

# ESPIG Annual Progress Report Template for Projects

Status: Accepted

|   |  |  |  |  |
|---|--|--|--|--|
| <b>Country</b><br>Tanzania - Zanzibar   | <b>Name of project this grant is contributing to</b><br>Tanzania, United Republic<br>of_MLT_ESPIG_12/06/2017 | <b>Grant ID</b><br>GPE001338             | <b>Project ID (if applicable)</b><br>TZA_ESPIG_FY18_Sida |  |
| <b>Grant Agent</b><br>Swedish International Development Cooperation<br>Agency | <b>Grant Type</b><br>MLT-ESPIG   | <b>Approval Date</b><br>12/06/2017       | <b>Grant Effectiveness / Start Date</b><br>03/28/2018    |  |
| <b>Expected Closing Date</b><br>09/30/2024                                    | <b>Grant Amount</b><br>15,001,000 (USD)  | <b>Timeframe Examined in this report</b> |  | <b>Date of Report Submission</b><br>06/13/2025 |
|   |  | <b>From Date</b><br>06/30/2023           | <b>To Date</b><br>09/29/2024                             |  |

## Implementation Progress

### Overall Project Progress this Reporting Period

#### Overall Progress this Reporting Period 1

Satisfactory (S)

#### Previous Rating

Moderately Satisfactory (MS)

#### Detailed Description including factors that lead to an upgrade/downgrade in the rating

The implementation period for the programme, is within the extension granted by GPE secretariat. This period had few activities that were to be finalized as well as an extension of the Variable part. The majority of the activities were fully implemented including the Variable Part whose preliminary results show over 90% achievement. The fixed part budget was majorly attributed to the printing and distribution of textbooks for the new curriculum roll out. Zanzibar Institute of Education (ZIE), implemented the first phase of curriculum-aligned Teaching and Learning Materials (TLM) for Pre-Primary 1 and Standards I, IV, and VII. ZIE led development to ensure government ownership of copyright, enabling cost-effective reprints in the future. Despite delays in procurement and printing, key outputs were achieved. Four contractors were engaged for content development, and experienced technical teams—including university lecturers and subject experts—contributed to the process. Printing was carried out by Semuka (local) and Al Ghurair (international), covering both textbooks and guiding frameworks. Procurement of inclusive learning kits—addressing the needs of visually and hearing-impaired learners, and providing science models for upper primary—was also successfully completed. Materials were delivered in October 2024 and under inspection as of November 2024, with funds committed prior to the program's closure. Distribution was guided by the TLM Allocation Protocol (TMAP) to promote equity, especially where resources were limited. Supported by GPE funding and Sida incentives, the program achieved 93% equity in TLM distribution across schools and institutions in Unguja and Pemba. While the average pupil-to-textbook ratio for pre-primary reached 0.98, the Ministry is reviewing discrepancies to meet the national 1:1 goal with a 5% buffer. This phase laid a strong foundation for sustainable, inclusive access to quality learning materials, with strategic considerations underway for enhanced efficiency in future TLM development and printing.

### Project Implementation Progress, by Component / Objective

| Component / Objective  | Level of Progress this Reporting Period 2 | Previous Rating  |
|--|---|------------------|
| Pre-primary program  | Satisfactory (S)                          | Satisfactory (S) |
| <b>Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:</b>  |   |                  |
| <p>The curriculum framework envisioned phased out rollout of Teaching and Learning Materials (TLM) at which, after development of the syllabi and various frameworks to guide development of textbooks and teacher guides, the first phase would cover development, printing and distribution of textbooks and teacher guides for pre-primary 1, standard I, standard IV and standard VII. The aim was also for the Zanzibar Institute of Education (ZIE) to take lead in development of the TLM in order to remain with the copy right. This would ensure that once developed, the Camera-Ready Copies (CRC) would remain the property of the Government and hence the ZIE would be able to re-print the materials at any time required, without purchasing copy right from external sources.</p>   |   |                  |
| <p>Two main processes were required to achieve these activities: Development and evaluation of Teaching and Learning Materials (TLM; and printing of the developed TLM. The Zanzibar Institute of Education (ZIE) engaged four contractors to support with the development of the PPE 1, standard I, IV and VII materials. The Contractors were: Mwanzo publishers for development of PPE 1 materials, Dar es Salaam University College of Education (DUCE) for development of standard 1 materials, Alif publishers for development of standard 4 materials and Abantu publishers for development of standard 7 materials. Development of the TLM heavily involved technical teams and stakeholders including Lectures from DUCE and other Universities, Officers from education Departments and Agencies, Competent Subject Teachers, Subject Advisors.</p> <p>In terms of printing, the following were contracted: Semuka- for printing of standard PPE 1; standard IV and standard VII books; and Al Ghurair (Dubai) for printing of standard I textbooks and other materials i.e., syllabus, achievement standards, curriculum framework for all grades under the scope.</p>  |   |                  |
| <p>The process for development and printing faced various challenges and setbacks including delay in approval of contractors because of elongated procurement procedures; as well as elongated mass printing schedules. This prompted discussion on the need to find better means to develop and print remaining TLM, including considering to work with the Tanzania Institute of Education (TIE) under Memorandum of Understanding (MOU) given their long-standing experience in development and printing of TLM. The other consideration was for ZIE to engage printers on long term contract bases instead of one-off contracts.</p>   |   |                  |
| <p>Procure materials for Learning Kit for Pre-primary and lower Primary</p> <p>A supplier was successfully engaged to supply the learning kits and hence even though the activity was ongoing by end November, the funds to pay the supplier had been committed prior to the programme extension end-line. Once the inspection is complete and the delivered items are accepted, the Ministry will continue with distribution of the learning kits. The Learning Kit ordered include items for learners with visual impairment (magnetic letters, radio recorder, braille cell, squeezed ball, alphabet board, braille board, A4 frame, magnifier set, etc.), hearing impairment (drums, balloons, mirrors of different sizes), science models for upper primary (ears, eyes, heart, human skeleton, spinal cord, mini DNA, etc.), learning materials (Animals, Alphabets, fruits, tongs, spatula, test tube, watch glass, burette, spring balance, match kits, etc.) and common requirements (wooden glue, marker pens, dusters, Tv sets, videos, colored flour, compass boxes). These kits are supportive of the early development of the pupils especially their cognitive, social, emotional and physical development. They re helpful in supporting classroom learning and therefore support with school readiness. The supply of these kits have been helpful in helping pupils acquire skills such as Maths, problem solving even language development.</p> |   |                  |
| <p>Distribution of Developed materials to all stakeholders (Activity 1.4.9)</p> <p>ZIE uses the Teaching and Learning Materials Allocation Protocol (TLM) plan for printing and distribution of TLMs. The TLMAP is a tool for ensuring that TLMs are equitably distributed particularly when there are scarce resources. For example, while the Ministry policy intends to provide one textbook per child for all subjects, resources may be scarce such that a first print run would be sufficient for one textbook for two or three students. In order to ensure that each student gets access to a book, a priority list is produced from a formula that ensures that the available books are equitably distributed. Hence in 2024, a TLMAP priority list was produced based on the agreed protocol and the books were equitably distributed to all schools in Unguja and Pemba, MoEVT institutions, all TCs, School Hubs, National Library in both Unguja and Pemba, and other supporting Libraries.</p> <p>The process for equitable distribution of the books is supported through the Programme for Education Results (PERZ), which GPE is part of however, the equitable distribution of resources was incentivized by Sida only while the GPE provided direct funding for development, printing and distribution. The PERZ report notes that the equitable distribution of the TLMs which was supported by the GPE, was achieved by 93%.</p>              |   |                  |
| Pre-Primary Textbooks  |   |                  |

The intended pupil textbook ratio at the PPE was 1:1. The data shows that on average the ratio for each title at national was 0.98. This means that some of the schools did not receive enough books for each child to have his/her own book. District level data shows that some districts received more books than the required ratio of 1:1 while other received less. Received Less: Mjini (-33), Magharibi A (-251), Kaskazini B (-53), Kusini (-194), and Chake-Chake (-68). Districts receiving more books were: Magharibi B (222), Kaskazini A (368), Kati (145), Micheweni (101), Wete (254), and Mkoani (80). The Government intention was for all schools to have in excess of 5% of the required books for 1:1 ratio. The MoEVT will revisit the distribution list to identify schools that required additional books for reaching the set target and provide them with such books.

**Standard I Textbooks**

The intended pupil textbook ratio at standard I was 1:2 for Kiswahili, English, Mathematics, and Mazingira; and 1:3 for Sanaa za Ubunifu na Michezo and Dini. The average ratio for each title at national level was 1:2.8 for the four subjects and 3 for the 2 subjects. Similar to Pre-Primary, this means that some of the schools did not receive enough books for each child to have his/her own book. District level data shows that some districts received more books than the required ratio while others received less. Unguja received significantly more books than Pemba at which the ratio in Unguja for the four titles was 1:2.2 (roughly two students sharing one book) while in Pemba it was 4.4 (roughly four students sharing one book).

**Standard IV Textbooks**

The intended pupil textbook ratio at standard IV was 1:2 for Kiswahili, English, Mathematics, and Sayansi ya Jamii; and 1:3 for Sanaa za Ubunifu na Michezo, Kiarabu and Dini. The average ratio for each title at national level was 1:2.1 for the four subjects and 3 for the 3 subjects. Unlike Pre-Primary and Primary, all the schools received enough books for two pupils to share 1 book.

**Standard VII Books**

Similarly to standard IV books, the intended pupil textbook ratio at standard VII was 1:2 for Kiswahili, English, Mathematics, and Sayansi ya Jamii; and 1:3 for Sanaa za Ubunifu na Michezo, Kiarabu and Dini. The average ratio for each title at national level was 1:2 for the four subjects and 3 for the 3 subjects. Unlike Pre-Primary and Primary, all the schools received enough books for two pupils to share 1 book.

| <b>Component / Objective</b> | <b>Level of Progress this Reporting Period 2</b> | <b>Previous Rating</b> |
|------------------------------|--|------------------------|
| Inclusive education          | No Rating Available                              | Satisfactory (S)       |

**Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:**  
 There were no activities for this period

| <b>Component / Objective</b>  | <b>Level of Progress this Reporting Period 2</b> | <b>Previous Rating</b> |
|-------------------------------|--|------------------------|
| Management and administration | Satisfactory (S)                                 | Satisfactory (S)       |

**Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:**  
 Conduct 8 Project Implementation (Secretariat meetings; twice per Quarter) and Project Steering Committee (PSC) meetings to discuss project implementation progress; These meetings were not conducted as a structure for meetings was reviewed under the PERZ programme. The PSC meetings for PERZ combined both GPE and Sida Bilateral programme under the Program Coordination Unit (PCU).

End of program Review; This activity was on Ongoing by end November 2024. Procurement of an Independent consultant was performed and a contract was signed. Inception report was submitted and presented to the Ministry Executive Committee at MoEVT early October 2024. Data collection process was performed in mid-October 2024 and the final report was expected to be submitted early November 2024.

| Component / Objective                    | Level of Progress this Reporting Period 2 | Previous Rating              |
|--|---|------------------------------|
| Fixed part approved in 2019 (Output 1-5) | Satisfactory (S)                          | Moderately Satisfactory (MS) |

**Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:**

This period had few activities that were to be finalized as well as an extension of the Variable part. The majority of the activities were fully implemented including the Variable Part whose preliminary results show over 90% achievement. The fixed part budget was majorly attributed to the printing and distribution of textbooks for the new curriculum roll out. Zanzibar Institute of Education (ZIE), implemented the first phase of curriculum-aligned Teaching and Learning Materials (TLM) for Pre-Primary 1 and Standards I, IV, and VII. ZIE led development to ensure government ownership of copyright, enabling cost-effective reprints in the future. Despite delays in procurement and printing, key outputs were achieved. Four contractors were engaged for content development, and experienced technical teams—including university lecturers and subject experts—contributed to the process. Printing was carried out by Semuka (local) and Al Ghurair (international), covering both textbooks and guiding frameworks. Procurement of inclusive learning kits—addressing the needs of visually and hearing-impaired learners, and providing science models for upper primary—was also successfully completed. Materials were delivered in October 2024 and under inspection as of November 2024, with funds committed prior to the program’s closure. Distribution was guided by the TLM Allocation Protocol (TLMAP) to promote equity, especially where resources were limited. Supported by GPE funding and Sida incentives, the program achieved 93% equity in TLM distribution across schools and institutions in Unguja and Pemba. While the average pupil-to-textbook ratio for pre-primary reached 0.98, the Ministry is reviewing discrepancies to meet the national 1:1 goal with a 5% buffer. This phase laid a strong foundation for sustainable, inclusive access to quality learning materials, with strategic considerations underway for enhanced efficiency in future TLM development and printing. Conduct 8 Project Implementation (Secretariat meetings; twice per Quarter) and Project Steering Committee (PSC) meetings to discuss project implementation progress; These meetings were not conducted as a structure for meetings was reviewed under the PERZ programme. The PSC meetings for PERZ combined both GPE and Sida Bilateral programme under the Program Coordination Unit (PCU).

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| Component / Objective  | Level of Progress this Reporting Period 2 | Previous Rating     |
|------------------------|---|---------------------|
| Variable part - equity | Highly Satisfactory (HS)                  | No Rating Available |

**Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:**

In 2022 the six Districts performing least well were assessed as per whether there had been a 1% increase per year, over and above the trend increase taking place in the base year. In 2024, it was agreed the proposed coverage of the DLI to maintain a focus on 6 Districts with low performance of standard I students with PPE based on the 2024 Annual School Census (ASC) data. This would ensure continued emphasize on equity in access which was the initial objective when the DLI was introduced. The 2024 Annual School Census (ASC) data show that Districts with low performance are Magharibi A, Magharibi B, Kaskazini B, Micheweni, Wete and Mkoani as presented. The DLI targets per District focus on average percentage point increase. This was selected because it was determined to be simpler to understand as well as being able to generate targets that were more realistic for Districts already under stress. To ensure that the indicator was a stretch, which was a requirement by the GPE, a growth rate was applied to the historic trends. For example, if the % of New Entrants with PPE in Kaskazini B was 40% in 2020 and 60% in 2023, then the average percentage point increase was set at 6.6% each year (60-40/3). A growth rate was applied to this 6.6% to ensure that future targets were above and beyond this. Fund release was proportional based on achievement per District of the targeted percentage increase. A total of US\$900,000 was set aside for incentivizing performance of this DLI. The incentives were distributed at US\$150,000 per District. The highest performing District was Kaskazini B at 100% while the lowest was Magharibi A at 84%. Nonetheless, the total achievement was impressive at 93%.

| Component / Objective      | Level of Progress this Reporting Period 2 | Previous Rating     |
|----------------------------|---|---------------------|
| Variable part - efficiency | Satisfactory (S)                          | No Rating Available |

**Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:**

This DLI incentivizes the Government based on the level of compliance to the Primary Teacher Allocation Protocol (P-TAP). In FY2023/24 the GPE was expected to incentivize equitable distribution of deployed teachers through the ongoing GPE II DLI at which US\$ 300,000 was set aside. The PTAP 2023 showed that there were a total of 844 vacancies in 138 understaffed schools out of which 688 were in Pemba and 156 in Unguja. During FY2023/24 MoEVT set a target of 425 new teacher deployments which allowed for the P TAP to be set so that all schools would surpass at least 80% of their staffing requirements. The P-TAP provided the list of schools that had the highest staff shortages and the number of new teachers needed to surpass 80% of staff requirement. Out of the 425 new teacher deployment requirements, it was determined that 383 priority vacancies were in Pemba and 42 vacancies were in Unguja.

In terms of results, a total of 400 new primary teachers were deployed in FY2023/24. This represented 94.1% of the total recruitment target of 425 teachers. Out of the 400 new deployments 391 (97.75%) were compliant with the ZPTAP 2023 list of priority vacancies. A total of 371 new teachers were deployed to Pemba, with 365 to priority posts (98.4%) while 29 new teachers were deployed to Unguja, with 26 complying to the priority posts (89.7%). A total of 9 non-priority deployments were determined out of which only 2 were to schools that were already over 100% staffed.

| Component / Objective    | Level of Progress this Reporting Period 2 | Previous Rating     |
|--------------------------|---|---------------------|
| Variable part - learning | No Rating Available                       | No Rating Available |

**Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:**

There was no DLI in the extension period in this area

**Progress on the variable part**

The GPE II programme was also financed through a Variable Tranche where the Government was incentivized based on level of achievement of agreed upon Disbursement Linked Indicators (DLIs). Implementation of the Variable Tranche (agreed DLIs) led to the Government achieving a total of US\$ 2,274,000.00 (51%) from the allocated US\$ 4,500,000. Following the Government request to attempt to spend the rest of the funds, the GPE allowed (through a change in the operational guidelines) the Government to re-plan for completion of the financing allocated to DLIs by either continuing with the previous ones or financing new DLIs. The Government chose a total of four DLIs for the extension period out of which three were aligned to DLIs in the GPE System Transformation Grant (STG) Programme-2023/24-2026/27. The DLIs were as follows:

- DLI 1.1B (from GPE STG): The Government achieves agreed upon level of compliance between the Primary teacher allocation priority list (as per the TAP) and the actual teacher postings
- DLI 1.1C (from GPE STG): Analytical paper on assigning teachers based on maximum numbers of students per class is reviewed and assessed at the Mid-Term Review.
- DLI 2.2F (from GPE STG): Annual Education Statistical Abstract (AESAs) timely produced and disseminated.
- DLI 1.1 (Retained from GPE II): An increase in the number of children who are enrolling in Standard 1 who have attended PPE in the 6 Districts performing least well

The PERZ Programme Operations Manual (POM) was to be observed in determining performance for each of the DLIs except for the retained equity DLI.

The GPE II DLIs monitoring was done as part of the PERZ programme and hence their achievement was reported under the PERZ monitoring structure. In the process of verifying the PERZ DLIs, the Independent Verification Team (DLI) also undertook Verification of the Equity DLI.

The implementation went well, the Grant agent within the bilateral Sida funding has provided Technical assistance to Ministry for capacity building in developing complex allocation models for Teachers, learning materials and classrooms, analyzing data and constructing the Abstract. The technical assistance is meant for building capacity and eventually ownership and sustainability.

**Variable Part Reporting Template**

| From                     | To                       |
|--------------------------|--------------------------|
| 2023-07-01T00:00:00.000Z | 2024-06-30T00:00:00.000Z |

| Dimension | Level of Progress this Reporting Period | Previous Rating |
|-----------|---|-----------------|
|-----------|---|-----------------|

|        |                          |                          |
|--------|--------------------------|--------------------------|
| Equity | Highly Satisfactory (HS) | Highly Satisfactory (HS) |
|--------|--------------------------|--------------------------|

| Indicator  | Baseline         | Target for Reporting period | Achievement for Reporting Period |
|--|------------------|-----------------------------|----------------------------------|
| DLI 1.1 (Retained from GPE II): An increase in the number of children who are enrolling in Standard 1 who have attended PPE in the 6 Districts performing least well | Magharibi A 52.1 | Magharibi A 82.8            | Magharibi A 78 (84%)             |
|  | Magharibi B 58.5 | Magharibi B 79              | Magharibi B 77.5 (93%)           |
|  | Micheweni 58.0   | Micheweni 87.3              | Micheweni 82.8 (85%)             |
|  | Mkoani 55.0      | Mkoani 89.1                 | Mkoani 87.1 (94%)                |
|  | Wete 48.2        | Wete 87                     | Wete 86.8 (99%)                  |
|  | Kaskazini B 51.7 | Kaskazini B 77.2            | Kaskazini B 78.5 (100%)          |

| Actual Amount Utilized (in USD) for Reporting Period | Proportion (%) of actual amount utilized to the planned allocation for the reporting period | Cumulative Amount Utilized (in USD) for Reporting Period | Proportion (%) of cumulative amount utilized to the total allocation for the given VP indicator. |
|--|---|--|--|
| 837,000  | 93  | 837,000  | 93   |

**Evidence of achievements (e.g., independent verification report) and request for payout. Please add description in the field below and attach relevant documents.**

In 2022 the six Districts performing least well were assessed as per whether there had been a 1% increase per year, over and above the trend increase taking place in the base year. In 2024, it was agreed the proposed coverage of the DLI to maintain a focus on 6 Districts with low performance of standard I students with PPE based on the 2024 Annual School Census (ASC) data. This would ensure continued emphasize on equity in access which was the initial objective when the DLI was introduced. The 2024 Annual School Census (ASC) data show that Districts with low performance are Magharibi A, Magharibi B, Kaskazini B, Micheweni, Wete and Mkoani as presented. The DLI targets per District focus on average percentage point increase. This was selected because it was determined to be simpler to understand as well as being able to generate targets that were more realistic for Districts already under stress. To ensure that the indicator was a stretch, which was a requirement by the GPE, a growth rate was applied to the historic trends. For example, if the % of New Entrants with PPE in Kaskazini B was 40% in 2020 and 60% in 2023, then the average percentage point increase was set at 6.6% each year (60-40/3). A growth rate was applied to this 6.6% to ensure that future targets were above and beyond this. Fund release was proportional based on achievement per District of the targeted percentage increase. A total of US\$900,000 was set aside for incentivizing performance of this DLI. The incentives were distributed at US\$150,000 per District. The highest performing District was Kaskazini B at 100% while the lowest was Magharibi A at 84%. Nonetheless, the total achievement was impressive at 93%.

| Dimension | Level of Progress this Reporting Period | Previous Rating     |
|-----------|---|---------------------|
| Learning  | No Rating Available                     | No Rating Available |

| Indicator  | Baseline | Target for Reporting period | Achievement for Reporting Period |
|--|----------|-----------------------------|----------------------------------|
| There was no Indicator for learning during this extension period | 0        | 0                           | July 2023 to September 2024      |

  

| Actual Amount Utilized (in USD) for Reporting Period | Proportion (%) of actual amount utilized to the planned allocation for the reporting period | Cumulative Amount Utilized (in USD) for Reporting Period | Proportion (%) of cumulative amount utilized to the total allocation for the given VP indicator. |
|--|---|--|--|
| 0  | 0   | 0  | 0  |

**Evidence of achievements (e.g., independent verification report) and request for payout. Please add description in the field below and attach relevant documents.**

| Dimension  | Level of Progress this Reporting Period | Previous Rating     |
|------------|---|---------------------|
| Efficiency | Highly Satisfactory (HS)                | No Rating Available |

| Indicator  | Baseline   | Target for Reporting period                                     | Achievement for Reporting Period  |
|--|--|---|---|
| DLI 1.1B (from GPE STG): The Government achieves agreed upon level of compliance between the Primary teacher allocation priority list (as per the TAP) and the actual teacher postings | n/a  | 425 teachers recruited and posted as per TAP                    | 97.75%  |
| <b>Actual Amount Utilized (in USD) for Reporting Period</b>  | <b>Proportion (%) of actual amount utilized to the planned allocation for the reporting period</b> | <b>Cumulative Amount Utilized (in USD) for Reporting Period</b> | <b>Proportion (%) of cumulative amount utilized to the total allocation for the given VP indicator.</b> |
| 293,250  | 97.75  | 293,250   | 97.75   |

**Evidence of achievements (e.g., independent verification report) and request for payout. Please add description in the field below and attach relevant documents.**

This DLI incentivizes the Government based on the level of compliance to the Primary Teacher Allocation Protocol (P-TAP). In FY2023/24 the GPE was expected to incentivize equitable distribution of deployed teachers through the ongoing GPE II DLI at which US\$ 300,000 was set aside. The PTAP 2023 showed that there were a total of 844 vacancies in 138 understaffed schools out of which 688 were in Pemba and 156 in Unguja. During FY2023/24 MoEVT set a target of 425 new teacher deployments which allowed for the P TAP to be set so that all schools would surpass at least 80% of their staffing requirements. The P-TAP provided the list of schools that had the highest staff shortages and the number of new teachers needed to surpass 80% of staff requirement. Out of the 425 new teacher deployment requirements, it was determined that 383 priority vacancies were in Pemba and 42 vacancies were in Unguja.

In terms of results, a total of 400 new primary teachers were deployed in FY2023/24. This represented 94.1% of the total recruitment target of 425 teachers. Out of the 400 new deployments 391 (97.75%) were compliant with the ZPTAP 2023 list of priority vacancies. A total of 371 new teachers were deployed to Pemba, with 365 to priority posts (98.4%) while 29 new teachers were deployed to Unguja, with 26 complying to the priority posts (89.7%). A total of 9 non-priority deployments were determined out of which only 2 were to schools that were already over 100% staffed.

| Indicator  | Baseline   | Target for Reporting period                                     | Achievement for Reporting Period  |
|--|--|---|---|
| DLI 1.1C (from GPE STG): Analytical paper on assigning teachers based on maximum numbers of students per class is drafted and presented to Ministry Management and SMT of June/July 2024 | n/a  | Analytical paper produced                                       | Paper produced and approved by Ministry Management  |
| <b>Actual Amount Utilized (in USD) for Reporting Period</b>  | <b>Proportion (%) of actual amount utilized to the planned allocation for the reporting period</b> | <b>Cumulative Amount Utilized (in USD) for Reporting Period</b> | <b>Proportion (%) of cumulative amount utilized to the total allocation for the given VP indicator.</b> |
| 474,000  | 100  | 474   | 100   |

**Evidence of achievements (e.g., independent verification report) and request for payout. Please add description in the field below and attach relevant documents.**

A detailed analytical paper titled: “Zanzibar Primary Teacher Requirements 2024 – 2030” was drafted, approved by the KTE and endorsed by SMT of August 2024. The analytical paper was based upon assigning teachers according to a maximum of 45 students per teacher in a classroom. The overall implications on teacher requirements are clearly presented for the national level and disaggregated to district level to highlight the current levels of inequity in teacher provision. The actual level of projected teacher needs is expressed clearly in terms of actual teachers rather than as Pupil Teacher Ratios which can be more difficult to interpret. All government schools and grades are covered and a provision is included for the anticipated reversion to a 6 grade primary cycle. Recommendations for the target level of recruitment - and target level of total teacher provision are provided over the period 2024 to 2030, at both national and district level.

The POM required that funds assigned to the DLI were released in full upon successful production of the analytical paper. The MoEVT assessment as presented to the SMT of August 2024 indicated that the Paper was successfully produced. The SMT approved the paper to be submitted to the IVT for verification upon which the IVT noted that the paper was fully compliant, and hence the SMT of November 8th 2024 approved release of allocated incentives totaling US\$ 474,000.

### File Name

IVT report 202324.pdf

The documents listed were submitted with the progress report. If you’d like access to them, please contact the grant operations officer for your country.

| Indicator  | Baseline   | Target for Reporting period                                     | Achievement for Reporting Period  |
|--|--|---|---|
| Annual Education Statistical Abstract (AESA) is produced each year | n/a  | Statistical Abstract produced                                   | Abstract available  |
| <b>Actual Amount Utilized (in USD) for Reporting Period</b>        | <b>Proportion (%) of actual amount utilized to the planned allocation for the reporting period</b> | <b>Cumulative Amount Utilized (in USD) for Reporting Period</b> | <b>Proportion (%) of cumulative amount utilized to the total allocation for the given VP indicator.</b> |
| 600,000  | 100  | 600,000   | 100   |

### Evidence of achievements (e.g., independent verification report) and request for payout. Please add description in the field below and attach relevant documents.

The AESA was successfully produced and disseminated to key stakeholders. In terms of data coverage of key data sets, each school has been assigned a unique registration number within the Education Management Information System (EMIS) and individual schools in the datasets are distinguished with school name, region, district and Shehia. Student numbers are disaggregated by sex, grade, level, age and SEN. Teachers are recorded according to their specialization, qualification, sex, working experiences and location. This includes newly recruited teachers. Classrooms are mentioned in terms of numbers for calculating Pupils’ per classroom and pupil classroom ratios as well as their usability. Latrines are mentioned in terms of their numbers and by gender to establish Pupil Latrine Ratio that are calculated differently for girls and boys. Textbooks and teacher guides are captured in terms of numbers and subjects by grade. Teaching and learning aids are recorded in terms of numbers and their applicable by school level.

The AESA is a foundational activity and was assessed by the IVT as well as the SMT as being fully compliant. This meant that funds allocated to the DLI (US\$600,000) were to be released in full.

### Lessons, innovative/promising practices

Retaining the copyright for the text books is a successful practice, as the previous curriculum the Ministry was not able to fully replenish textbooks due to the expenses that came with not owning the copyright of the books.

### Impact stories

## Tangible Outputs, Knowledge Products, Results Framework and other Supporting Documentation

| # | File Name | Document Type | Description |
|---|-----------|---------------|-------------|
|---|-----------|---------------|-------------|

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## Financial Reporting & Grant Management

### Financial Reporting on GPE Grant

#### Cumulative Financial Absorption Rate

| Approved Budget to Date | Cumulative Expenditure | Cumulative Financial Absorption Rate | Level of Financial Absorption |
|-------------------------|------------------------|--------------------------------------|-------------------------------|
| 15,001,000              | 14,341,645             | 95.6                                 | On Track                      |

#### Budget Variance Analysis for the Current Reporting Period

| Total Approved Budget for the Current Reporting Period | Total Expenditure for the Current Reporting Period |
|--|--|
| 2,482,556  | 2,028,552  |

#### Explanation for underspending or overspending in excess of 10%

Pending payments for textbook printing contracts and purchase of Pre primary learning kits. These payments will be finalized after inspection of deliveries of goods to the Ministry. Please note that the final figures will be available in the completion report as well as the final audit report.

## Management Performance

| Level of Management Performance | Previous Rating  |
|---------------------------------|------------------|
| Moderately Satisfactory (MS)    | Satisfactory (S) |

#### Detailed Description

The management arrangements during the reporting period had a moderately satisfactory impact on the implementation of the grant and its progress toward achieving intended outcomes. Delays in the procurement of printers and recruitment of textbook developers negatively affected the timely printing of and distribution of textbooks. The textbook development process also took longer than anticipated, as it was designed to serve a dual purpose of both producing materials while simultaneously building the capacity of the Zanzibar Institute of Education's curriculum and textbook development teams. Similarly, there were delays in procuring learning kits. These procurement delays were largely due to challenges within the Ministry's mandate, particularly the timely availability of Procurement Board members, which affected decision-making timelines. As a mitigation measure, efforts are ongoing to streamline procurement procedures and improve coordination with the board to minimize future delays. Additionally, another potential measure to help address such delays in future grants is the inclusion of an inception phase prior to the grant's effectiveness date. A preparatory period of three to six months could allow for critical start-up activities, such as procurement planning, recruitment of technical assistants, and initial capacity building to begin in advance. It is recommended that the GPE Secretariat consider the feasibility of

operationalizing such a phase in future program designs.

## Revisions to the grant

**This period, have there been any revisions to the grant other than those submitted to the GPE Board or Secretariat for their approval?**

No

**How likely is that the grant agent will submit a request for revision to the GPE Board or Secretariat in the next 12 months for their approval?**

Highly Unlikely

## Annexes

### Annex 1: List of Acronyms

| Acronym | Description                                   |
|---------|---|
| ZIE     | Zanzibar Institute of Education               |
| ZESTP   | Zanzibar Education Sector Transformation Plan |

### Annex 2: Global Numbers Reporting Template

**Provide the data related to GPE's three global numbers for this reporting period below:**

- Textbooks purchased and distributed
- Teachers trained
- Classrooms built or rehabilitated

**Note:** For cofinanced grants, please provide the proportion that can be attributed to GPE grant. For example, if the grant's financial contribution accounts for 50 percent of a teacher training activity, the proportion that can be attributed to GPE grant for the number of teachers trained through that activity would be 50%.if the unit of analysis in the indicator is the number of schools and not classrooms, please enter an estimated number of classrooms and provide an explanation in the comments box.

#### GPE Indicators

##### Textbooks purchased and distributed

| # | Indicator | Actual Number Achieved (during this reporting period) | % attributed to this grant (for cofinanced grants) | Comments |
|---|-----------|---|--|----------|
|---|-----------|---|--|----------|

|   |                                     |         |     |   |
|---|-------------------------------------|---------|-----|---|
| 1 | Textbooks purchased and distributed | 581,714 | 100 | These textbooks are for Pre primary 1, Grade 1, Grade 4 and Grade 7 |
|---|-------------------------------------|---------|-----|---|

### GPE Indicators

#### Teachers trained

| # | Indicator                        | Actual Number Achieved (during this reporting period) | % attributed to this grant (for cofinanced grants) | Comments                                   |
|---|----------------------------------|---|--|--|
| 1 | Pre Primary and primary teachers | 6,557   | 100  | Trainings conducted for the new curriculum |

### GPE Indicators

#### Classrooms built or rehabilitated

| # | Indicator | Actual Number Achieved (during this reporting period) | % attributed to this grant (for cofinanced grants) | Comments |
|---|-----------|---|--|----------|
| 1 |           |   |  |          |

1

## Annex 3: Cumulative Beneficiary Children Reporting Template

Provide the cumulative number of children (both in school and out of school) who directly participated in project activities, received project-supported incentives or services, or benefited from project interventions so far. Also provide relevant disaggregated values by sex (applicable to all grants). If appropriate and available, provide disaggregated values by varied subgroups and by education level. Reporting beneficiary data cumulatively means counting all beneficiaries as a running total, adding up all beneficiaries since the start of the grant and up to the end of this reporting period. Data on beneficiaries are to be collected using the methods and tools proper to each project. It is understood that some disaggregated data will only be collected if a project expressly targets specific subgroups through their interventions and uses their own methods for counting beneficiary children/other students.

NOTE: For cofinanced grants, please provide the numbers for the entire program and indicate the proportion that can be attributed to GPE grant. For example, if the grant's financial contribution accounts for 40 percent of the program that is cofinanced by GPE and other donors, enter 40% in the "% attributed to this grant."

|  | Pre-primary (optional) | Primary (optional) | Secondary (optional) | Others (optional) | Total   | % attributed to this grant (for cofinanced grants) |
|--|------------------------|--------------------|----------------------|-------------------|---------|--|
| Number of children who directly benefited from the project so far: | 26,976                 | 140,766            |                      |                   | 167,742 | 100  |

Of which, girls:

Of which, children with a disability (optional):

Of which, refugee children (optional):

Of which, internally displaced children (optional):

Of which, out-of-school children, in school age (optional):

Of which, children from marginalized ethno-cultural/ linguistic minorities: specify which ones (optional):

Provide any comments on beneficiary children, if needed. This could include for example: the definition employed by the project for a particular subgroup (including a more granular description of these subgroups), the approach/tool used to calculate the number of beneficiaries overall or by subgroup, any limitation of the approach/tool employed for this calculation, and reasons why data on beneficiary children is unavailable. Please provide the number or proportion of girls for varied subgroups in the comment section below, if available.

1 Highly Unsatisfactory - The project has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory - The project has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory - The project has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs, but a resolution is likely. Moderately Satisfactory - The project is expected to achieve most of its major outputs efficiently with moderate shortcomings or delays. Satisfactory - The project is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory -The project is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.

2 Highly Unsatisfactory - The component/objective has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory -The component/objective has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory -The component/objective has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs, but a resolution is likely. Moderately Satisfactory- The component/objective is expected to achieve most of its major outputs efficiently with moderate shortcomings or delays. Satisfactory- The component/objective is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory-The component/objective is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.