoring and quality assurance arrangements	The significant shift in the role of the inspectorate moving from a policing and punitive role to a quality assurance and support role will be undertaken in full consultation with the teachers and will include extensive efforts to make sure that all levels understand the rationale and the importance of the changes. Note: this is a key part of the WB ZISP program Component 1, which while not focusing directly on pre-primary or IE will change systems and culture.
9	Lack of incentives mean that qualified teachers will leave the system:	<p>The President has made clear in a number of speeches that the government believes teacher incentives need to be increased and improved and the 2017 increase in basic salaries is a move in this direction. MoEVT will model various scenarios based on the current and projected establishment needs and present these during the MTEF negotiations and the AJESR.</p> <p>Generally raising the profile of pre-primary with parent and communities can bring pressure to bear on government.</p> <p>The very vibrant NSA group will also bring pressure to bear on MoEVT (to wit the certificate training program supported by AKF where qualified teachers are not paid yet)</p>

10	The institutional space and structures restrict leader and managers from introducing innovative and updated operational systems Managers have space to implement and manage change	Using Sida funding MoEVT is proposing to undertake a functional and operational review of the ministry. This review will make recommendations for the better working arrangements as well as identifying the capacity (skills, knowledge and resource) requirements that are needed to deliver quality education efficiently and effectively. The GPE variable tranche as well as the ZISP will be able to respond to this demand. If it is a sector wide action then considerable change might be possible even without going down the route of formal structural change. This latter might be perceived as important and to be carried forward in the light of the functional analysis.
11	Teachers resist IE and inclusion as covering all 'at risk' children as a normal part of their duties	If this risk materializes then it will be with the current teachers as for all new teachers the IE will be an integral part of the pre-service program. The Department of IE intends to have an in-service program for current teachers based on the pre-service training modules. This is a part of the GPE program. The inspectorate has a key role to play here and synergy will be sought with the WB programme
12	To assure coordination, consistency and coherence are a major challenge in both the IE and in the pre-primary, programs/ as the activities involve inputs from a number of partners (UNICEF, NGOs the WB, USAID, Sida) different ministries (e.g. Health, Social Welfare) and community stakeholders.	<p>There are already in place committees and structures that have engaged in cross agency and ministerial initiatives. A number of these will be able to take on the extended roles that are envisaged in the broad IE program and in the PP programme.</p> <p>MoEVT is examining the possibility of having a single project steering committee rather than the several that are currently the norm – such a move would help improve overall coordination and information sharing.</p> <p>The role of the ZESC becomes critical – the GA and CA will work to support the ZESC Secretariat to make the ZESC focused and relevant. The annual review process will provide an opportunity for review and changes/ adjustments.</p> <p>The functional review can provide both insights into the way that things are functioning and also make recommendations for how the coordination functions can be better streamlined and id necessary established.</p> <p>The parenting program and the focus on community engagement are potential areas for synergy between agencies and government ministries.</p>
13	Government primary schools are being encouraged to open pre-primary classes. However, many details are yet to be worked out, such as allocation of classroom space and meeting the demand for	Implementation plans should be developed for the next five years of different government sector growth scenarios, including teachers, classrooms and finance needed and the likely implications for private providers and for primary schools. ZESC will seek support from partners to develop the scenarios and

	<p>qualified teachers who are also employed and on the government payroll. Community schools, formal pre-primary classes and TuTu centres are already under-resourced, and competition from new government pre-primary classes may drive the community-managed centres to close. The new pre-primary classes attached to primary schools may suffer if the head teachers, teachers and parents are not well sensitized in the needs of early childhood education (ECE).</p>	<p>discuss options.</p> <p>Ideally this will be a part of the PFM development</p>
14	<p>Institutional capacity for implementation is insufficient</p>	<p>The programs largely build on the previous program and the lessons learned have been incorporated into the current program. The staffs who will implement the program have been fully engaged in all stages of the program preparation and have reflected on the implementation requirements. The GA and CA have considerable experience of support needed from the previous GPE program</p>

11. Sustainability

The previous section on risks identifies a number of the challenges to developing and sustaining the system. In addition, has been an important part of the MoEVT thinking to use GPE funds in a way that will not bring additional unplanned recurrent costs to bear nor to have one off activity that is not relevant to the overall ZEDP II goals.

All elements of this program have been considered from the sustainability perspective. The most important element of the sustainability is that all program elements are developed from the nationally endorsed ZEDP II and so will have a consistent monitoring and review process allowing changes and adjustments to be made depending on the prevailing political economy and program reports.

There is a consistent focus on what provides for a quality learning environment in terms of the regulatory and learning frameworks which are essential to ensure learning but come with little recurrent cost impact or can be incorporated through well managed PFM procedures. With a focus on the curriculum for students and for teachers (linked to verifiable learning outcomes and competency standards), the establishment of standards for accommodation and for learning and the establishment of professional ethics, there will be a high degree of open, objective accountability built into the system.

The recurrent costs that will accrue from the needs to replace learning resources will be built into the general budget.

The recurrent cost increase that may accrue as a result of more and better qualified teachers being employed in more pre-schools remains a concern to be addressed between the different government agencies. Key elements of what MoEVT anticipate as fruitful discussions will result

from firstly well evidenced arguments of the demands (evidence from EMIS, the simulation model and the stronger PFM capacity) and secondly as a result of the pressure from parents who demand these services as a result of their greater understanding of the importance of all children attending school at the right ages. MoEVT wants to build a virtuous circle of evidence providing for strong arguments to present to the Ministry of Finance and to the legislature resulting in increased financing and so better results, more children succeeding and so a stronger society and political economy.

With the support to parents and to communities in the program the accountabilities will be monitored and can be reported on swiftly and effectively (program 1.2, 1.3, 1.4, 2.1, 2.3, and 2.4).

There are greater recurrent costs associated with program components 1.1 and 2.2 in terms of an increase in teachers needed and in terms of maintenance. The simulation modelling demonstrates that enough teachers are in the system for the planned expansion BUT that they will require relevant skills and knowledge upgrading (covered in other parts of the program). Maintenance and running costs for primary schools have started to be addressed through the direct grants that the MoEVT is providing to schools of approximately USD 250 (500,000 Tsh). However, this issue will be taken up as a part of the bigger discussion on how RGoZ is going to address the needs of all schools now that the parental contributions have been removed. The role of the ZESC, the AJESR and NSA will be critical in bringing and keeping this on the agenda.

While it is MoEVT planning to gradually shift PPE away from the TuTu system to a more formal class based system (be it formally in schools or community based) this will take time (and the TuTu system has proved effective so the best elements need to be incorporated). As a part of the process of building the skills of teachers (in the shorter term) and of then being able to use them in the more formal system it has been agreed that they will be paid a small honorarium that will be linked to qualification upgrading. Their eventual inclusion in the teaching force as qualified teachers will be a part of the broader discussions above.

The simulation model has been used to calculate enrolment and population numbers but as yet no financial calculations have been done to demonstrate affordability⁶. Given the current government position on education it is likely the activities will continue to be funded. MoEVT will calculate the additional costs to set against future budget commitments, discuss with the Finance Ministry present a paper for discussion to the ZESC prior to the end of 2017 and for potential inclusion as an agenda item in the January/ February AJESR 2018.

Whilst not a part of this application, the potential VTI will also contribute to sustainability with a drive to have children in pre-primary school at the right ages and ready for primary learning; there will be efficiency gains as well as learning gains and further building of the sustainability and robustness of the system. At the same time, monitoring learning performance results and feeding this information back into the system will help shape teaching skills but also identify specific local problems that can be addressed with the support of the inspectorate (which is being strengthened and vitalised under the WB program running concurrently with the GPE program). Finally, a possible process indicator that is linking together a number of the system requirements for efficient and effective management, monitoring review and adjustment to the program and to budgets will bring a rigor not yet in place.

⁶ These would be helpful. The ZEDP II indicates that the education salaries bill is 70 billion TZS in 2015/16 and the total recurrent expenditure, including salaries, is 81 billion TZS. ZEDP II estimates are that the total recurrent expenditure in 2020/21 is 122 billion TZS (table 19) and Table 20 indicates that MoEVT's potential recurrent budget is 225 billion TZS. The annual cost estimates for 2020 of continuing the small grants to pre-schools is 835 million, of honoraria to TuTu mentors is 224 million and of CPD is 593 million TZS, a total of 1.5 billion or about 2% of the 2015/16 salaries bill and just over 1% of the total recurrent estimated expenditure in 2020/21.

The ZEDP II has a focus on improving the PFM, using EMIS more effectively and then preparing strong evidence based arguments for increased resource allocation to the education sector. The importance of getting better flow of funds, arguing for more funds and being efficient and getting high value for money from donor inputs will benefit from the PFM focus.

Taken together MoEVT is convinced that the changes and developments planned under the GPE program will be sustainable.

11.1 Note on Decentralisation

MoEVT understands the concerns that have been raised by the external appraiser and the GPE on several occasions around decentralisation and how it is to be managed and incorporated into programs (please see 4.1.3).

As of July 1st, 2017, Decentralization by Devolution has officially started in Zanzibar for 3 main Sectors: Education, Health and Agriculture. The President's Office Regional Administration, Local Government and Special Departments (PORALGSD) has assembled five task teams to manage and smoothen the process, which are in charge of cross-sectorial issues as human resources, fiscal decentralization, infrastructure and others. MoEVT is planning to hold regular consultations with PORALGSD and the Ministry of Finance to contribute to this process. As of now, only four issues in relation to PPE have been moved from the responsibility of MoEVT to PORALGSD, notably:

- i) The bus fares that teachers use to commute to their schools
- ii) Enrolment into schools
- iii) School feeding
- iv) Running costs of schools

All of which have to be now directly managed by the Districts.

As this is a relatively new development, there is no concrete roadmap on what this will cohesively look like. However, as soon as the modality for decentralization becomes clearer, the MoEVT will be in a stronger position to prepare a detailed program and timeframe, which will then be shared with stakeholders. MoEVT took note of the appraisal proposal for a communication strategy and this will be followed up in the coming months and supported by the ZESC. MoEVT believes that the decentralization by devolution process might lead to opportunities to engage more closely with local education officers, communities and with parents both in terms of increasing accountability and in more inputs into the actual teaching and learning programmes thus supporting sustainable development. The role of the ZESC is crucial to support MoEVT as decentralisation moves forward (the role of the ZESC in all aspects of the ZEDP II cannot be underestimated – and needs to be supported however possible).

Annex 1 Results Framework Performance Indicators and the M&E Plan for the Performance Indicators

Indicators and measuring and monitoring performance

MoEVT and partners have spent a considerable time discussing how to monitor and measure performance in PPE and in IE. As this discussion moved forward it became clear that in order to build a complete picture a mix of indicators, including input/ output, activity/ process and outcome would be required. At the same time, it has emerged that data needed to monitor progress is not always being collected or is not necessarily being analysed and reported in ways that are useful.

MoEVT and partners have decided that the way forward is to have a performance framework that includes all the indicators that should be monitored regardless of whether they are currently being monitored or whether the data is currently available. MoEVT recognises the preparation of a rigorous monitoring and evaluation plan and performance framework as a positive result of preparing this GPE program. In fact, in addressing the recommendations from the QAR II report on the indicator baselines and targets, the MoEVT found the process of preparing the monitoring and evaluation plan and results framework so valuable that it is planning to spend the last quarter of 2017 on organizing workshops to strengthen the M&E plan for the ZEDP II, which currently does not have a comprehensive M&E framework. These workshops and discussions will help to further strengthen the performance framework for the GPE program, and fill any data gaps, as it will need to be aligned to the overall sector plan.

As the programs develop MoEVT may add indicators that will further help the monitoring process. In many cases the indicators are being developed as a part of the GPE program (e.g. the preparation of standards which in themselves become the monitoring framework) – developing these process to outcome indicators is important as will be the activity around them (standards will require training in what they are and an inspectorate system to check, more importantly will be the response to the standards in terms of changes to practice). In addition, there are activities that are taking place under other programs that will eventually provide information needed to establish progress (e.g. the program to establish an effective supportive inspectorate).

The main fora for updating the tables will be a) the PSC b) ZESC and c) AJESR with all partners actively involved in review/ monitoring.

MoEVT will present a progress report on the establishment of the baselines and the actions taken to collect the data in the January/February 2018 AJESR

Policy Objective 1. Pre-Primary Program: More disadvantaged children at the right age are benefiting from high quality pre-primary education supported by parents and communities ⁷

Sub Objective: 1.1 Expand access and increase equity of access for Pre-Primary					
S/N	Indicator	Baseline 2017	Milestone 2018	Milestone 2019	Target 2020
1.1a	Outcome: Net Enrolment Rate (NER)	27.5%	33.7%	38.8%	42.4%
1.1b	Output: Number of new TuTu centres established in high need areas	0	20	40	70
1.1c	Output: Construction of new pre-primary classrooms using community based construction	0	10	20	30
1.1d	Output: Completion and renovation of existing pre-primary classrooms and TuTu centres	0	400	800	1,200
1.1e	Output: Number of PPE institutions receiving small grants	0	825	825	825
1.1f	Outcome: % of pre-primary children with disability enrolled in PPE	1.7% ⁸	2.5%	3%	4%
Sub Objective: 1.2 Strengthen teaching and learning quality of PPE					
1.2a	Outcome: % of pre-primary teachers achieving minimum professional standards	No standards yet	10%	20%	30%
1.2b	Output: % of pre-primary teachers formally certified in PPE	12%	68%	78%	88%
1.2c	Outcome: % of pre-school children meeting agreed competency standards/readiness for standard 1	No standards yet	Readiness Standards Developed and disseminated	TBD	TBD ⁹
Sub Objective: 1.3 Strengthen parental and community engagement in support of PPE institutions					
1.3a	Outcome: % of pre-school institutions with established parent- and school-management committees	20%	30%	40%	50%
1.3b	Output: number of parents and school committees trained in parenting and community program	0	900	1800	2700
Sub Objective: 1.4 Improved Leadership, Management and Evidence-based Research					

⁷ All indicator targets are cumulative

⁸ 2016 MIS data

⁹ The targets for 2019 and 2020 will be decided by December 2017, once a readiness assessment is decided by the MOEVT leadership, i.e. EGRA or MELCQO

1.4a	Outcome: % of school heads practicing effective leadership and management in support of PPE	5%	30%	40%	50%
1.4b	Output: Number of education officials trained	0	1500	3000	4500

Policy Objective 2. Inclusive Education Program: Learners with special education needs are enrolled, stay in school, participate in learning, and achieve key learning goals, complete their basic education and promote their pursuit of higher education.

Sub-objective 2.1. Establish inclusive education policy, curriculum and standards					
S/N	Indicator	Baseline 2017	Milestone 2018	Milestone 2019	Target 2020
2.1a	Outcome: approved policy for inclusive education	Draft	Approved policy and Mass printed (100%)	All schools and stakeholders are aware of policy and are using it in their day to day operations	All schools and stakeholders are aware of policy and are using it in their day to day operations
2.1b	Output: revised curriculum disseminated to stakeholders	N/A	Complete revised document (100%)	Revised Curriculum disseminated	Revised Curriculum disseminated
2.1c	Output: Inclusive Education standards developed and disseminated	N/A	Completed standards (100%)	Education standards disseminated	
Sub Objective 2.2 Improve access to infrastructure, assistive devices and materials for inclusive education					
2.2a	Outcome: % of schools that meet standards for inclusive infrastructure and materials	N/A	15%	20%	25%
2.2b	Output: % government schools with IE learning materials in place (cumulative)	N/A	33%	66%	100%
Sub Objective 2.3 Strengthen inclusive education teaching					

2.3a	Outcome: % teachers practicing inclusive education (cumulative)	N/A	20%	30%	40% trained teachers
2.3b	Output: IE modules in Teacher Training Colleges and Teachers Centres	2 (Module 1&2)	2 (Module 3&4)	2 (Module 5&6)	6 (Modules completed)
2.3c	Output: Number of teachers trained in inclusive methodology (cumulative)	N/A	33% (2316 teachers)	66% (4632 teachers)	100% (6948 teachers)
2.3d	Output: Number schools with trained IE Coordinators	N/A	33% (50 schools)	66% (100 schools)	100% (150 schools)
Sub Objective 2.4 Strengthen assessment of Inclusive Education					
2.4a	Output: Number of School Inspectors trained on IE learning assessment standards	N/A	50% (480 Inspectors)	100% (960 Inspectors)	

Policy Objective 3. Excellence in leadership management and administration

MoEVT Administration					
SN	Indicator	Baseline 2017	Milestone 2018	Milestone 2019	Target 2020
3.1	Integrated Project Steering Committee (PSC) for all development projects under MoEVT to reduce administrative burden on MoEVT	No integrated PSC in place	Integrated PSC established. All meeting minutes up to date and presented to ZESC on quarterly basis	Integrated PSC for all development projects with MoEVT established. All meeting minutes up to date and presented to ZESC on quarterly basis	Integrated PSC for all development projects with MoEVT established. All meeting minutes up to date and presented to ZESC on quarterly basis
3.2	Annual Audit carried out by externally contracted auditors	N/A	Audit completed by December and recommendations	Audit completed by December and recommendations	Audit completed by December and recommendations

			followed up by June of next year	followed up by June of next year	followed up by June of next year
3.3	Organisation and management of the Annual Joint Education Sector Review (field visits, venues, administration)	First AJESR organized in February 2018, report with recommendation presented to ZESC by June, and recommendations followed up by December	Annual AJESR organized in Feb, report with recommendation presented to ZESC by June, and recommendations followed up by December	Annual AJESR organized in Feb, report with recommendation presented to ZESC by June, and recommendations followed up by December	Annual organized in Feb, report with recommendation presented to ZESC by June, and recommendations followed up by December

Note on Policy Objective 1 and 2.

All of the following indicators will require adaptation of existing data collection tools or outright development of new tools, mostly to be incorporated by OCIS in their school inspection protocols except where otherwise noted.

- Indicator 1.1b: Output: Number of new TuTu centres established in high need areas. Checklist to be developed and implemented by DPPE in registering new TUTUs
- Indicator 1.2a: Outcome: % of pre-primary teachers achieving minimum professional standards. OCIS to develop teacher observation/evaluation tool to incorporate into school inspection protocol
- Indicator 1.2c: Outcome: % of pre-school children meeting agreed competency standards/readiness for standard 1. MELQO to be implemented TBD
- Indicator 1.3a: Outcome: % of pre-school institutions with established parent- and school-management committees. OCIS/DPPE to develop observation tools and incorporate into their school inspection protocol
- Indicator 1.4a: Outcome: % of school heads practicing effective leadership and management in support of PPE. OCIS to develop tool to incorporate into school inspection protocol
- Indicator 2.2a: Outcome: % of schools that meet standards for inclusive infrastructure and materials. OCIS to develop tool to incorporate into school inspection protocol
- Indicator 2.2b: Output: % government schools with IE learning materials in place. DEO or Inspectorate (preferably OCIS) to develop tool to incorporate into school inspection protocol. Conceivably the SIS could generate the data for this indicator as well.
- Indicator 2.3a: Outcome: % teachers practicing inclusive education. Teacher observation protocol to be incorporated into the school inspection protocol
- Indicator 2.3d: Output: Number schools with trained IE Coordinators. Derived from EMIS/SIS and to be incorporated in the school inspection reports

In addition to the EMIS, the MoEVT will rely on OCIS-implemented school inspection protocols which have been supported recently under ZISP- and Tusome Pamoja supported systematic evaluation framework (ZISP) and school assessment protocols (referred to as DPLA). DPLA is a systematic approach to school performance monitoring that enables the Ministry to identify schools and districts that are meeting or not meeting standards on a range of sector issues (literacy, teacher absenteeism, and student participation, etc.).

For the indicators above that require adaptation of tools into existing OCIS, EMIS and other systems, the Ministry noted its plans to organize a series of workshops in the last quarter of 2017 to strengthen the overall M&E framework for ZEDP and will develop a set of tools or action plans to finalize these tools during this period. The indicators in the GPE plan will be incorporated into the overall ZEDP II M&E framework

M&E Plan

Policy Objective 1. Pre-Primary Program: More disadvantaged children at the right age are benefiting from high quality pre-primary education supported by parents and communities

Sub Objective: 1.1 Expand access and increase equity of access for Pre-Primary									
S/N	Indicator	Indicator definition	Disaggregate	Data source(s)	Responsible office for data collection	Frequency	Means of Verification	Responsible office for data evaluation and circulation to stakeholders	Link to ZEDP
1.1a	Outcome: Net Enrolment Rate (NER)	Numerator: age appropriate learners enrolled in a government-registered school (private, public, TuTu) divided by denominator: the population of age appropriate children	Sex District	SIS OCGS DPPE	EMIS	Data collection in March-November, reporting in December and changes at AJESR in January/February	Site visits to sample of schools by EMIS and DEOs	DPPR	KPI # 2, Annex I
1.1b	Output: Number of new TuTu centres established in high need areas	These are newly constructed TuTus that will be established. A TuTu centre is considered established when a) a facility is constructed to standard, b) employs trained mentors; and	District Location (urban/rural)	DPPE progress reports	DPPE	Data collection in December, reporting and presentation to AJESR in January/February	Spots checks by DPPE	DPPR	P1S1. Increase no. of PPE classrooms

		c) is equipped with sufficient teaching and learning materials; and d) children are enrolled in an agreed upon “high need area”							
1.1c	Output: Number of PPE institutions receiving small grants	PPE schools and TuTu centres receiving grants proportional to their need based on enrolment and other variables ¹⁰ through an agreed upon formula.	District Location (urban/ rural)	DPPE progress reports	DPPE	Data collection in December, reporting and presentation to AJESR in January/ February	Document review by DPPE and DPPR	DPPR	
1.1d	Outcome: % of pre-primary children with disability enrolled in PPE	numerator: number of pre-primary children with various forms of disability enrolled in PPE in a government-registered schools (private, public) divided by denominator: the population of pre-primary aged children with disability	Type of disability Sex	Education abstract	EMIS	Data collection in March-November, reporting in December and changes at AJESR in January/ February	School survey/ document review by IE&LS unit	DPPR	PPE1 S1, 5E

¹⁰ To be confirmed with MOEVT leadership in November 2017

Sub Objective: 1.2 Strengthen teaching and learning quality of PPE									
S/N	Indicator	Indicator definition	Disaggregate	Data source(s)	Responsible office for data collection	Frequency	Means of Verification	Responsible office for data evaluation and circulation to stakeholders	Link to ZEDP
1.2 a	Outcome: % of pre-primary teachers achieving minimum professional standards	Numerator: pre-primary teachers achieving minimum professional standards ¹¹ in a government-pre-primary classroom divided by denominator: the population of government pre-primary classroom teachers	Sex	Office of Chief Inspector of Schools' report (OCIS)	Chief Inspector of Schools	Data collection in March-November, reporting in December and changes at AJESR in January/February	Site visits to sample of schools by school inspectors	DPPR	5B, Standards and guidelines, teacher professional development
1.2 b	Output: % of pre-primary teachers formally certified in PPE	Numerator: pre-primary pre-service teachers achieving professional certification in PPE in government-registered school (private, public)	Sex	Department of teacher education reports	Department of teacher education	Data collection in December, reporting and presentation to AJESR in January/February	Document review by DTE and DPPE	DPPR	5B, professional development of teachers

¹¹ Plans underway to develop teacher standards, development requires GPE funding

		divided by denominator: the population of pre-primary school teachers							
1.2c	Outcome: % of pre-school children meeting agreed competency standards/readiness for standard 1	numerator: pre-primary children joining standard 1 that demonstrate the minimum standards/readiness professional divided by denominator: the total number of pre-primary school children assessed	Sex	Assessment reports	DPPE	Data collection in March-November, reporting in December and changes at AJESR in January/February	Readiness assessment by MELQO or EGRA.EGM A (whichever is agreed upon by senior MOEVT leadership)	DPPR	5B, 5E.4,
Sub Objective: 1.3 Strengthen parental and community engagement in support of PPE institutions									
1.3a	Outcome: % of pre-school institutions with established parent- and school-management committees	Numerator: number of pre-schools with well-established parents and school management committees guided by in effective TOR: the total number of pre-primary schools	District Location	Annual progress reports/training reports	DPPE	Data collection third month of every quarter, with reporting and presentation in the fourth month of the quarter to ZESC	School inspection and training reports by DEOs	DPPR	PPE1 S2 and S3
1.3b	Output: number of parents and school committees trained in	Parents and school committees that will be trained on the operating standard and parenting for	Sex	Annual progress reports/training reports	DPPE	Data collection third month of every quarter, with reporting and	School inspection and training	DPPR	PPE1 S2 and S3

	parenting and community program	effective school-parent committees and involvement in the learning programmes for their children				presentation in the fourth month of the quarter to ZESC	reports by DEOs		
--	---------------------------------	--	--	--	--	---	-----------------	--	--

Sub Objective: 1.4 improved Leadership, Management and Evidence-based Research									
S/N	Indicator	Indicator definition	Disaggregate	Data source(s)	Responsible office for data collection	Frequency	Means of Verification	Responsible office for data evaluation and circulation to stakeholders	Link to ZEDP
1.4a	Outcome: % of school heads practicing effective leadership and management in support of PPE	Numerator: number of school heads that are rated 'affective' on the leadership and school management benchmark ¹² divided by denominator: the total number of school heads assessed	Type of school Location District	Survey, inspectors' reports	DPPE	Data collection in March-November, reporting in December and changes at AJESR in January/February	Survey Report of DEOs, inspectors' reports	DPPR	PPE3 S1, P3 S3

¹² This tool will be developed, development requires GPE funding

1.4b	Output: Number of education officials trained	Head office, regional and LGAs officials, PPE inspectors trained on PPE, school management and leadership to bridge skills gaps.	N/A	Training/progress reports	Department of Administration and Personnel (DAP)	Data collection third month of every quarter, with reporting and presentation in the fourth month of the quarter to ZESC	Attendance records captured by DEOs and Teacher Centres	DPPR	PPE3 S1, P3 S3
------	--	--	-----	---------------------------	--	--	---	------	----------------

Policy Objective 2. Inclusive Education Program: Learners with special education needs are enrolled, stay in school, participate in learning, and achieve key learning goals, complete their basic education and promote their pursuit of higher education.

Sub-objective 2.1. Establish inclusive education policy, curriculum and standards									
S/N	Indicator	Indicator definition	Disaggregate	Data source(s)	Responsible office for data collection	Frequency	Means of Verification	Responsible office for data evaluation and circulation to stakeholders	Link to ZEDP
2.1 a	Outcome: approved policy for inclusive education	Policy for inclusive education developed with final approval from Revolutionary Council Members	NA	Policy document	Inclusive Education and Life Skill Unit (IE&LS Unit)	Once	NA	DPPR	5.E Policy on inclusive education approved and disseminated
2.1 b	Output: revised curriculum disseminated to stakeholders	Curriculum with IE adaptations in place in ZIE and all primary schools, examination council, inspectorate, Teacher Education	NA	Revised curriculum document Dissemination list	IE&LS Unit	Once	School site visits by IE&SL Unit, DEO and Inspectors	DPPR	5.A Sector wide curriculum review, update content & methods, learning materials
2.1 c	Output: Inclusive Education standards developed and disseminated	IE standards document in place in ZIE and all primary schools, examination council, inspectorate, Teacher Education	NA	Standards document Dissemination list	IE&LS Unit	Once	School site visits by IE&SL Unit, DEO and Inspectors	DPPR	5. E4. In class learning standards reviewed or developed

Sub Objective 2.2 Improve access to infrastructure, assistive devices and materials for inclusive education									
2.2 a	Outcome: % of schools that meet standards for inclusive infrastructure and materials	Numerator: schools with rails, ramps, assistive devices and IE learning materials that meet the requirements in the IE standards document/ total number of schools	Level: pre-primary, primary secondary District, private public	Inspector reports	Inspectorate	Data collection third month of every quarter, with reporting and presentation in the fourth month of the quarter to ZESC	School site visits by IE&SL Unit	DPPR	5.E Infrastructure meeting agreed minimum standards
2.2 b	Output: % government schools with IE learning materials in place	Numerator: government schools (mainstream pre-primary, primary and secondary) with materials in place to support learners with special needs	Level: pre-primary, primary secondary	DEO visit to schools & field visit reports District. Report form to be developed by November 2017	DEO	Data collection third month of every quarter, with reporting and presentation in the fourth month of the quarter to ZESC	IE&LS Unit visits to schools and field visit reports Inspectors visit reports	DPPR	Learning materials are mentioned under E (in main document) & indicator 5 B In service training on student assessment and relevant support are provided
B3 Sub Objective 2.3 Strengthen inclusive education teaching									
2.3 a	Outcome: % teachers practicing	Number of teachers observed who demonstrate ability in inclusive	Sex Level: pre-primary,	School inspector reports	School Inspectors	Data collection third month of every	IE&LS Unit visits to schools and field	DPPR	5 E related to Number of teachers receive in-

	inclusive education	education divided by the total number of visited teachers observed Review of inspectors' tools and data compilation tools to be developed by November	primary secondary District			quarter, with reporting and presentation in the fourth month of the quarter to ZESC	visit reports		service training on IE strategies.
2.3 b	Output: IE modules in Teacher Training Colleges and Teachers Centres	IE modules for pre-service training in Teacher Training Colleges; IE modules for in-service training in Teacher Centres.		Distribution report	ZIE	Once	IE&LS Unit visits to Teacher Training Colleges and Teacher Centres	DPPR	5 E Number of teachers receive in-service training on IE strategies. Also 5 B TCs have resources
2.3 c	Output: Number of teachers trained in inclusive methodology	Number of teachers trained using the in-service module for inclusive education	Sex Level District	Training reports	Teacher Education Department	Data collection third month of every quarter, with reporting and presentation in the fourth month of the quarter to ZESC	School Inspector reports	DPPR	5 E Number of teachers receive in-service training on IE strategies.

2.3 d	Output: Number schools with trained IE Coordinator s	Number of schools with trained IE Coordinators	Sex Level District	Training reports	Teacher Education Departmen t	Data collection third month of every quarter, with reporting and presentatio n in the fourth month of the quarter to ZESC	School Inspector reports IE&LS Unit visits to schools	DPPR	5 E Number of teachers receive in- service training on IE strategies.
Sub Objective 2.4 Strengthen assessment of Inclusive Education									
2.4 a	Output: Number of School Inspectors trained on IE learning assessment standards	Number of School Inspectors trained on IE learning assessments standards	Sex Zone	Training reports (implement ation)	IE&SL Unit	Once	Inspectors visit reports	DPPR	5 H Establishes Inspectorate Framework where professional capacity is enhanced. Number of inspectors trained and decentralized inspection

Annex 2 Itemized budget: Summary, Details, Activity, Unit Costs

GPE PROGRAMME FIXED TRANCHE BUDGET SUMMARY: 2018 TO 2020 IN US DOLLARS

	2018	2019	2020	TOTAL
Programme 1: Pre-Primary Learning				
Sub-programme 1.1: Expand Pre-School Access	\$790,848	\$742,485	\$694,253	\$2,227,587
Sub-programme 1.2: Better Teaching	\$771,353	\$251,125	\$263,681	\$1,286,160
Sub-programme 1.3: Improving learning outcomes through parenting and community engagement	\$115,318	\$47,839	\$50,231	\$213,388
Sub-programme 1.4: Leadership, Management and evidence based research	\$128,688	\$89,073	\$93,526	\$311,287
Programme 1: Pre-Primary Learning Total	\$1,806,207	\$1,130,522	\$1,101,692	\$4,038,421
Programme 2: Inclusive Education				
Sub-programme 2.1: Policy, curriculum and standards	\$125,160	\$0	\$0	\$125,160
Sub-programme 2.2: Provide infrastructure, assistive device and materials	\$129,733	\$232,750	\$366,581	\$729,065
Sub-programme 2.3: Reform of the pre-service teacher curriculum and training delivery	\$42,525	\$2,511	\$2,637	\$47,673
Sub-programme 2.4: Quality Assurance	\$88,168	\$47,839	\$50,231	\$186,239
Programme 2: Inclusive Education Total	\$385,586	\$283,101	\$419,449	\$1,088,136
Programme 3: Management and Administration				
Sub-programme 3.1: Grant Agent - Staff Services	\$100,000	\$100,000	\$100,000	\$300,000
Sub-programme 3.2: MoEVT Administration	\$9,975	\$10,474	\$10,997	\$31,446
Sub-programme 3.3: Annual Audit	\$5,250	\$5,513	\$5,788	\$16,551
Sub-programme 3.4: Annual Joint Education Sector Review	\$49,219	\$51,680	\$54,264	\$155,162
Sub-programme 3.5: Mid-Term Review	\$0	\$0	\$130,233	\$130,233
Programme 3: Management and Administration Total	\$164,444	\$167,666	\$301,282	\$633,392
TOTAL GPE FIXED TRANCHE	\$2,356,237	\$1,581,288	\$1,822,424	\$5,759,949

GPE 2 FIXED TRANCHE DETAILED PROGRAMME BUDGET IN TANZANIAN SHILLINGS 2018 TO 2020

	Unit Cost	2018	2019	2020	TOTAL
Programme 1: Pre-Primary Learning					
Sub-programme 1.1: Expand Pre-School Access					
Component 1.1.1.: Final expansion of TuTu in high need areas through the development of 70 new centres	TZS 2,000,000	TZS 42,000,000	TZS 44,100,000	TZS 69,457,500	TZS 155,557,500
Component 1.1.2.: Construction of new pre-primary classrooms using community based construction	TZS 27,000,000	TZS 283,500,000	TZS 297,675,000	TZS 312,558,750	TZS 893,733,750
Component 1.1.3.: Completion and renovation of existing pre-primary classrooms and TuTu centres	TZS 700,000	TZS 294,000,000	TZS 308,700,000	TZS 344,393,438	TZS 947,093,438
Component 1.1.4.: Small scale grants to government managed or supported pre-school institutions	TZS 875,000	TZS 757,968,750	TZS 795,867,188	TZS 835,660,547	TZS 2,389,496,484
Component 1.1.5.: Honoraria for TuTu centre mentors linked to development of professional standards	TZS 600,000	TZS 401,940,000	TZS 224,248,500	TZS 0	TZS 626,188,500
Sub-programme 1.1: Expand Pre-School Access - Sub-Total		TZS 1,779,408,750	TZS 1,670,590,688	TZS 1,562,070,234	TZS 5,012,069,672
Sub-programme 1.2: Better Teaching					
Component 1.2.1: Consultant to support the finalisation of the ECE framework and guidelines	TZS 675,000	TZS 63,787,500	TZS 0	TZS 0	TZS 63,787,500
Component 1.2.2: 1-day workshops in each district to consult stakeholders on ECE framework and guidelines	TZS 2,337,500	TZS 29,452,500	TZS 0	TZS 0	TZS 29,452,500
Component 1.2.3: Printing ECE framework and guidelines	TZS 5,000	TZS 10,500,000	TZS 0	TZS 0	TZS 10,500,000
Component 1.2.4: Curriculum developers to complete the pre-primary curriculum	TZS 675,000	TZS 127,575,000	TZS 0	TZS 0	TZS 127,575,000
Component 1.2.5: 1-day workshops in each district to consult stakeholders on the pre-primary curriculum	TZS 2,337,500	TZS 29,452,500	TZS 0	TZS 0	TZS 29,452,500
Component 1.2.6: Printing curriculum guidelines for distribution to pre-primary teachers	TZS 5,000	TZS 10,500,000	TZS 0	TZS 0	TZS 10,500,000
Component 1.2.7: Purchase and distribution of learning materials for government, private and community pre-primary schools	TZS 1,000,000	TZS 800,100,000	TZS 0	TZS 0	TZS 800,100,000
Component 1.2.8: Curriculum developer to review and develop teacher training certificate and diploma curriculum	TZS 675,000	TZS 42,525,000	TZS 0	TZS 0	TZS 42,525,000
Component 1.2.9: Fund to develop learning materials for the teacher training certificate and diploma	TZS 1,000,000	TZS 1,050,000	TZS 0	TZS 0	TZS 1,050,000
Component 1.2.10: In-service training for pre-primary teachers	TZS 25,625	TZS 538,125,000	TZS 565,031,250	TZS 593,282,813	TZS 1,696,439,063
Component 1.2.11: Consultant to develop pre-primary teacher professional standards	TZS 675,000	TZS 42,525,000	TZS 0	TZS 0	TZS 42,525,000

	Unit Cost	2018	2019	2020	TOTAL
Component 1.2.12: 1-day workshops in each district to consult stakeholders on pre-primary teacher professional standards	TZS 2,337,500	TZS 29,452,500	TZS 0	TZS 0	TZS 29,452,500
Component 1.2.13: Printing teacher professional standards for distribution to pre-primary teachers	TZS 5,000	TZS 10,500,000	TZS 0	TZS 0	TZS 10,500,000
Sub-programme 1.2: Better Teaching - Sub-Total		TZS 1,735,545,000	TZS 565,031,250	TZS 593,282,813	TZS 2,893,859,063
Sub-programme 1.3: Improving learning outcomes through parenting and community engagement					
Component 1.3.1: Consultant to develop parenting programme	TZS 675,000	TZS 42,525,000	TZS 0	TZS 0	TZS 42,525,000
Component 1.3.2: Consultant to develop operating standards for all school and parent committees	TZS 675,000	TZS 42,525,000	TZS 0	TZS 0	TZS 42,525,000
Component 1.3.3: Consultant to develop PPE to primary transition programme	TZS 675,000	TZS 42,525,000	TZS 0	TZS 0	TZS 42,525,000
Component 1.3.4: 1-day national workshop to consult stakeholders on parenting and community programme	TZS 2,337,500	TZS 2,454,375	TZS 0	TZS 0	TZS 2,454,375
Component 1.3.5: Pilot parenting programme in 5 schools through 1-day training programme for school and parent committees	TZS 25,625	TZS 672,656	TZS 0	TZS 0	TZS 672,656
Component 1.3.6: Printing school level parenting and community programme training material to be made available to all schools	TZS 5,000	TZS 26,250,000	TZS 0	TZS 0	TZS 26,250,000
Component 1.3.7: Train parent and school committee in each school and TuTu centre in parenting and community programme	TZS 25,625	TZS 102,512,813	TZS 107,638,453	TZS 113,020,376	TZS 323,171,641
Sub-programme 1.3: Improving learning outcomes through parenting and community engagement - Sub-Total		TZS 259,464,844	TZS 107,638,453	TZS 113,020,376	TZS 480,123,673
Sub-programme 1.4: Leadership, Management and evidence based research					
Component 1.4.1: Consultant to develop professional development programme for MOEVT PPE staff	TZS 675,000	TZS 42,525,000	TZS 0	TZS 0	TZS 42,525,000
Component 1.4.2: Provide in-service training to head office and district PPE staff, including PPE specialists and inspectors	TZS 2,337,500	TZS 88,357,500	TZS 92,775,375	TZS 97,414,144	TZS 278,547,019
Component 1.4.3: Consultant to develop PPE school management training programme	TZS 675,000	TZS 42,525,000	TZS 0	TZS 0	TZS 42,525,000
Component 1.4.4: 1-day national workshop to consult stakeholders on school management training programme	TZS 2,337,500	TZS 2,454,375	TZS 0	TZS 0	TZS 2,454,375
Component 1.4.5: Pilot school management training programme in 10 schools through 1-day training programme for head teachers	TZS 25,625	TZS 672,656	TZS 0	TZS 0	TZS 672,656

	Unit Cost	2018	2019	2020	TOTAL
Component 1.4.6: Printing school management training programme training material to be made available to all schools	TZS 5,000	TZS 10,500,000	TZS 0	TZS 0	TZS 10,500,000
Component 1.4.7: Train managers in each school and TuTu centre in school management skills	TZS 25,625	TZS 102,512,813	TZS 107,638,453	TZS 113,020,376	TZS 323,171,641
Sub-programme 1.4: Leadership, Management and evidence based research - Sub-Total		TZS 289,547,344	TZS 200,413,828	TZS 210,434,520	TZS 700,395,691
Programme 1: Pre-Primary Learning Total		TZS 4,063,965,938	TZS 2,543,674,219	TZS 2,478,807,942	TZS 9,086,448,098
Programme 2: Inclusive Education					
Sub-programme 2.1: Policy, curriculum and standards					
Component 2.1.1: Printing the inclusive education policy	TZS 5,000	TZS 26,250,000	TZS 0	TZS 0	TZS 26,250,000
Component 2.1.2: Consultant to develop curriculum guidelines for inclusive education	TZS 675,000	TZS 42,525,000	TZS 0	TZS 0	TZS 42,525,000
Component 2.1.3: 1-day workshops in each district to consult stakeholders on inclusive education curriculum guidelines	TZS 2,337,500	TZS 29,452,500	TZS 0	TZS 0	TZS 29,452,500
Component 2.1.4: Printing the curriculum guidelines for inclusive education	TZS 5,000	TZS 26,250,000	TZS 0	TZS 0	TZS 26,250,000
Component 2.1.5: 1-day workshops in each district to disseminate the curriculum guidelines	TZS 2,337,500	TZS 29,452,500	TZS 0	TZS 0	TZS 29,452,500
Component 2.1.6: Consultant to develop school service standards for inclusive education, including physical infrastructure	TZS 675,000	TZS 42,525,000	TZS 0	TZS 0	TZS 42,525,000
Component 2.1.7: 1-day workshops in each district to consult stakeholders on school service standards for inclusive education	TZS 2,337,500	TZS 29,452,500	TZS 0	TZS 0	TZS 29,452,500
Component 2.1.8: Printing the school service standards on inclusive education	TZS 5,000	TZS 26,250,000	TZS 0	TZS 0	TZS 26,250,000
Component 2.1.9: 1-day workshops in each district to disseminate the school service standards	TZS 2,337,500	TZS 29,452,500	TZS 0	TZS 0	TZS 29,452,500
Sub-programme 2.1: Policy, curriculum and standards - Sub-Total		TZS 281,610,000	TZS 0	TZS 0	TZS 281,610,000
Sub-programme 2.2: Provide infrastructure, assistive device and materials					
Component 2.2.1: Construction of ramps and rails to improve access for partially abled students	TZS 2,000,000	TZS 105,000,000	TZS 220,500,000	TZS 347,287,500	TZS 672,787,500
Component 2.2.2: Provision of assistive devices to assist partially abled students in mainstream schools	TZS 2,500,000	TZS 131,250,000	TZS 275,625,000	TZS 434,109,375	TZS 840,984,375
Component 2.2.3: Training material developer to review and develop learning materials for partially abled students	TZS 675,000	TZS 42,525,000	TZS 0	TZS 0	TZS 42,525,000

	Unit Cost	2018	2019	2020	TOTAL
Component 2.2.4: Provision of packs of learning materials to support partially abled students in mainstream schools	TZS 250,000	TZS 13,125,000	TZS 27,562,500	TZS 43,410,938	TZS 84,098,438
Sub-programme 2.2: Provide infrastructure, assistive device and materials - Sub-Total		TZS 291,900,000	TZS 523,687,500	TZS 824,807,813	TZS 1,640,395,313
Sub-programme 2.3: Reform of the pre-service teacher curriculum and training delivery					
Component 2.3.1: Consultant to develop training modules for pre-service teacher training in inclusive education	TZS 675,000	TZS 42,525,000	TZS 0	TZS 0	TZS 42,525,000
Component 2.3.2: Printing training modules for pre-service teacher training	TZS 5,000	TZS 2,625,000	TZS 0	TZS 0	TZS 2,625,000
Component 2.3.3: Consultant to develop training modules for in-service teacher training in inclusive education based on pre-service modules	TZS 675,000	TZS 42,525,000	TZS 0	TZS 0	TZS 42,525,000
Component 2.3.4: Printing training modules for in-service teacher training	TZS 5,000	TZS 2,625,000	TZS 0	TZS 0	TZS 2,625,000
Component 2.3.5: Train inclusive education coordinator in each school at the teachers' centres	TZS 25,625	TZS 5,381,250	TZS 5,650,313	TZS 5,932,828	TZS 16,964,391
Sub-programme 2.3: Reform of the pre-service teacher curriculum and training delivery - Sub-Total		TZS 95,681,250	TZS 5,650,313	TZS 5,932,828	TZS 107,264,391
Sub-programme 2.4: Quality Assurance					
Component 2.4.1: Consultant to review and develop learning assessment standards for partially abled students	TZS 675,000	TZS 63,787,500	TZS 0	TZS 0	TZS 63,787,500
Component 2.4.2: Printing learner assessment standards	TZS 5,000	TZS 2,625,000	TZS 0	TZS 0	TZS 2,625,000
Component 2.4.3: 1-day district workshops to train school inspectors and examiners in learning assessment standards	TZS 2,337,500	TZS 29,452,500	TZS 0	TZS 0	TZS 29,452,500
Component 2.4.4: Train parent and school committee in each school and TuTu centre in identifying students with special learning needs	TZS 25,625	TZS 102,512,813	TZS 107,638,453	TZS 113,020,376	TZS 323,171,641
Sub-programme 2.4: Quality Assurance - Sub-Total		TZS 198,377,813	TZS 107,638,453	TZS 113,020,376	TZS 419,036,641
Programme 2: Inclusive Education Total		TZS 867,569,063	TZS 636,976,266	TZS 943,761,016	TZS 2,448,306,345
Programme 3: Management and Administration					
Sub-programme 3.1: Grant Agent - Staff Services	TZS 225,000,000	TZS 225,000,000	TZS 225,000,000	TZS 225,000,000	TZS 675,000,000
Sub-programme 3.2: MoEVT Administration	TZS 21,375,000	TZS 22,443,750	TZS 23,565,938	TZS 24,744,234	TZS 70,753,922
Sub-programme 3.3: Annual Audit	TZS 11,250,000	TZS 11,812,500	TZS 12,403,125	TZS 13,023,281	TZS 37,238,906
Sub-programme 3.4: Annual Joint Education Sector Review	TZS 2,109,375	TZS 110,742,188	TZS 116,279,297	TZS 122,093,262	TZS 349,114,746
Sub-programme 3.5: Mid-Term Review	TZS 2,109,375	TZS 0	TZS 0	TZS 293,023,828	TZS 293,023,828

	Unit Cost	2018	2019	2020	TOTAL
Programme 3: Management and Administration Total		TZS 369,998,438	TZS 377,248,359	TZS 677,884,605	TZS 1,425,131,402
A. GPE 2 FIXED TRANCHE TOTAL		TZS 5,301,533,438	TZS 3,557,898,844	TZS 4,100,453,564	TZS 12,959,885,845

GPE 2 FIXED TRANCHE ACTIVITIES: 2018 TO 2020

	Type of Unit	2018	2019	2020
Programme 1: Pre-Primary Learning				
Sub-programme 1.1: Expand Pre-School Access				
Component 1.1.1.: Final expansion of TuTu in high need areas through the development of 70 new centres	Centres	20	20	30
Component 1.1.2.: Construction of new pre-primary classrooms using community based construction	Classrooms	10	10	10
Component 1.1.3.: Completion and renovation of existing pre-primary classrooms and TuTu centres	Classrooms	400	400	425
Component 1.1.4.: Small scale grants to government managed or supported pre-school institutions	Institutions	825	825	825
Component 1.1.5.: Honoraria for TuTu centre mentors linked to development of professional standards	Mentors	638	339	0
Sub-programme 1.2: Better Teaching				
Component 1.2.1: Consultant to support the revision of the pre-primary curriculum framework and guidelines	Day	90	0	0
Component 1.2.2: 1-day workshops in each district to consult stakeholders on pre-primary curriculum framework and guidelines	District-Days	12	0	0
Component 1.2.3: Printing pre-primary curriculum framework and guidelines	Document	2,000	0	0
Component 1.2.4: Curriculum developers to complete the pre-primary curriculum	Day	180	0	0
Component 1.2.5: 1-day workshops in each district to consult stakeholders on the pre-primary curriculum	District-Days	12	0	0
Component 1.2.6: Printing curriculum guidelines for distribution to pre-primary teachers	Document	2,000	0	0
Component 1.2.7: Purchase and distribution of learning materials for government, private and community pre-primary schools	School	762	0	0

	Type of Unit	2018	2019	2020
Component 1.2.8: Curriculum developer to review and develop teacher training certificate and diploma curriculum	Day	60	0	0
Component 1.2.9: Fund to develop learning materials for the teacher training certificate and diploma	Allocation	1	0	0
Component 1.2.10: In-service training for pre-primary teachers	Trainee-days	20,000	20,000	20,000
Component 1.2.11: Consultant to develop pre-primary teacher professional standards	Day	60	0	0
Component 1.2.12: 1-day workshops in each district to consult stakeholders on pre-primary teacher professional standards	District-Days	12	0	0
Component 1.2.13: Printing teacher professional standards for distribution to pre-primary teachers	Document	2,000	0	0
Sub-programme 1.3: Improving learning outcomes through parenting and community engagement				
Component 1.3.1: Consultant to adapt existing parenting programme	Day	60	0	0
Component 1.3.2: Consultant to develop operating standards for all school and parent committees	Day	60	0	0
Component 1.3.3: Consultant to develop PPE to primary transition programme	Day	60	0	0
Component 1.3.4: 1-day national workshop to consult stakeholders on parenting and community programme	Day	1	0	0
Component 1.3.5: Pilot parenting programme in 5 schools through 3-day training programme for school and parent committees	Trainee-days	25	0	0
Component 1.3.6: Printing school level parenting and community programme training material to be made available to all schools	Document	5,000	0	0
Component 1.3.7: Train parent and school committee in all government and private schools with pre-primary classes through 5-day training programme in parenting and community programme	Trainee-Days	3,810	3,810	3,810
Sub-programme 1.4: Leadership, Management and evidence based research				
Component 1.4.1: Consultant to adapt and customise existing professional development programme for MOEVT PPE staff	Day	60	0	0
Component 1.4.2: Provide 3 days of in-service training to head office and district PPE staff, including PPE specialists and inspectors	District-Days	36	36	36
Component 1.4.3: Consultant to develop PPE school management training programme	Day	60	0	0

	Type of Unit	2018	2019	2020
Component 1.4.4: 1-day national workshop to consult stakeholders on school management training programme	Day	1	0	0
Component 1.4.5: Pilot school management training programme in 5 schools through 5-day training programme for head teachers	Trainee-days	25	0	0
Component 1.4.6: Printing school management training programme training material to be made available to all schools	Document	2,000	0	0
Component 1.4.7: Train managers in all schools and TuTu centres in school management skills through 5-day workshop	Trainee-Days	3,810	3,810	3,810
Programme 2: Inclusive Education				
Sub-programme 2.1: Policy, curriculum and standards				
Component 2.1.1: Printing the inclusive education policy	Document	5,000	0	0
Component 2.1.2: Consultant to develop curriculum guidelines for inclusive education	Day	60	0	0
Component 2.1.3: 1-day workshops in each district to consult stakeholders on inclusive education curriculum guidelines	Day	12	0	0
Component 2.1.4: Printing the curriculum guidelines for inclusive education	Document	5,000	0	0
Component 2.1.5: 1-day workshops in each district to disseminate the curriculum guidelines	District-Days	12	0	0
Component 2.1.6: Consultant to develop school service standards for inclusive education, including physical infrastructure	Day	60	0	0
Component 2.1.7: 1-day workshops in each district to consult stakeholders on school service standards for inclusive education	District-Days	12	0	0
Component 2.1.8: Printing the school service standards on inclusive education	Document	5,000	0	0
Component 2.1.9: 1-day workshops in each district to disseminate the school service standards	District-Days	12	0	0
Sub-programme 2.2: Provide infrastructure, assistive device and materials				
Component 2.2.1: Construction of ramps and rails to improve access for partially abled students	School	50	100	150
Component 2.2.2: Provision of assistive devices to assist partially abled students in mainstream schools	School	50	100	150
Component 2.2.3: Training material developer to review and develop learning materials for partially abled students	Day	60	0	0

	Type of Unit	2018	2019	2020
Component 2.2.4: Provision of packs of learning materials to support partially abled students in mainstream schools	School	50	100	150
Sub-programme 2.3: Reform of the pre-service teacher curriculum and training delivery				
Component 2.3.1: Consultant to develop training modules for pre-service teacher training in inclusive education	Day	60	0	0
Component 2.3.2: Printing training modules for pre-service teacher training	Document	500	0	0
Component 2.3.3: Consultant to develop training modules for in-service teacher training in inclusive education based on pre-service modules	Day	60	0	0
Component 2.3.4: Printing training modules for in-service teacher training	Document	500	0	0
Component 2.3.5: Train inclusive education coordinator in each school, inspectors and IE specialists at the teachers' centres	Trainee-Days	200	200	200
Sub-programme 2.4: Quality Assurance				
Component 2.4.1: Consultant to review and develop learning assessment standards for partially abled students	Day	90	0	0
Component 2.4.2: Printing learner assessment standards	Document	500	0	0
Component 2.4.3: 1-day district workshops to train school inspectors and examiners in learning assessment standards	District-Days	12	0	0
Component 2.4.4: Train parent and school committee in all schools and TuTu centres through 5-day workshops in identifying students with special learning needs	Trainee-Days	3,810	3,810	3,810
Programme 3: Management and Administration				
Sub-programme 3.1: Grant Agent supervision allocation	Allocation	1	1	1
Sub-programme 3.2: MoEVT Administration	Allocation	1	1	1
Sub-programme 3.3: Annual Audit	Allocation	1	1	1
Sub-programme 3.4: Annual Joint Education Sector Review	Lumpsum*	50	50	50
Sub-programme 3.5: Mid-Term Review	Lumpsum*	0	0	120

*Lumpsum to include international and national consultancy support, logistics and other costs as developed annually by the AJESR Task Force; current lump sum based on 18 days international consultant, 24 days National and likely venue and other costs; for the MTR up to 100 days of international and national consultancy support + workshops and stakeholder engagement

Unit Costs

	Unit	Unit cost TZS	Notes
Local consultant	Day	TZS 675,000	ZEDP II-unit costs
International consultant	Day	TZS 2,109,375	International rates
Construct and equip TuTu centres	Centre	TZS 2,000,000	ZEDP II-unit costs
Construction of new classrooms	Classroom	TZS 27,000,000	ZEDP II-unit costs
Completion and renovation of existing classrooms and TuTu centres	Classroom	TZS 700,000	ZEDP II-unit costs
Construction of ramps and rails to improve school access	School	TZS 2,000,000	Own estimate from ZEDP II-unit costs
TuTu mentor honoraria	Year	TZS 600,000	ZEDP II-unit costs
1-day district training workshop for 100 MoEVT participants	District	TZS 2,337,500	Consultant estimate (see below)
1-day school cluster workshop for teacher and community training	Person	TZS 25,625	Consultant estimate (see below)
Document printing	Document	TZS 5,000	Being reviewed as a part of the AWP in the light of 2017 costs
Learning material pack for pre-primary education	School	TZS 1,000,000	Being reviewed as a part of the AWP in the light of 2017 costs
Learning material pack for inclusive education	School	TZS 250,000	Being reviewed as a part of the AWP in the light of 2017 costs
Assistive devices for inclusive education	School	TZS 2,500,000	Being reviewed as a part of the AWP in the light of 2017 costs
Fund to develop learning materials for teacher training courses	Allocation	TZS 1,000,000	Being reviewed as a part of the AWP in the light of 2017 costs
Small scale grants to pre-schools	School	TZS 875,000	Being reviewed as a part of the AWP in the light of 2017 costs
Grant Agent supervision allocation	Allocation	TZS 225,000,000	From Swedish Embassy (TZS equivalent)
MoEVT administration	Allocation	TZS 21,375,000	Concept Note allocation (TZS equivalent)
Annual audit	Allocation	TZS 11,250,000	Concept Note allocation (TZS equivalent)
Rate of Inflation		5.0%	Projections in IMF Article IV report in June 2016
Exchange rate to US Dollar		TZS 2,250	A stable exchange rate is assumed

Estimated unit cost per person of 1-day cluster training

Number of schools in cluster			20
Number of participants per school			3
Items	Unit cost	No Items	Cost
Attendance allowance	TZS 20,000	60	TZS 1,200,000
Facilitator	TZS 337,500	1	TZS 337,500
Total			TZS 1,537,500
Unit cost per participant			TZS 25,625

Estimation of cost for 1-day district workshop

Number of participants			100
Items	Unit cost	No Items	Cost
Attendance allowance	TZS 20,000	100	TZS 2,000,000
Facilitator	TZS 337,500	1	TZS 337,500
Total			TZS 2,337,500

Budget notes

The budget has been prepared as far as possible using an activity based costing methodology where activities to be funded under the GPE 2 programme have been identified from ZEDP II and its implementation plan. These activities have been quantified using firstly those activities set out in these plans and secondly, where activities have not been quantified in ZEDP II and its implementation plan, they have been identified through the design process set out in this Programme Document. In a limited number of cases activities have not been identified and an allocation has been given for a budget line item.

Activities have then been costed generally using the same unit costs, that are set out in the table above, as used for the costing of ZEDP II, supplemented where necessary by estimates undertaken by the costing consultant for the design of the GPE 2 programme. The two estimated unit costs for all training cost estimates are also given in the tables above, using figures provided by MoEVT finance department. The training unit costs are based on two training models as follows.

1. A cluster based training model used for teacher training, head teacher and TuTu manager training and training parent and school committees whereby clusters of 20 schools, with an estimated 3 participants per school, are brought together in MoEVT centres in a

facilitated workshop of 60 participants. A unit cost has been estimated for a 'trainee-day', which is the cost of training one trainee for one day using this training model. For example, the costs of teacher training have been estimated using this cluster based training approach based on around 1,000 pre-primary teachers being given 20 days of in-service training each year, equivalent to 20,000 trainee-days.

2. A district based training model used for MoEVT staff training whereby 100 staff are brought together in each of the 12 districts. A unit cost has been estimated for a 'district-day', which is the cost of running a district workshop for 100 participants for one day.

Using this approach activities and unit costs have been identified and estimated and used to cost the GPE 2 programme using an activity based costing approach.

Annex 3 Analysis of the previous GPE program

Achievements, Challenges and lessons for next GPE

In 2013, a 3-year GPE grant was approved for the Revolutionary Government of Zanzibar in support to implementing the ZEDP Action Plan 2013/14 - 2015/16. In June 2016, the grant was extended to December 31st, 2016, due to implementation delays.

The main components of the previous GPE grant were,

1. Expand and strengthen Pre-Primary education, such that it is providing a greater number of students with a strong foundation for Primary education.
2. Improve student performance through better teaching and improved access to learning materials with a specific focus on the Sciences and Mathematics.
3. Create a safe learning environment which supports all learners according to their needs.
4. Strengthening the accountability of the education system.

The 4 components are aligned to the priority programs, which were identified after an analysis of the first 3 years of implementing the Zanzibar Education Development Program (ZEDP) 2008/09 – 2015/2016. The analysis was undertaken to consider performance and to identify causes contributing to under-performing elements. The evaluation resulted in recommendations for the remaining 4 years and the ZEDP Action Plan 2012/13 – 2015/16 was developed. The Action Plan included:

- Training for pre-primary and primary teachers in methodology, and transferring trained primary teachers to pre-primary school
- Improved student performance, particularly in Mathematics and English, through teacher training and provision of updated textbooks
- 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

As part of the funding of the ZEDP Action Plan, the GPE was considered, as many of the focus areas in the action plan were aligned with GPE priorities. Following inclusive and wide discussions, it was agreed that the 4 components would form the core of the GPE program. In addition to being ZEDP priorities the programs aligned with GPE priorities, complemented existing programs and took account of the readiness and capacity of the implementing departments.

Achievements and challenges

Implementation of the GPE program 2013/14 – 2015/16 has largely proceeded according to plan. As per June 30th, 2016, approximately 96 % of the grant had been disbursed and the majority of planned activities implemented. Delays in procurement of mobile libraries and textbooks are among the issues that have arisen. However, the textbooks have now been developed and distributed. Procurement of mobile libraries was not completed though due to the delays and suppliers not being able to meet requirements.

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.

Most outputs under component 1 have successfully been achieved.

120 Tutu-centres have been fully equipped and TuTu-mentors trained. Community engagement in pre-primary education increased in the areas where the TuTu-centres have been established, which is a positive impact. However, further mobilization effort is needed because it is still not widely understood that pre-primary education is compulsory for all children from 4

years. During GPE Phase 1 implementation, the Department of Pre-primary and Primary sought advice from CSOs on effective community engagement, and these initiatives should be continued in the GPE2 program.

Challenges that remain include TuTu -mentor training not being aligned to the pre-primary teacher curriculum, and the need for standards to support the monitoring of the development of pre-primary children. Implementers also reported that TuTu mentors change frequently, and their trainings do not include strategies to handle large classes (more than 40).

Approximately 700 primary teachers have been trained in pre-primary teaching and transferred into pre-primary school. The original action plan included training two cohorts of 350 students; however, the first cohort training took almost two years and relied on trainees continuing to attend without receiving standard allowances due to budget constraints. The Department of Teacher Education was proactive in bringing this to the attention of the steering committee, and in seeking solutions with sector partners, notably CSO partners. When additional funds became available through exchange rate gains and reallocated funds, a second cohort went through an expedited training course, using the same training program but implemented over six months.

Through this process, lessons in efficiency were learned and will be applied to future pre-primary training.

167 new radio lessons for TuTu were developed. Recording of radio programs had been routinely delayed due to old and defunct recording equipment. The prohibitive ZBC broadcasting costs led to a quick survey by the MoEVT on how communities access TuTu programs. The results are still in analysis however this can be used to influence TuTu program broadcasts in the future. An alternative to broadcasting may be needed such as having modules available for use on tablets or other devices linked to speakers and with modules delivered electronically or on data sticks.

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

Most outputs of the component 2 have been achieved. One planned activity under this component was the procurement and equipping of two mobile libraries which were meant to complement the school libraries and library tents in reaching rural areas for a limited period of time that were missing library services. There were a number of difficulties related to this activity which caused delay and finally the cancellation of the procurement in 2016. It became clear early on that the activity was under-budgeted. That was subsequently fixed, after which the procurement process started. It was found that no companies could meet the requirements posed by the MoEVT, causing the procurement process to restart. As no progress had been made in late 2016, the MoEVT together with the Grant Agent decided to cancel the activity.

A lack of involvement from MoEVT directors was one of the reasons why the mobile libraries were under-funded. In the development of the GPE budget, ministry directors were not sufficiently involved and could not advise on the costs of the buses, which resulted in the budget for the buses being insufficient. Also included in component 3 was the procurement and distribution of textbooks for upper-primary schools, std. 5-6. This activity was delayed, which partly can be attributed to lack of capacity at the Zanzibar Institute of Education (ZIE) who were tasked with developing the textbooks.

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

All outputs under component 3 have been achieved. This includes having established safe play areas and counselling space in pre-primary schools, trained counselling teachers on specifically

gender and early marriage and pregnancy, and trained teachers in how to identify children with special needs and modify teaching accordingly.

On reflection, a more holistic inclusive education and life skills training is needed in schools, for example, one-day trainings on gender is unlikely to be effective. The sessions that the teachers have been providing to the students about gender have so far been for girls only; it is recommended it be expanded to boys. This is reflected in the draft GPE2 program which revises student and teacher curriculums to become more IE sensitive.

Component 4 - Strengthening the accountability of the education system

On component 4, most outputs have been achieved. Roles and responsibilities for head-teachers and district education management have been clarified. Data collection and data quality have improved for the EMIS system through training head-teachers and school statisticians. Data is now collected annually on enrolment, on school infrastructure and teaching resources by district, level of education and by school. The teachers and statisticians were also trained in how to use basic education standards to manage the schools and their performance.

There is a need for further follow-up on the efficiency of the revised roles and responsibilities at school level, as that has not been carried out according to plan.

With regard to the EMIS, the timeliness and the quality have improved and the Statistical Abstract is being published. Further improvement is expected with the development of the school level information system supported by USAID and the appointment of a full-time international technical adviser for the next 2 years.

General lessons learned

Clarity of Implementation responsibility and timing

Disputes arose as a result of implementation responsibility being questioned between Departments at MoEVT. In this type of program, implementers should be involved from the beginning in creating the Operations Manual and with roles and responsibilities clearly specified and agreed. A draft Operations Manual for GPE 2 has now been prepared by implementers with the support of the GA.

Implementation was often delayed due to school activity scheduling during school closure periods; school calendars are predictable and has been considered in the GPE2 operations manual.

Procurement

The slow pace of action in the Procurement Unit (PMU) makes it necessary to treat the Unit as a key implementing body and to identify and unblock disbursement bottlenecks, and produce a quarterly/annual report outlining the status of procured goods. This would help improve communication in ensuring that all implementers are aware of the status of procurement for their goods/services.

It is clear from the delays in procurement during the previous GPE Program that the PMU is in need of capacity building. This is especially important considering the large role the PMU will play in the coming program.

ZIE Capacity

A significant portion of the GPE program included procurement of primary books and textbooks. These activities were often delayed, partly as a lack of capacity at the Zanzibar Institute of Education (ZIE) who was tasked with developing the textbooks. Textbook development was outsourced and multiple revisions and reviews were necessary before the textbooks were

deemed by the ZIE to be of appropriate quality and approved for printing. Despite this, external reviewers often thought the textbooks were of questionable quality.

In response to this, the Steering Committee suggested developing an in-house quality assurance capacity within the ZIE. This has been included in the draft ZEDP2.

Monitoring

Outputs v Outcomes

During the GPE1, reporting focused on output indicators rather than outcome indicators. In an effort to change the focus for GPE 2, workshops were held with key implementers to collectively agree on program outcome indicators. This built their capacity on understanding what outcome indicators are, and ensured that they will be able to collect and analyse this information during GPE2.

Field visits

There were few monitoring visits to implementers during GPE1; quarterly field visits should be carried out in GPE2 to get a better sense of how program implementation is being carried out.

Finance

Delays in budget requests

Implementation was routinely delayed. Implementers were also often confused as to how much of their budget lines they had remaining for activities.

A thorough training between the finance team and implementers is recommended prior to Phase 2 inception.

USD/TZS exchange gains and losses

Unit costs were denominated in TSH and converted to USD for the grant agreement. During project implementation, the exchange rate fluctuated between 1USD:1600TSH and 1USD:2100TSH. This resulted in exchange rate gains provided additional funds for project implementation. Procedures used by the GA on the exchange rate treatment will be used in the next phase of the GPE program.

Annex 4 Program Description

4.1 Pre-primary program

4.1.1 Expand pre-school access

4.1.1.1 Final expansion of TuTu in 4 districts – North A, West A and West B in Unguja and Chake Chake and Wete in Pemba. These have been chosen as they are the areas with the lowest enrolment on Pre-Primary level. 70 TuTu centres will be established under the Fixed Tranche programme up to 2020 with the remaining 20 centres intended to be established in 2021 under the Variable Tranche programme.

Target: 90 fully equipped centres with mentors providing additional space for approximately 4,000 children by 2021 (70 centres by 2020 under the Fixed Tranche programme)

4.1.1.2 Construction of new pre-primary, fully equipped classrooms with community support. Completion and renovation/refurbishment of other classroom spaces, the numbers and schools to be identified as a part of the 2017 school mapping. Construction of 30 classrooms will be funded by the GPE 2 programme with the balance of 60 classrooms to be funded by MoEVT.

Target: 90 classrooms for approximately 2,000 children

4.1.1.3 Completion and renovation of existing pre-primary classrooms and TuTu centres will be undertaken to bring infrastructure up to an adequate standard based on a needs assessment of schools and centres.

Target: 1,200 classrooms and centres by 2020 and 1,650 by 2021

4.1.1.4 Small scale grants transferred directly to government managed/ supported pre-school institutions (TuTu and pre-primary classes) to be used for:

- i) Renovation of existing PPE classrooms (many of which are housed within primary classrooms), for example securing the pre-primary classroom with door and grilled windows. This is an important specially to ensure the longevity of the teaching and learning materials provided in (ii). This component will be under the implementation and supervision of the MoEVT.
- ii) Provision of early childhood development appropriate materials for learning and teaching, for example, play materials that can also be used to learn. This will be informed by, and possibly partnered with the current active play model that the MECP-Z has piloted.
- iii) Creation of safe and accessible outdoor playgrounds so that children can have fun and be active in a risk-free space. This includes complementing the existing infrastructure such as improving the fencing around the schools so that outdoor play materials can be prevented from being stolen. The outdoor play materials will also be sourced from local materials such as ropes and rubber tires so that they are sustainable, long lasting and contribute to children's learning through play. This will be undertaken in collaboration with the school management committees, parents and the communities to establish greater engagement and investment.

The small-scale grants will be transferred directly to the schools' accounts. Guidelines on the use of the grants will be informed by the school improvement guidelines being developed for the World Bank (ZISP) project, and adapted to ensure that the engagement of the parent and school management committees is included in the use of the grants. Through the \$250 grants that had been provided to primary schools' accounts last year for running costs, schools are familiar with and are aware of how to utilize schools' grants. This will be strengthened further through the GPE program and the involvement of the LGA.

In addition, the MoEVT will work closely with the MECP-Z/Aga Khan Foundation on the resourcing of teaching kits that have the child appropriate materials the MoEVT would like to have in each pre-primary classroom. These kits are made from locally sourced materials, costing approximately \$125 each. A list of the materials and their costs are provided in annex 9. MECP-Z trains teachers on how to best utilize the kits, so that after training, the teachers can go back to their respective schools and develop low cost, age appropriate and culturally relevant teaching and learning resources. This will continue the fruitful collaboration between MECP-Z and the MoEVT, as MECP-Z has undertaken the training of PPE teachers in government supported schools in the past, and is also in line with the ZEDP II strategy of partnering with non-state actors for improved pre-primary quality.

The grant aims to cover all 825 schools on Zanzibar that have pre-primary education. This includes pre-primary schools, primary schools with pre-primary classes, TuTu centers and community schools. The grant will be disbursed on a semi-annual basis and the utilization of the grant requires the authorization of the school management committee and the approval an Annual Workplan.

The grants will be monitored through the regular monitoring mechanisms in place at school level. Annual workplans will be followed up by the school management committee, the school inspectors at district level and by the internal audit department at the MoEVT. New or other mechanisms of monitoring may be identified as the decentralization continues. Roles and responsibilities between LGAs and the MoEVT will be clarified and discussed in the task forces.

Target: \$350 per year for 4 years to 825 pre-schools

The aspired outcome is that disadvantaged children will be increasingly able to start PPE and while it is the aim to move away from TuTu schools this provides an immediate and affordable proven modality to get children in education. The focus will be on improving the learning conditions for PPE students by transforming existing PPE classrooms into child friendly learning spaces. The small grants will help endow the basic requirements of what PPE institutions should have in terms of space and materials, while acting as an incentive for the schools to build their capacity to manage the funds and make decisions on its use. The use of the grants will be monitored by the MoEVT with the support from the local government authorities. As decentralization by devolution goes underway and solidifies over the span of the GPE program, the roles and responsibilities on grant supervision will be clarified and are subject to change. (please see 4.1.3 for more on this below)

4.1.2 Better teaching

4.1.2.1 Policy: Working with UNICEF to finalize and distribute the pre-primary policy, curriculum framework and guidelines

Curriculum: working with Tusome Pamoja program (USAID funded) to develop and distribute curriculum, standards and basic packages of learning materials to all schools (government, private and community)

4.1.2.2 Review and revise **teacher** curricula in the light of the new curriculum and provide relevant in-service training. Expand Certificate and Diploma training for pre-primary. Establish teacher professional standards for pre-primary teachers.

Good policy, clear learning outcomes and accepted standards that can be monitored will give confidence to parents and to teachers increasing accountability and engagement. Children will be primary school ready (and those with actual or potential problems will have been identified and can continue to receive relevant support throughout their school life; parents and

communities will have been engaged in a process that can be taken forward as their children move through the system.

4.1.3 Improving learning outcomes through parenting and community engagement

Working with Tusome Pamoja, UNICEF and other relevant agencies to establish strategies to work with communities, prepare parenting program for all government schools and made available to other schools, transition program (PPE to primary) for all schools, parents and school committees established and operating with ToR/ standards. A follow up to the 2017 Measuring Early Learning Quality and Outcomes (MELQO) may be carried out in 2019/ 20 to assess progress.

As decentralization by devolution goes underway, the modality of the MoEVT's engagement with parents and the community will be subject to change. As of July 1st, 2017, the President's Office and Regional Administration and Local Government (PORALG) has assembled five task teams to manage and smoothen the process. Education as sub-sector has been placed in one of these task teams and the MoEVT is planning to hold regular consultations with PORALG and the Ministry of Finance to contribute to this process. As this is a relatively new development, there is no concrete roadmap on what this will look like. However, the expected empowerment of local government authorities (LGAs) and district education officers (DEOs) will be integrated into the final design of the program, before implementation starts in January 2018, as this will affect the monitoring of school grants, as well as engagement with the parents and communities which will fall more under their purview.

4.1.4 Leadership, Management and Evidence Based Research

Professional development: Management, leadership, knowledge and skills development for Ministry staff. Immediate needs identified and response strategy agreed. Longitudinal and action research/ impact monitoring developed with other partners. A school management training program for head teachers as well as education officers will be developed and implemented in collaboration with relevant training institutions, including SUZA using learning from UNICEF-funded experiences of implementing this program on the Mainland.

The AJESR, to be organized for the first time in February 2018 will be an important signal of the leadership and management process at the MoEVT. The AJESR will provide a valuable opportunity for all partners to discuss targets and their achievement or otherwise, together with reasons for this. As the AJESR is a core mechanism to monitor the ZEDP II, the MoEVT recognizes the need to carefully plan the first review and is planning to circulate a draft agenda with clear responsibilities on who is going to report on what, and the need for consultancy inputs and support in late September. This will be followed by the creation of a small task force at the MoEVT to be supported by both technical and organizational consultancy.

4.1.5 How the PPE Program is Meeting GPE Strategic Goals:

Equity and access: Increasing the number of TuTu centres will complement the MoEVT planning for community pre-primary education and constructing new pre-primary classes will help the transition to a more substantial pre-primary program for many children. The classes will be constructed in the most disadvantaged areas and will be staffed by qualified ECE teachers (either Certificate or Diploma holders).

Learning outcomes: It is anticipated that the interventions will have a considerable impact on learning outcomes both in the pre-primary schools and later in the primary schools. With a clear competency based curriculum and competency standards for pre-primary learning/ teaching, children will be well equipped to start their basic education. In addition, the process of identifying any children who might need extra support will begin early and these children can be monitored as they move through the system. There will be minimum service standards agreed and these will help with accountability and with building confidence in the communities.

Providing teacher professional standards will be both an incentive to teachers and will help a changed inspectorate to focus on support to teachers in the classrooms.

Efficiency: The pre-primary schools will be supported in managing their own resources; there will be more trained staff. In the future, an excellent early (and at the right age learning) experience should prove beneficial to later learning, better retention and improved learning outcomes ... better and relevantly educated citizens.

4.2 Inclusive Education

The overall Ministry inclusive education program will be supported by funds from both GPE and from UNICEF. The UNICEF program will have a focus on health, child protection gender, and **livelihoods/life skills** areas whereas the GPE program will directly tackle the systems level equity, access and quality concerns at all levels, ensuring that the system framework is in place as well as addressing practical concerns of infrastructure and specific learning needs. A causal analysis for the Inclusive Education

4.2.1 Policy, curriculum and standards

The finalisation and dissemination of an overarching IE policy for inclusive education that will frame inclusion such that:

- The definition of inclusion is broad
- There is system-wide responsibility for inclusive education
- There are mechanisms in place for early detection, referrals to other sectors as appropriate, regular health monitoring and smoother transitions within the system for children from pre-primary through the secondary school
- There are standards in place for schools, for the delivery of the curriculum and for a fair assessment system and regulatory mechanisms are in place

A good draft of the policy already exists. Its development was funded by NFU/NAD but the grant comes to an end this year: GPE 2 will help to take the process forward to publication, publicity/communication strategies and materials and put the policy in place and in use.

The policy will be used as the framework to develop school service standards (access and learning needs) and to review the whole curriculum to identify how learning materials can be made inclusive what specific accessible versions are needed for children with physical difficulty and 'catch up' materials for children at risk of falling behind in a particular year Standard. The policy will also stipulate the role of other Ministries in promoting inclusion such as the Ministry of health, the Ministry of transport

4.2.2 Provide infrastructure, assistive device and materials.

Changes will be made to schools' infrastructure to make them accessible for children with disability – schools will be prioritized based on the number of children already in the school or in areas where a high prevalence of disability has been recorded (50 schools in year 1 scaling up to 200 schools in Year 4). Learning materials will be designed and provided to schools so that children in danger of slipping behind can be helped to achieve the grade Standard performance.

4.2.3 Reform of the pre-service teacher curriculum and training delivery will be supported.

Further modules will be prepared in addition to those already prepared in order that all teachers have the skills and strategies to identify and respond to children at risk and to manage a range of physical challenges in the classroom. Based on the pre-service modules, a program will be prepared for teachers already in the profession and will be delivered through the Teacher Centres at cluster level (200 teachers per year). The modules will also provide input to the orientation and training for inspectors, examiners and other Ministry officials and duty bearers in the system (linking to the WB ZISP program).

4.2.4 Quality assurance

In-class learning assessment standards will be reviewed or developed in order that assessment is sensitive to each child's capacities and potential and are used to identify and provide for specific learning support if needed. Formal assessment procedures will be reviewed and changed if necessary to provide the opportunity for all children to take exams/ tests with specific accommodation for those with special needs (bigger fonts, extra time to manipulate pen and paper, having an oral option, braille, use of writing aids etc.) The inspectorate will develop the professional skills to evaluate, support and guide teachers and schools to meet agreed standards

Community engagement through CSOs and other stakeholders with the school and their children's education will be developed including guidelines for the community to be engaged in working with and identifying children with learning problems.

4.2.5 How the IE Program is Meeting GPE Strategic Goals:

Access and equity: Providing access to the most disadvantaged groups, identifying problems that children are encountering during their learning and providing strategies to respond to these, is at the heart of the program. Better data will be gathered¹³ to identify exactly where there are children with physical or other learning difficulties and there will be school and community initiatives to reach out to these children. Children will have better access to schools and there will be specifically designed¹⁴ accessible and inclusive learning materials learning materials and tools. Importantly, children who demonstrate learning or other difficulties once they are in school should be identified and supported.

Learning outcomes: ensuring that all teachers are equipped through quality teacher pre-service and in-service training to work inclusively, providing access to schools through infrastructure adjustments, assistive devices, a competency based curriculum and quality teaching /learning materials as well as making both assessment and inspection roles supportive rather than evaluative will enable children to learn in a safe, stimulating, supportive environment where both self-confidence and abilities and skills are developed. The linking of all these program elements, predicated on good data collection, robust standards for school teachers and other duty bearers, and mechanisms that anticipate needs and challenges to effective learning and offer ways of mitigating them, combine to enhance learning outcomes that are measurable through robust output and outcome indicators

Efficiency: There will be efficiency gains that are measurable in the longer term as a result of a) more children being in school and reaching their individual potentials and being able to contribute to the overall socio-economic growth in the country.

4.3 Links and complementarity between GPE I and GPE II

As has been stated previously, part of the rationale of the GPE II program is to build on the achievements and positive experiences from GPE I, while also taking into account the lessons learned. The links are hence strong between the GPE I and GPE II, not least as the two main components in the GPE II are clear continuations of the efforts from the previous program.

In general, the GPE II addresses identified gaps that were left after GPE I in the strive for inclusiveness in the Education System and universal high-quality Early Childhood Education. The GPE I program made clear achievements in improving access to ECE through the construction of TuTu centres. The GPE II program will continue this line but also complements the GPE I through:

¹³ An out of school children survey will be conducted in 2017 and will identify the location as well as the cause of OOSC

¹⁴ Specifically designed does not automatically mean diluting the material or having special texts for them: it could mean having a braille copy, ensuring that the language is accessible and less jargon is used, more white space and bigger fonts are used. In some cases, there may be a need to have more practice texts or in some cases, a slower pace at which a child is expected to learn but these situations will need to be handled sensitively and without undermining the children's confidence in their own abilities.

- The provision of school improvement grants to all TuTu centres and PPE schools. It is clear that resources are especially scarce in ECE-facilities, and the grants will provide room for improvement in each school which is demand-driven.
- Teachers’ professional standards in Pre-Primary Education will be developed as part of the GPE II in an effort to ultimately improve teaching and learning quality.
- The PPE curriculum framework will be revised and strengthened.

The GPE I program additionally made strives to improve the inclusiveness, mainly in Primary schools, through provision of materials to children with special needs and training of teachers and counsellors in how to detect and support respectively children with special needs. The GPE II will continue providing physical equipment to children with special needs but also compliment what has been done through focusing on the institutional framework for Inclusive Education, which is crucial to create sustainability in the provision of IE. Elements in the GPE II that will complement GPE I include:

- The IE policy will be finalized, based on which school minimum standards will be developed.
- Based on the IE policy, the curriculum for all levels will be reviewed.
- The pre-service teacher training will be updated to improve teachers’ skills to support children with special needs. Taking the training that what was provided in-service in GPE I to pre-service in GPE II is a conscious step to make IE training sustainable.

4.4 Links and complementarity to other Development Partner Programs

Organisation	Level	Intervention	Amount/ Timeframe
Africa Development Bank	Vocational Training Alternative Learning	This project aims to strengthen the provision of vocational training in Zanzibar by creating new furnished centres of vocational training and the extension of the existing Tourism Institute and Karume Institute of Science of Technology. Learning materials and teacher trainings will also be provided. Implementation of the project is underway to build two new centres, as well as strengthening the Alternative Education curriculum and completing the curriculum for Vocational Training Colleges for Certificate and Diploma level.	USD 23,400,000, 2011- 2017
Aga Khan Foundation	Pre- primary	The community madrasa pre-school model is globally recognized for its effectiveness in providing access to high quality, low cost early learning and care for the most marginalized and low-resourced communities. Effectively implemented in Kenya, Uganda and Zanzibar, the model was designed by the Aga Khan Development Network and implemented by a local entity entitled Madrasa Early Childhood Program Zanzibar (MECPZ). MECPZ has established itself as an ECD centre provides, among other services, training to teachers on early childhood education.	~ USD 2.5 million, 2018-2022

Bank of Arab for Development of Africa (BADEA)	Secondary school	BADEA is helping to support the construction of two Secondary Schools, including the provision of furniture, computers, and laboratory equipment.	USD 3.9 million, 2012-2018
Korea International Cooperation Agency (KOICA)	Secondary	KOICA is interested in developing a project that aims to provide in-service teacher training for secondary school teachers in Math, Science, and English, train teacher trainers, as well as provide the needed infrastructure for teacher centres such as labs, ICT materials, etc. It also aims to enhance the overall learning environment through the establishment of sustainable incentive systems for both teachers and students, improve infrastructure and provide textbooks to raise the motivation to advance learning in schools	USD 10 million, 2018-2022
Milele Zanzibar Foundation (MZF)	Pre-Primary	MZF is involved in a number of different projects, in collaboration with the MOEVT. One such project is called our Treasure Our School (SYHY). The aim of this project is to build new classrooms and schools close to communities to reduce how far students and teachers have to walk to school. This program not only constructs classrooms, but also ensures each school has access to clean water, toilets, electricity if needed while renovating all classrooms. Another project is the school roofing project which aims to improve the learning environment by fixing leaky roofs and removing asbestos in schools before the rainy season. MZF is also helping to fund and guide a study on the causes of children being out of school.	USD 3,099,536, 2014-2017
NFU-(NORAL)	Inclusive Education	This project is a joint undertaking between the Government and Community ZAPDD (Zanzibar Association for People with Developmental Disability). This project is aimed at ensuring the right to education also reaches children with special needs in schools to create an environment tailored to the needs of children with special needs. The project has helped the preparation of the inclusive education policy, training for teachers, enabling the introduction of training for inclusive education in the College of Education Mazizini and reduce stigma for children with disabilities.	TZS 2,500,000,000, 2015-2016
OPEC Fund International Development (OFiD)	Primary and Secondary	This project will contribute to the implementation of the Compulsory Education Project by the construction of 9 schools. Eight schools will have 12 classrooms each, a library, a laboratory room, the principal's office and the office of the teachers, and the computer room. Nine schools will have 20 classrooms This project also include the furnishing of the schools.	USD 10.2 million, 2015-2019
People's Republic of China	Primary	The Government of the People's Republic of China is collaborating with the. RGoZ through the construction of a school It will have 18 classrooms, a library, and teacher offices	USD 1 million, 2016-2018
Swedish International Development	Primary	Sida has been consistently supporting the Revolutionary Government of Zanzibar (RGoZ) in the development of education. Its focus has been on	USD 5,714,286, 2009/10-2017

Cooperation Agency (Sida)		expanding access to education, by constructing and furnishing community initiated classrooms and a library in Pemba, supporting short and long-term training of MOEVT staff, conduct monitoring and evaluation, and providing physical working facilities at the Ministry.	
Table for Two International (Tft)	Primary	Table for Two International (TFT) is collaborating with the RGoZ to improve the quality of education in primary schools for students by providing them with food. A total of three Ministries are participating in the implementation of this project - the MoEVT, Ministry of Agriculture and Natural Resources, and the Ministry of Health. This nutrition project is being implemented in 10 primary schools across the country and intended to decrease the problem of short-term hunger for students	USD 803,307, 2016-2018
UNICEF	Pre-primary and Tertiary	UNICEF is involved in raising access to quality education by supporting the development of a Diploma course in Early Childhood Education which is offered at the State University of Zanzibar (SUZA) and is in its second year now. A total of 76 students are currently enrolled. It is also supporting the development of a Bachelor Degree Course on early childhood education at SUZA in which the curriculum document has been prepared and the program is expected to be offered in the 2017/2018 academic year. Through the Madrasa Early Childhood Program Zanzibar (MECP-Z), UNICEF is supporting the improvement of the teaching and learning environment through key infrastructure improvement for government pre-primary schools and quality of pre-primary education across diverse pre-primary models in Zanzibar. Key areas of focus are: improvement of school development plans, in-service professional development course to pre-school teachers, professional mentoring, and provision of low-cost material development start up kits. UNICEF is also focusing on health and nutrition in schools by supporting secondary school teachers to provide weekly iron and folic acid supplements to adolescent girls in Zanzibar.	USD 9.2 million 2016/17 – 2020/21
USAID (Tusome Pamoja)	Primary	USAID focuses on improving learning outcomes in Math, Science and English and lifelong learning skills, defined as mastery of early grade reading, writing, and arithmetic. One of the methods it is doing so is by building the capacity of the MOEVT to collect timely and accurate data to support decision making, by helping to design an integrated education management information system (EMIS). An integrated EMIS will support policy analysis and decision making, monitoring and management at all levels of an education system.	USD 8 million, 2016-2021
World Bank	Primary and Secondary	The World Bank is currently supporting a comprehensive project calling the Zanzibar Improving Students Prospects (ZISP). Its objectives are to improve the quality of instruction; and learning environment for upper primary and lower secondary (Standard 5-Form 2) in Math, Science and	USD 35 million, 2016 – 2021

		English. ZISP has four major components: 1) Re-training arts teachers to increase the supply of Math and Science teachers, providing school improvement grants to cover the cost of service delivery in schools, building additional classrooms and learning spaces to reduce overcrowding, and finally reforming exams and student assessment, as well as strengthening the EMIS system.	
--	--	---	--

Annex 5 Partner responses and commitments to programs

Aga Khan Foundation - Madrasa Early Childhood Program - Zanzibar (MECP-Z)

Madrasa Early Childhood Program – Zanzibar (MECP-Z) is a locally registered non-profit organization that has been supporting Early Childhood Development (ECD) in Unguja and Pemba for over 25 years. MECP-Z was established in 1990 with support from the Aga Khan Foundation (AKF and Aga Khan Education Services) and was registered in 1996.

MECPZ is working to enable and support communities to open, manage, and operate their own sustainable community pre-schools, 84 in Zanzibar. MECPZ supported preschools can be distinguished by their unique approach to providing culturally and contextually relevant ECD opportunities for young children. The approach has been said to be cost effective and sustainable to fit the local context.

After over two decades of active community mobilisation and support, MECP-Z is now a recognized and respected organization promoting ECD in Zanzibar across civil society and with the government. MECP-Z aims to be a partner of choice in the promotion of Early Childhood Development (ECD) in Zanzibar

MECP-Z chaired the Zanzibar ECD forum, bringing together key actors in the community, civil society and government agencies that are responsible for child development. The organization is increasingly being approached by local and international organizations and government ministries to partner with as means to increase access to and quality of ECD services. In addition, MECPZ sits in Zanzibar Education Sector Committee (ZESC) and technical Working Group member of Zanzibar Education Sector Plan. Also, MECPZ is part on the consortium of civil society organizations that are currently forming Zanzibar Education Network – a non-state actor's platform for education.

Recently, President of Zanzibar Dr. Ali Mohamed Shein referred to MECP-Z as being “*instrumental in supporting cost effective community based early childhood education (ECE) for the past 25 years.*” Furthermore, 2013 government study report supported by UNICEF, cited the MECP-Z preschool model as an example of good practice and recommended further scale-up across Zanzibar. This process is starting and MECP-Z are working in partnership with the Ministry of Education to deliver Watoto Kwanza (children first) as part of a Public Private Partnership (PPP) and there is noticeable progress to some public pre-primary schools established recently.

As a growing organization, MECP-Z now works across all eleven districts in Zanzibar, and has recently expanded its programming to mainland Tanzania. As of April 2012, MECPZ began offering ECD advisory services to AKF and other organizations on the mainland. In August 2013, MECP-Z became a government-certified ECD teacher-training Centre by the Zanzibar Vocation Authority.

In the last 4 years, MECPZ have worked closely with Ministry of education and Vocational Training to implement an innovative project that aimed at increasing access and improving quality of pre-primary education in Zanzibar by establishing pre-primary classes in the public schools. The project encourages active learning in classrooms and offers training to communities and teachers to ensure school environments are safe, welcoming and well-equipped with learning materials in close partnership with the Ministry of Education, MECP-Z carefully designed a diverse offering of teacher training courses to specifically meet the needs of prospective teachers with different prior experience and qualifications. Specialised curriculum has been adopted and used by the Muslim Teacher Training College. All newly developed curricula incorporate active learning methodologies and have undergone a gender-review. Options include:

- **Two-Year ECD Certificate Course** designed for new teachers, this is a pre-service course delivered in an in-service manner. MECP-Z has been delivering this course for 25 years, but has recently revised and updated the curriculum to include the latest teaching techniques and good practices.
- **Bridging Course** designed for preschool teachers who have previously received training from MECP-Z or a government institute, but are not considered to be government certified. This course supports teachers to reach government minimum standards and so become government recognized teachers.
- **Specialised Course** is catered to government trained teachers who hold a Grade 3-A certificate in teaching primary education. These teachers are often required to teach pre-primary aged children with no understanding of appropriate teaching and learning methodologies. This course aims to support these teachers to develop an understanding of these. The bridging and specialised course is delivered in government Teacher Centres and by the Ministry of education staff.

All three MECP-Z teacher training courses are delivered in both Unguja and in Pemba. By providing opportunities for a range of candidates to enroll, MECP-Z has been improving access to and quality of ECD services across Zanzibar. Because of partnership with Ministry of Education a total of 900 pre-primary teachers from community, private and government have been trained and awarded with government recognized certificates of Early Childhood Education, most of them now in schools teaching.

MECPZ's strategy is fully aligned with the Zanzibar Education Sector Development Plan. In the next 5 years, and through partnerships, MECPZ will continue contributing to an increased access of right age children (4-5) to pre-primary schools and emphasis will be on inclusion of children in hard to reach areas, marginalized and those with special needs. Also, the program will continue offering both in-service and pre-service teacher training to improve quality of learning. Issues of transitioning from pre-primary to primary schools and community engagement will be central in MECPZ programming so that children at early grades can read, write and do arithmetic easily. Through partnership with Ministry of education, MECPZ intends to contribute towards education system strengthening that will include revision of curriculum; strengthening capacity of ECE practitioners at district and national level; Education Management Information Systems; learning and research on early grades and community engagement.

Milele Zanzibar Foundation (MZF)
Brief Summary of Education Projects
April 2017

Background:

Milele Zanzibar Foundation is a non-profit organization duly registered in Zanzibar on the 10th of February 2014 under Societies Act No. 6 of 1995 with the registration number 2251. In its mission to accelerate progress in Zanzibar MZF operates under a mandate towards rural development focusing on education, health, livelihoods and infrastructure.

MZF is founded on the belief that success and progress are achieved together with a community of committed, like-minded and disciplined individuals who share a common purpose and vision. By forging partnerships with government, grassroots communities, the civil-society and private sectors, MZF has overseen or supported the implementation of a number of programs throughout all districts of Unguja and Pemba.

Education Sector:

MZF's strategic interventions and collaboration with education partners aim to address the many challenges faced in the education sector with a particular focus on the following:

- **Facilitating access to schooling by ensuring all students, especially pre-primary and primary, are able to enjoy learning in safe, healthy and conducive environments.**
- **Promoting equitable and quality teaching and learning of students ensuring they acquire relevant and necessary skills to achieve and excel in their learning**
- **Strengthening systems by promoting enabling policies, improving planning capacities and improving sector-wide coordination and implementation of projects across sectors.**

Related Projects (2014-2017):

By 2015, MZF education programs were able to support nearly 60 schools through various interventions including structural support of classrooms and SWASH facilities, scholarships to girls and vulnerable/marginalized children, training and capacity building programs for teachers impacting over 200,000 students and teachers. 4 out of 5 of MZF's main education projects have included and improved upon pre-primary and inclusive education in Zanzibar.

- 1) **Our School, Our Treasure (Skuli Yetu ni Hazina Yetu):** In August of 2014, MZF entered into a memorandum of understanding(MOU) with the Ministry of Education and Vocational Training Zanzibar, to implement a project entitled "Skuli Yetu ni Hazina Yetu" (Our School Our Treasure). Focusing on a whole school approach, the project worked on finalizing the construction of classrooms initiated by the community. Holistic in its design, the project also focuses on improving SWASH, access to electricity for schools and promotes teacher attendance through staff houses. With a particular focus on equity, the project ensures the entire school is inclusive by building ramps, rails and building toilets for children with disability. The project has thus far built, and strengthened protections of pre-primary class rooms in 5 schools, 4 in Pemba and 1 in Unguja. The project is finalizing this year and will initiate phase two of the project by deepening the impact of the schools and enhancing access, equity and quality related issues within the 18 schools supported by this project. The following key focus areas will be implemented:
 - a) Improving teacher performance and increasing availability of teaching and learning materials with a specific focus on materials to improve inclusive education, ICT and strengthening foundational skills at the Pre-Primary and Primary levels

- b) Strengthening community and parental involvement and school management and leadership capacities
 - c) Improving school health, nutrition and sanitation education with a focus on implementing a school feeding program
- 2) Milele Elimu Zanzibar:** In partnership with Forum for African Women Educationalists (FAWE), MZF is facilitating access to education for girls living in vulnerable or marginalized conditions in secondary education throughout Unguja and Pemba. Through scholarships, mentorships, and life-skills education through Clubs in schools, the MEZA project is able to directly support 350 students and thousands of students indirectly through the formation of the TUSEME Clubs in the 30 schools the program operates. Girls are empowered through this program, to be able to speak out, to focus on their studies and to avoid the common pitfalls of adolescence including early pregnancy and early marriage. The MEZA 2 program will continue by scaling up the life-skills and mentorship program to more schools in Unguja and Pemba and to build a platform of youth leaders engaged in promotion of education, especially for children with disabilities, or those most vulnerable to dropping out.
- 3) Inclusive Education Resource Unit:** MZF has also supported the establishment of the Diploma in Inclusive Education program at the State University of Zanzibar by helping to set up the Inclusive Education Resource Unit. The resource unit is equipped with a range of resources necessary to enhance the capacity of teachers to teach learners with disabilities. This project is currently in the process of review to identify successes, challenges and ways to scale up access to teaching and learning materials particularly for inclusive education. Given the shortage of this kind of equipment at the school level, MZF is looking into sustainable solutions for providing appropriate learning equipment and solutions in schools.
- 4) Mapping and Profiling of Schools to absorb Out of School Children Study:** MZF in partnership with MoEVT and UNICEF is supporting a study which aims to provide insight into the capacities of schools to not only absorb out of school children, but to ensure future access to quality education for students who are currently in schools. The study will provide opportunities for education stakeholders across the sector to strengthen planning, program design and implementation. It will also shed light into issues at the school level which are not normally caught by EMIS, this includes gender sensitivity and degree of inclusiveness for vulnerable children, especially children with disabilities. This study will significantly inform MZF's future areas of interventions as well as target areas for the implementation of future programs.

Plans and Strategies:

As an active member of the Zanzibar Education Sector Committee (ZESC) and a representative of CSOs in the Education Sector Plan Technical Working Group (ESPTWG), MZF has been actively engaged in and supportive of the education sector in Zanzibar. Additionally, MZF has been engaged in strengthening capacities and coordination of civil society organizations involved in education through the formation of Zanzibar Non-State Actors Education Network (ZANEN). For the next 5 years, MZF will continue to support and ensure to align its programs with the Ministry's 5-year Education Plan. In line with the government's theme of "Quality First", MZF will increase its focus on strengthening quality of education by directing more resources into provision of teaching and learning materials and teacher professional development. Additionally, MZF hopes to strengthen education in Zanzibar by promoting research, knowledge production and innovation through engaging teachers, students and communities to be agents of change contributing to improving the school environment and increasing learning.

Annex 6 MoEVT Response to the Bartlett Report

Address the fact that universal access to preschool cannot be realized if the needs of the poorest families and communities are not more explicitly considered.	It is not only the needs of the poorest families but also persuading the poorest families of the value of PPE. The ZEDP II and the programs under the GPE will address both the issues of access by encouraging communities to establish low cost home schools as well as expanding, as an interim measure the TuTu system. The focus of new construction will be on the poorest Districts and the most underserved areas. Linked to the advocacy and the push for parents to be involved in accountability MoEVT will monitor closely the shift in enrolment from the poorest and make sure that other measures are used as appropriate – in particular focusing on local solutions to local problems.
Explore a system of teacher subsidies for community-based preschools and construction subsidies for all preschools	MoEVT will continue to explore the most effective ways of compensating PPE teachers who come new to the profession or who upgrade with the MoF. The GPE will provide small grants that can be used for construction but once again a long-term solution will be sought in discussion with MoF and other partners. It is hoped that a robust legal and regulatory framework will encourage greater public/ private partnerships.
Consider the incompatibility of existing pressures within preschool (and beyond) with more general knowledge about the developmental needs of children this age;	This is being addressed through the development of the curriculum which is supported by multiple donors with expertise in current thinking and methodology
Develop a clearly articulated framework of preschool standards	ZEDP II and GPE will address this
Recognize that the value of MECP-Z's program lays not so much in the separate elements that make it up as in the way these elements work together.	MoEVT will, through the structures to be established for the GPE and for the ZEDP monitoring be able to bring together the best practice and discuss ways to integrate different perspectives to improve the options for children
Establish a system of local assessments	This will be done as linked with the curriculum and with the standards setting also supported by the newly oriented inspectorate
Consider one-year preschool programs	MoPSE believes that the 2-year program is the most appropriate
Recognize radio instruction as an excellent supplement or temporary substitute for preschool, but not a long-term solution.	Agreed and increased access and quality will be the focus
Develop the roles and awareness of District Education Officers (DEO):	The role of the DEO and others will be considered both as a specific set of activity in the GPE program but more broadly and holistically in the response to decentralization and the leadership and management training
Maintain awareness of the inherent challenges around assigning primary teachers to preschool:	MoEVT is aware of this
Create a strong cohort of preschool teachers	This is being already achieved
Supplement training and mentoring by fostering communities of practice:	MoEVT acknowledges the need for intra school learning and support. It will gradually emerge with stronger inspection and community awareness. It may however require specific actions and these will be considered during the annual reviews
Pay attention to the transition to the early grades:	Getting this right is high on MoEVT and many other partners' agenda.
Remain flexible around children's age at entry:	MoEVT is flexible but is keen to improve the NER as this has a considerable efficiency saving later on. Advocacy and working with parents will be an important element and will be partly funded from the GPE program
Use effective materials and campaigns	A key element of the ZEDP II and the proposed GPE program

Annex 7 Draft Annual Work Plan for the First Year of Implementation

GPE programme 2018/19 (TSh)																							
GPE Program 1: Children are increasingly entering primary school at the right age and with 2 years of pre-primary exposure and all disadvantaged children (particularly rural poor and children with physical and learning difficulties) can access all levels of pre-primary, basic and secondary education																							
											2018												
											Q1				Q2			Q3			Q4		
											Jan	Feb	March		April	May	June	July	Aug	Sept	Oct	Nov	Dec
Objective 1.1: Expand access to Pre-primary education																							
Output 1.1.1	Activities		Sub-Activities												Responsible Department								
By 2021, 70 new TuTu centres developed in high need areas.	1.1.1.1	Identify areas to establish TuTu centres	1.1.1.1.1	Conduct workshop to local leaders, parents, Head teachers, REO and DEO to identify areas need of TuTu centres											DPPE								
			1.1.1.1.2	Field visit to validate proposed areas for establishment of TuTu centres												DPPE							

			1.2.5.2.3	Consultation workshop of draft curriculum to stakeholders														ZIE, DPPE
			1.2.5.2.4	Presentation and approval of the developed curriculum by the MoEVT														ZIE, DPPE
			1.2.5.2.5	Print curriculum														PMU, ZIE
By 2018, learning materials for teacher training developed	1.2.6.1	Develop learning materials for certificate of pre-primary teacher training (10 syllabi and 10 modules)	1.2.6.1.1	Conducting workshop to develop learning materials for certificate of pre-primary teacher training														ZIE, DTE
	1.2.6.2	Develop learning materials for diploma of pre-primary teacher training (10 syllabi and 10 modules)	1.2.6.2.1	Conducting workshop to develop learning materials for diploma of pre-primary teacher training														ZIE, DTE
		Train 90 tutors on new curricula (certificate and diploma)		Train 90 tutors on new curricula (certificate and diploma)														ZIE, DTE
By 2018 pre-primary teacher professional standard developed and operationalized	1.2.7.1	Hire Consultant to develop pre-primary teacher professional standard	1.2.7.1.4	Hire Consultant - to develop professional standard														DPPR, OCIS, ZIE, DPPE
			1.2.7.1.5	Consultative workshop to stakeholders on the professional standards document														OCIS, ZIE, DPPE
			1.2.7.1.6	Presentation and approval of the developed professional standards document by the MoEVT														OCIS, ZIE, DPPE
	1.2.7.2	Print 2000 copies of teacher professional standards and distribute to pre-primary teachers	1.2.7.3.1	Printing 2000 copies of teacher professional standards														PMU, OCIS, DPPE
Total Sub programme 1.2																		

Objective 1.3: Improve learning outcomes through parenting and community engagement															
Output 1.3.1	Activities	Sub-Activities													Responsible Department
By 2021 existing primary parenting program is customised to pre-primary and operationalized	1.3.1.1.	Hire consultant to existing primary parenting program to serve for pre-primary	1.3.1.1.1	Hire Consultant-parenting program											DPPR, PMU, DPPE, ZIE
			1.3.1.1.2	Consultative workshop to stakeholders on Pre-primary schools parenting programme document											DPPE, ZIE
			1.3.1.1.3	Presentation and approval of the developed Pre-primary schools parenting programme document by the MoEVT											DPPE, ZIE
	1.3.1.2	Print 1500 copies of Pre-primary schools parenting programme	1.3.1.2.1	Print 1500 copies of Pre-primary schools parenting programme											PMU, DPPE
by 2018 operating standard for all pre-primary school and parent committees developed	1.3.2.1	Hire consultant to develop operating standard for pre-primary schools and parent committees	1.3.2.1.1	Hire Consultant- operating standard											PMU,DPPR,DPPE
			1.3.2.1.2	Consultative workshop to stakeholders on operating standard document										DPPE	
			1.3.2.1.3	Presentation and approval of the developed operating standard by the MoEVT										DPPE	
			1.3.2.1.4	printing 1500 copies of operating standards										PMU,DPPE	
By 2018 transition program for primary teachers to support children from pre-	1.3.3.1	Hire consultant to develop PPE to primary transition program	1.3.3.1.1	Hire Consultant-transition program											PMU, DPPR, DPPE
			1.3.3.1.2	Consultative workshop to stakeholders on transition programme document										DPPE	

GPE Program 2: More schools and teachers in schools meeting standards for inclusive education

Objective 2.1: Development and Dissemination of IE policy, curriculum, and standards

					2018												Responsible Department	
Output 2.1.1		Activities		Sub-Activities	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec		
By 2018, IE policy is in place and operationalized	2.1.1.1	Printing the IE Policy	2.1.1.1.1	Print 5000 copies													DPPR, IELS, PMU	
			2.1.1.1.2	Dissemination of IE Policy to stakeholders														DPPR, IELS
By 2018, IE curriculum guidelines in place and operationalized	2.1.2.1	Hire consultant to develop the curriculum guidelines for IE	2.1.2.1.1	Develop the TOR													IELS, ZIE, PMU	
			2.1.2.1.2	Advertise and evaluate the tender													IELS, ZIE, PMU	
			2.1.2.1.3	Hire consultant to develop the curriculum guidelines														IELS, ZIE
	2.1.2.2	Consultation meetings with stakeholders on IE curriculum guidelines	2.1.2.2.1	1-day workshop in each district to consult stakeholders on Inclusive Education curriculum guidelines														IELS, ZIE
			2.1.2.2.2	Validation of curriculum guidelines by the MOEVT														ZIE

Objective 2.2: Improved access to infrastructure, assistive devices and materials

Output 2.2.1		Activities	Sub-Activities														Responsible Department	
By 2021, ramps and rails in 260 schools constructed	2.2.1.1	Site visit to schools to assess need of ramps and rails	2.2.1.1.1	Site visit to schools to assess need of ramps and rails													DPPR, IELS, DPPE, DSE	
			2.2.1.1.2	Selection of 50 schools for ramps and rails based on criteria from feasibility report														DPPR, IELS, DPPE, DSE
	2.2.1.2	Hire local engineer for construction of ramps and rails in 50 schools	2.2.1.2.1	Develop the TOR														PMU, IELS, DPPR
			2.2.1.2.3	Advertise and evaluate the tender														PMU, IELS, DPPE, DSE, DPPR
			2.2.1.2.4	Hire local engineer for construction of ramps and rails in 50 schools														IELS, DPPR, PMU
By 2021, assistive devices in 260 schools provided	2.2.2.1	Provision of assistive devices to assist special needs learners in 50 mainstream schools	2.2.2.1.2	Procure assistive devices for 50 schools													IELS, ZIE	
By 2021, IE learning materials reviewed and developed	2.2.3.1	Hire local consultant to review and develop the learning materials for primary level	2.2.3.1.1	Develop the TOR														ZIE, IELS, PMU
			2.2.3.1.2	Advertise and evaluate the tender														ZIE, IELS, DPPE, DSE, DPPR, PMU
			2.2.3.1.3	Hire local consultant to review and develop the learning materials														ZIE, IELS

	2.2.3.2	Consultation meetings with stakeholders on IE learning materials	2.2.3.2.1	Validation of learning materials by the MOEVT														ZIE, IELS
By 2021, IE learning material packages provided to 260 mainstream schools	2.2.4.1	Provision of packs of learning materials to support partially abled students in 50 mainstream schools	2.2.4.1.1	Learning materials procured for 50 schools														ZIE, IELS, PMU
Total Sub programme 2.2																		

Objective 2.3: Develop pre-and in-service training modules for IE																			
Output 2.3.1		Activities	Sub-Activities															Responsible Department	
By 2018, develop training modules to support inclusive education for pre-and in-service training	2.3.1.1	Hire local consultant to develop the training modules for pre-and in-service training on IE	2.3.1.1.1	Develop the TOR														ZIE, DTE, IELS, PMU	
			2.3.1.1.2	Advertise and evaluate the tender															
			2.3.1.1.3	Hire local consultant to develop the training modules for pre-and in-service training															
	2.3.1.2	Dissemination of training modules	2.3.1.2.1	Consultation with stakeholders for input															
			2.3.1.2.2	Validation of training modules by MOEVT															

	2.3.1.3	Printing of training modules for pre-and in-service training	2.3.1.3.1	Print 1000 copies (500 for pre-service, and 500 for in-service training)														ZIE, IELS, PMU
By 2021, training using updated IE modules to 800 IE implementers (IE coordinators, inspectors, IE specialists, and teachers) delivered	2.3.2.1	Develop guidelines for training	2.3.2.1.1	Development of training guidelines and planning meeting on training delivery														DTE, IELS, ZIE, DPPE, DSE
	2.3.2.2	Training of 200 implementers	2.3.2.2.1	Training of 200 IE coordinators, inspectors, IE specialists, and teachers														DTE, IELS, ZIE, DPPE, DSE, OCIS
			2.3.2.2.6	Follow up to assess the effectiveness of the training														
Total Sub programme 2.3																		

Objective 2.4: Improvement of learning assessment standards to support IE																		
Output 2.4.1		Activities		Sub-Activities														Responsible Department
By 2018, IE learning assessment standards in place and operationalized	2.4.1.1	Hire consultant to develop the learning assessment standards for IE	2.4.1.1.1	Develop the TOR														IELS, ZEC, ZIE, PMU
			2.4.1.1.2	Advertise and evaluate the tender														
			2.4.1.1.3	Hire consultant to develop learning assessment standards														
	2.4.1.2	Dissemination of learning assessment standards	2.4.1.2.1	Consultation with stakeholders for input														ZIE, IELS
			2.4.1.2.2	Validation of learning assessment standards by MOEVT														IELS, ZEC, ZIE, PMU

Staff Services	Grant Agent supervision																		
----------------	-------------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Total Sub programme 3.1

MoEVT Administration																						
Project implementation, administration and Coordination mechanism in place	3.2.1	Conduct project sensitization/awareness raising workshop to relevant stakeholders.	3.2.1.1	Organize planning meeting with key implementers																	DPPR	
			3.2.1.2	Prepare and Print 1000 project brochures																		
			3.2.1.3	Conduct one-day sensitization workshop of the project in five regions																		
	3.2.2	Manage and coordinate Project Implementation	3.2.2.1	Conduct 8 PSC Secretariat meetings (twice per Quarter)																		
			3.2.2.2	Conduct 4 PSC meetings to discuss project implementation progress																		
			3.2.2.4	Coordination and follow up																		
	3.2.3	Review and develop annual Project Operational Plan	3.2.3.1	Organize one-day planning meeting with key implementers																		
			3.2.3.2	Conduct 3-day workshop to review and develop annual work plan of the project																		
			3.2.3.3	Present and share the draft plan to stakeholders for comments																		
			3.2.3.4	Finalize and operationalize the plan																		

Total Sub programme 3.2

Annual Auditing	Activities	Sub-Activities																	

Annual auditing report produced and used to improve the next Annual Operational Plan	3.3.1	Hire Consultancy Service for auditing the project	3.3.1.1	Develop TOR															DPPR/PMU/Audit Committee		
			3.3.1.2	Advertise Tender																	
			3.3.1.3	Evaluate tender																	
			3.3.1.4	Hire Consultant																	
			3.3.1.5	Conduct 3-day Audit Committee workshop to discuss the audit report																	

Total Sub programme 3.3

Annual Joint Education Sector Review	Activities	Sub-Activities																					
Annual Joint Education Sector Review workshop conducted	3.4.1	Conduct Annual Joint Education Sector Review workshop	3.4.1.1	Organize planning meeting for AJESR workshop (for 2019 AJESR)																DPPR/DEOs			
			3.4.1.2	Conduct orientation workshop to DEOs on organizing AJESR in their respective District (for 2019 AJESR)																			
			3.4.1.3	Support DEOs on organizing JESR in their respective District																			
			3.4.1.4	Prepare and compile relevant AJESR workshop materials including National, Districts, Statistical Abstract, Sector plan and Reports (for 2019 AJESR).																			
			3.4.1.5	Invite internal and external education stakeholders (for 2019 AJESR)																			
			3.4.1.6	Circulate AJESR workshop materials to the confirmed participants (for 2018 AJESR)																			
			3.4.1.7	Conduct AJESR Workshop (for 2018 AJESR)																			

Total Sub programme 3.4

Total Program 3

Total year 1

Annex 8 GPE Funding Model Requirements Matrix

As can be seen below, the projection of overall government budget beyond 2017/18 is not available. However, the projection for the share of the education budget going to the primary sector (which includes the pre-primary sector in the Ministry of Education in Zanzibar) is available until 2020.

GPE Funding Model Requirements Matrix - Annex on Financing													
Resource Mobilization		Values for Three Years						Target Values for the Period of the ESPIG				SOURCE (*)	COMMENTS
Currency code (ISO4217)	TZS	2014/15		2015/16		2016/17		2017/18	2018/19	2019/20	2020/21		
Unit	Billions	budget	actual	budget	actual	budget	actual						
Total Government budget	GDP - current prices (local currency)	2133.5		2308		2628		2791	2920				<i>If known, otherwise leave as blank</i>
	Public Budget/Expenditures (local currency)	707.8	703	830.4	830.3	841.5	838	1087				Auto populate	<i>These cells will be auto-populated when lines 7, 8, and 9 are filled.</i>

	<i>Recurrent Public Expenditure (local currency) including Financing and Debt Service</i>	376.5	431.4	431.4	446.5	445.6	455.7	590.8				Expenditure report/GvT budget/MTEF/ZEDP	
	<i>Capital Public Expenditure (local currency)</i>	331.3	271.6	399	383.8	395.9	382.3	496.6				Expenditure report/GvT budget/MTEF/ZEDP	
	<i>Financing and Debt Service (local currency)</i>	N/A					<i>If known, otherwise leave as blank</i>						
	DP commitment to Education sector, when recorded in national budget (local currency)	22.7	4.8	20.9	6.7	45.68	13.1	54.5				GvT budget/MTEF/ZEDP	<i>If known, otherwise leave as blank</i>
Education Expenditure	Public Budget/Education Expenditure (local currency)	112.3	66.42	120.7	85.38	140.2	92.7	146.1	145.9	150.9		Auto populate	<i>These cells will be auto-populated when lines 12 and 13 are filled.</i>

	<i>Recurrent Education Expenditure (local currency)</i>	86.2	60.54	96.8	78.54	92.96	78.4	140.2	145.9	150.9		Expenditure report/GvT budget/MTEF/ZEDP	
	<i>Capital Education Expenditure (local currency)</i>	26.1	5.88	23.9	6.84	47.23	14.3	5.9				Expenditure report/GvT budget/MTEF/ZEDP	
Budget perimeter	<i>Please provide information on how the education budget perimeter is defined by answering the three questions below:</i>												
	<i>Ministry of Education and Vocational Training is accounted for in the calculation of education expenditures</i>												
	<i>Yes, all non-salary expenditures for staff employed in the education sector are included in the reported value for education expenditures</i>												
	<i>The reported value for education expenditures does include sub-national expenditures by district of which there are 11 in total across the two islands of Unguja and Pemba</i>												
Ministry of education	Expenditure of Ministry in charge of Basic Education (% of total education)	44%	58%	28%	38%	NA	57%	37%	41%			Auto populate	<i>These cells will be auto-populated when lines 11 and 19 are filled.</i>
	<i>MOBE Expenditure (local currency)</i>	N/A	38.3	34.17	32.71	49.3	N/A	53.1	54.5	60	60.9	Expenditure report/GvT budget/MTEF	

Education Expenditures as a share of Public Expenditures	Public Education Expenditure (% Public Expenditure)	16%	9%	15%	10%	17%	11%	13%				Auto populate	<i>These cells will be auto-populated when the other lines above are filled.</i>
	Public Education Expenditure (% GDP)	5%	3%	5%	4%	5%	4%	5%	5%				<i>These cells will be auto-populated when the other lines above are filled.</i>
	Public <u>Recurrent</u> Education Expenditure (% of Public Recurrent Expenditure, excluding debt service)	23%	14%	22%	18%	21%	17%	24%					<i>These cells will be auto-populated when the other lines above are filled.</i>

	Public Recurrent Education Expenditure (% of GDP)	4%	3%	4%	3%	4%	3%	5%	5%				<i>These cells will be auto-populated when the other lines above are filled.</i>
Primary Education Expenditures	Primary Education Sub-Sector	Primary education duration:										6 years	
	Primary Education Expenditure (local currency) *	N/A	38.3	N/A	N/A	46.8	29.05	63.6	67.9	69.8		Auto populate	<i>These cells will be auto-populated when lines 26 and 27 are filled.</i>
	<i>Recurrent Primary Education Expenditure (local currency)</i>	N/A	32.5	N/A	N/A	41.2	28.7	61.3	67.9	69.8		Expenditure report/GvT budget/MTEF/ZEDP	
	<i>Capital Primary Education Expenditure (local currency)</i>	N/A	5.8	N/A	N/A	5.6	0.35	2.3	-	-		Expenditure report/GvT budget/MTEF/ZEDP	

	Primary Education Share of Education Expenditure (%)	N/A	58 %	N/A	N/A	33%	31 %	44%	47%	46%		Auto populate	<i>These cells will be auto-populated when the other lines above are filled.</i>
*In Zanzibar, both Pre-Primary and Primary expenditure are budgeted together as both are one sub-sector in the Ministry of Education													
**The recurrent budget for 2018 and 2019 are projections and include the capital budget as well (which is why the capital expenditure space is blank for 2018 and 2019)													

Annex 9 List of Materials Provided to Schools through the MECP-Z Teaching Kit

	Item	Quantity Per School	Remarks
1.	Manilla Sheets	20 pieces	Stationary Shops
2.	Crayons	02 Boxes	Stationary Shops
3	Felt pens	02 Boxes	Stationary Shops
4	Pencils	02 Boxes	Stationary Shops
5	Rulers	03 pieces	Stationary Shops
6	Marker pens	02 pieces/ boxes	Stationary Shops
7	Coloured pencils	02 boxes	Stationary Shops
8	Sharpener	01 dozen	Stationary Shops
9	Erasers	01 dozen	Stationary Shops
10	Oil paints (blue, red, yellow) 1 litre	One each colour	Stationary Shops
11	Coloured A4 papers	01 rims	Stationary Shops
12	Painting brushes	05 pieces	Stationary Shops
13	Cello tapes (wide)	03 pieces	Stationary Shops
14	Wood fix (bottles)	03 Bottle	Stationary Shops
15	Scissors	03 pieces	Stationary Shops
16	Artist knife blades	03 pieces	Stationary Shops
17	Sitting mats	03 pieces	Stationary Shops
18	Paper plates	01 Bundle	Stationary Shops
19	Story books	45 pieces	You may buy 5 children story books from MECPZ @ 9,000 each
20	Empty Yellow gallons (20 Litres)	07 pieces	Local shops
21	Alphabet charts	01 pieces	Stationary Shops
22	Counter book	01 pieces	Stationary Shops
23	Attendance book	01 pieces	Stationary Shops
24	Double decker benches for learning corners @ 170,000 (depending on your budget)		Local Fundi

Annex 10 End-Term Evaluation of the GPE Programme 2014-2016¹⁵

Recommendations and Responses

	Recommendation	Response
1	Inter departmental collaboration, between MOEVT departments, units, semi-autonomous institutes and schools has had positive effects on capacity building encompassing human resources, organizational development and an enabling institutional environment. It should be continued and expanded to include the inspectorate and pre-service teacher education providers. Further collaboration for coordination and optimal timing of the training interventions.	New program will continue to require considerable collaboration and will be underpinned by the inclusion of communities and parents in the program. More broadly the new program is embedded in, and will help to develop the decentralization and devolution processes. Of particular relevance will be the institutional and functional review that is anticipated in the ZEDP II which will serve to formalize and specify accountability functions
2	Longer training is perceived to have more of an impact than short-term interventions. Training over a sustained period, involving practice, coaching and mentoring leads to more substantial and sustainable change in habits and levels of understanding. This serves not only for teacher training, but also at the level of Ministry staff.	MoEVT recognizes this and is taking a number of actions to respond both through the GPE program but also from the programs of other partners (WB, USAID, NGOs and probably Sida). a) Setting professional standards b) A supportive inspectorate c) Review of the functional and institutional structures d) Improved accountability and information sharing To establish these cultural changes will take time and careful monitoring – the AJESR will be an opportunity for both review and for establishing norms against which change can be monitored.
3	Several factors contribute to difficulty in implementing child-centered, quality education at the pre-primary and primary level. These include opaque and inequitable deployment of teachers, lack of facilities causing high classroom-pupil ratios, curricula (and therefore also Achievement Standards) which are still overloaded and organized by topic, lending themselves to rote-learning, disjuncture between the inspectorate and teacher education, improved yet still insufficient classroom teaching and learning materials, and the afore-mentioned short length of training. All of	MoEVT acknowledges that the conclusions here are valid but a number of measures are being taken to improve, both with the new GPE funds and the programs from other partners. The curricula are being reviewed and changed to make them child centered, and facilities are being improved– these will be linked to standards that will be for services and for teachers (the curriculum will be competency based so competencies can be monitored). The inspectorate is undergoing major reform to become supportive. MoEVT notes that many of the changes are structural and linked to the other major findings of lack of funding. Accessing more funds will require different tactics. Using

¹⁵ The End of Term evaluation of the GPE 1 Programme was carried out by Sheila Reed, Angela Arnott, Kristeen Oberlander Chachage, Idrissa Yussuf Hamad at NIRAS Tanzania/Development Pioneer Consultants, Survey Specialists

	these aspects should be factored in to the next program Theory of Change.	the AJESR outcomes, evidence based results reporting and the pressure from partners and parents will all be important, but will take time.
4	The dearth of timely educational data and lack of integration of operational information management systems across all divisions and departments affects the planning, monitoring and evaluation of all programmes. This area requires immediate attention in order to serve the purposes of all divisions and programmes.	The EMIS is being supported by USAID to undergo a transformation into the School Information System (SIS) which will include all student and school level individual data, with improved systems and timeliness of data anticipated. The functional review should streamline information flow and reporting, and importantly will include ways in which the results of the data analysis can be best used at different levels to make change happen more quickly.
5	GPE has facilitated the completion of multiple training initiatives and associated materials (such as ECACP, Inclusive Education, and Achievement Standards).	This is more of a statement but the implication is quite clear – it is not the training but what happens afterwards that is the important thing; is there any impact? A start will be to look at the standards and how well these are being met (once established). In the medium term, there should be improved reporting on competencies at entry to primary and in the longer-term changes to the EGRA and EGMA scores.
6	The Achievement Standards approach has increased teachers' understanding of steps toward learner competency, and both the design and the school-level feedback on the Achievement Standards Assessment is promising for improving data-driven instruction. However, both the standards and the assessment system require further development to truly achieve student competency	The importance of establishing a range of standards has been at the core of the discussions for the new program. There should be minimum service standards and teacher professional standards developed under this program linked to the changing role of the inspectorate and the Ministry. The next challenge is to build system wide standards, and once again the inspectorate and the functional review will be at the core of this innovation.
7	Difficult topics increased teacher subject knowledge – as teachers are reported to now no longer skip those subjects – however, the switch to English Medium of Instruction reversed some gains. Further the timing of introduction of primary curricula and language of instruction (upper primary) was not always synchronized with training and distribution of textbooks.	The World Bank funded program will address a number of these concerns. Partners will monitor the impact of English as the medium of instruction and there will be reports at the AJESR.
8	The motivation for the mentors does not include a pathway to formalize their qualifications – mentors are potentially a new cadre of pre-primary teachers to fulfil the basic education policy.	The new program has recognized the importance of providing formal training to the mentors that can be counted towards formal qualifications. The challenge remains to get the establishment recognized for the different grades and for the increased numbers of teachers.