

ESPIG Annual Progress Report Template for Projects

Status: Accepted

Country Tanzania - Zanzibar	Name of project this grant is contributing to Tanzania, United Republic of_MLT_ESPIG_12/06/2017	Grant ID GPE001338	Project ID (if applicable) TZA_ESPIG_FY18_Sida	
Grant Agent Swedish International Development Cooperation Agency	Grant Type MLT-ESPIG	Approval Date 12/06/2017	Grant Effectiveness / Start Date 03/28/2018	
Expected Closing Date 03/31/2023	Grant Amount 15,001,000 (USD)	Timeframe Examined in this report		Date of Report Submission 05/09/2023
		From Date 06/30/2021	To Date 06/29/2022	

Implementation Progress

Overall Project Progress this Reporting Period

Overall Progress this Reporting Period 1

Moderately Satisfactory (MS)

Previous Rating

NA

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

Highest level achievement of the Zanzibar GPE II programme is measured by 10 outcome indicators. There were no targets set for Fiscal Year (FY) 2020/21 hence only the actual achievement is being reported against achievement of the previous year. The data shows that there was improvement on two indicators: Indicator No.3 on % of pre-primary children with disability enrolled in Pre-Primary Education (PPE) where there was increase from 2.3% in 2020/21 to 2.9% in 2021/22; and Indicator No.9 on % of schools that meet standards for inclusive infrastructure and materials where the total programme target was 55% and has been achieved in full.

Indicator No 1 on Pre-Primary Net Enrolment Rate (NER) showed a decline from the previous year where the achievement was 67.4% in 2020/21 dropping to 65.2% in 2021/22. The percentage of pre-school children meeting agreed competency standards/readiness for standard 1 could not be determined because assessment has not yet been conducted. However, the Government has developed the competency framework as part of the ongoing curriculum review process. During the transition period the Government will revisit the feasibility of undertaking assessment to determine the percentage of pre-school children meeting agreed competency standards/readiness for standard 1.

PPE School Management training program was developed and trainings to all school leadership in Zanzibar was completed. During the extension period the Government will undertake an assessment to determine the percentage of school heads practicing effective leadership and management in support of PPE through School Inspectors.

During the programme period it had also been planned that the Government would develop and approve policy for inclusive education. It was later determined that a chapter on Inclusive Education (IE) could be incorporated in the Education Policy (currently under review) in order to avoid multitude of standalone policies for education. The IE policy chapter has successfully been developed and incorporated in the education policy. Meanwhile, the % teachers practicing inclusive education (cumulative). During the period it was planned that modules would be developed to train 40% of teachers. The Government successfully developed the modules however trained only 5% of teachers due to insufficient funds.

The progress on the curriculum has been good. The syllabi have been completed and during the extension period textbooks will be developed and printed. Teacher trainings will be held to orient them on the new teaching guides and textbooks. The cabinet was presented with the curriculum and gave their comments whilst blessing the curriculum reform to continue with its implementation. It is not expected that the cabinet approves the curriculum, but documentation is being sought to show that the cabinet has indeed allowed MOEVT to continue with implementation. The cabinet was presented with transformation areas within education, amongst the transformation included to add grade 7. Such a decision automates the review of curriculum to include grade 7 which was not there in the past.

Key challenges currently include the approval of the education policy which hindered the tabling of the curriculum. To mitigate this challenge the MOEVT drew a list of key transformation issues to table to cabinet for review and approval, which was done. The Minister has now formed a task force for education transformation in Zanzibar and those recommendations coming out of this task force report will be in cooperated within the policy under review. The report will also form a significant part of the sector plan development. The policy therefore has not been tabled to cabinet/parliament until the ministry task team report is made available and decisions have been made.

Low execution rates have been mostly due to corona as well as the curriculum approval delay. With the extension the implementation is on tract. Textbook development has been arranged in a way that the development is done by different groups of people simultaneously for time efficiency.

Project Implementation Progress, by Component / Objective

Component / Objective	Level of Progress this Reporting Period 2	Previous Rating
Pre-primary program	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:		
1.1 Outcome 1: Improved teaching and learning process at the pre-primary and primary education level		
Satisfactory		
3.1.1 Output 1.1 Improved learning space at the Pre-Primary level (Tutu Centers and Pre-Primary Classes)		
a) Final expansion of TuTu in high need areas through the development of 30 new centers:		
This activity was successfully completed in terms of distribution of identified construction materials to identified centres. The materials procured include included iron sheets, sand, building blocks, stones, cement, and construction accessories.		
After distribution of planned		
materials, the plan was for the communities in the specific areas to support construction of the centers. However, construction in some centres was not completed due to insufficient funds for labor charge and others not having all necessary materials including iron bars and wood. In order to avoid loss of materials some centers have asked for storage into nearby shops to avoid damage especially on cement. In order to establish the exact support that the centres require in completing construction, the MOEVT will conduct a monitoring exercise to identify the exact needs per centre and device means through which the centers can be facilitated to complete planned construction. This will be done in August 2022. b) Construction of 4 new pre-primary classrooms using community-based construction		
This activity was successfully completed. The Ministry of Education and Vocational Training (MOEVT) Engineers worked with the Department of Pre-Primary and Primary Education (DPPE) to select needy areas.. The tender process was successfully completed allowing completing of four classrooms at two schools: Dongechechele (2 classrooms) and Mweragudini (2 classrooms)."		
c) Complete 32 Classrooms and Furnishing.		
This activity is still in progress estimated at 48% implementation status. The MOEVT Engineers worked with Department of PPE (DPPE) to prepare tender documents which were then advertised in 3 lots (North Unguja region, South Region and Urban Region. Activities performed included support in roofing, plastering, flooring and painting. d) Renovate selected 14 classrooms		
This activity is still in progress. The process used to obtain contractors was through quotations where 3 contactors were engaged and were divided in 7 schools. This activity is 95% complete where the only classrooms awaiting completion are at Regezamwendo PPE pending painting of the walls. e) Renovate selected 50 Tutu Centers		

This activity was still in progress by June 30th and around 65% of the renovation work had been completed. Initially 50 Tutu centres were selected for renovation however during site visits it was determined that 26 Tutu centers were renting people's houses, political party branches and hence only 24 sites were earmarked for renovation. Different renovation work was required by the different centres including flooring, painting, walling, plastering, painting window and doors, plumbing, crack treatment. Output 1.2 Syllabi for all levels developed and socialized

a) Engage consultants to support syllabi and textbook development

This activity is still in progress. "A contract was signed with the procured consultant in May/June 2022, an inception report has already been submitted to the Ministry for review. The consultant was given 20 days to verify the developed syllabi and support in preparation of learning assessment tools. For the extension period this activity's budget is set aside to allow for payments to the consultant to be done.

b) Development of draft templates and training of subject panel in drafting of syllabi

This activity has been successfully completed. A total of 63 panelist (29 female and 33 male) were trained by the Zanzibar Institute of Education (ZIE) staff for three days. This team later worked to prepare the templates.

c) Development of syllabi for lower and upper primary.

After development of the templates a working session was held to develop the syllabi. The trained team of 62 people were divided into groups according to levels; lower primary and upper primary. The teams completed the draft syllabi in February 2022. A total of 14 draft subject syllabi were completed in phase I. These included 6 for lower primary (English, Kiswahili, Mazingira, Hisabati, Sanaa za Ubunifu na Michezo and Dini) and 8 Subject Syllabi for Mathematics, English, Kiswahili, Arabic, Dini, Sanaa za Ubunifu na Michezo, Science and Technology and Sayansi Jamii Subjects for upper primary level. A total of eight (8) subject syllabi for standard VII were also developed and are currently in use following the Government's decision to re-instate standard VII starting calendar year 2022.

The ZIE also completed the sub activity for holding three days consultation meetings in Unguja and Pemba with Teacher Centre (TC) Coordinators, various stakeholders, Subject Advisors and Resource Teachers for inputs on the revised syllabi. The activity was performed between April and May where 14 draft subject syllabi were disseminated to 121 stakeholders.

Another three days consultation meeting was held with Pre & Primary Teachers, university lectures, teacher college tutors and Pupils. The activity was performed between April and May where the 14 draft subject syllabi were disseminated to 463 stakeholders or Pre & Primary Teachers, lectures, tutors and Pupils in Unguja and Pemba.

d) Development of achievement standards for Pre-Primary and Primary Education level.

Development of the achievement standards is ongoing. Phase I of the activity involved a working session for conceptualization of the achievement standards template for all levels involving eight (8) curriculum developers from ZIE. This was followed by a 7 day working session for a team of 18 people to develop and edit the achievement standards for pre-primary 1 and 2. Phase II of the activity involved a seven day working session for 18 people to prepare the Achievement standards for all levels of primary education.

Draft achievement standards for all levels are now in place and currently ZIE are planning to perform consultation meetings for 12 days (6 in Pemba, 6 Unguja) with stakeholders i.e., school inspectors, subject advisors, Officers from Zanzibar Examination Council (ZEC), teachers and resource teachers, Lecturers to collect inputs. Once inputs are collected a five days working session involving 26 people (including teachers, lecturers and resource teachers) will be held in August 2022.

e) Preparation of Instructional Material Specification/Guidelines

This activity is still in progress. Two draft guidelines for textbook development and for textbook evaluation are in place. The consultation meetings with ministry officials and ZIE board to strengthen the documents for both Unguja and Pemba were held in May 2022. Incorporation of inputs is ongoing and approval of the documents will be obtained from the ZIE board in July 2022.

f) Development of student and teacher materials templates/specifications including book maps

This activity is still in progress. Syllabus preparation are in final stages, and material specification documents are also in place. Book maps will be prepared after completion of the syllabi. The activity is

expected to be completed in early August 2022.

3.1.3 Output 1.3 Materials to support implementation of the syllabi developed

a) Training of Zanzibar Institute of Education Staff on Material development, Production & Publication

This activity has been successfully completed. A five-day training session was held in May 2022 where 20 ZIE staff and 3 ZIE Board members participated. The Modules covered included: Stages of preparation of textbooks and textbooks items, development of synopsis/book maps, writing textbooks and manuscripts, editing the manuscripts, book designing and evaluation of textbooks manuscripts.

b) Development of teacher classroom assessment guide for pre-primary, primary and children with special needs

Two sub activities were planned: A working session to develop the assessment guidelines; and piloting of the assessment guidelines. However, by 30th June the activity was yet to be started. Instead ZIE and ZEC in collaboration with United States Agency for International Development (USAID) Jifunze Ulewe were finalizing the national assessment framework which will incorporate the assessment guidelines. Piloting is expected to be performed after the assessment guidelines document is developed and approved.

c) Development of Lesson Plan and Schemes of Work, assessment form, daily record guidelines

This activity is in progress. In May 2022, working sessions to conceptualize the templates and fill them in were held. Consultation/dissemination of the templates was done in June followed by incorporation and consolidation of inputs. By 30th June the documents were awaiting presentation to ZIE board and MoEVT officials for approval.

d) Development of Inclusive Education curriculum implementation guidelines

This activity is in progress. Two working sessions were held in June, first to conceptualize the activity and second to develop the IE curriculum framework. Editing of the developed document is planned for July 2022 when the team will be expected to complete draft supplementary Curriculum for Inclusive Education. Consultation meeting to disseminate the document is to be performed by end July in both Unguja and Pemba upon which the inputs will be incorporated for finalization followed by meetings for approval by the ministry officials and ZIE board In August 2022.

e) Review sign language dictionary

This activity has not started instead it will be performed during the extension period where ZIE will work with specialists from Inclusive education to prepare a digital sign language dictionary.

f) Edit books for braille printing

This activity has also not started and will be performed during the extension period, where ZIE will work with the digital specialists alongside activity 1.3.5.

3.1.4 Output 1.4 Teaching and Learning materials printed and / or procured

a) Purchase and distribution of learning materials for government, private and community pre-primary schools

This activity has been successfully completed. Evaluation of materials to be distributed was performed by the DPPE then tendering process initiated leading to successful contracting and materials distribution process. All 50 Tuheze Tujifunze (TuTu) centers received equal number and types of teaching and learning materials in the form of: Slates, Cubes, MP3 Radio, Story cards, Number cards, Shapes, Alphabet cards, skipping ropes, A4 Papers, Baskets, Crayons pencils, Register book, Black board, Black board ruler, Black board paints, Mentors' guide, Pencils, Balls, colored chalk, white Chalk, Marker pen, Scissors, Manila sheet, Dusters.

b) Provide materials to support the developed Curriculum including partially abled learners

This activity has been successfully completed. Procurement procedures were initiated in 2018, the supplier was selected. However actual supply of materials was initiated in 2022 due to effects of Corona Virus Disease (COVID) 19. These materials have been distributed to 773 schools and Tutu Centres within (community and public schools) Unguja and Pemba. A total of 48 types of learning materials were procured to be distributed to schools grouped into 6 clusters as follows:

- Cluster 1: Flashcard including; Arabic numerals, alphabets, colors animals, insects and words
- Cluster 2: Wallcharts including fruits, parts of the body, Arabic numerals, animals, alphabets
- Cluster 3: Models and Toys including Phones, drums, boats, motorcycle, globe, bicycle, pearl white, animal zoo, kitchen, fruits, clock, toy planes, cars, train, and helicopter
- Cluster 4: Block shapes including: Alphabets, shapes, Arabic numerals
- Cluster 5: sports equipment including; xylophone, wheel, cone, ball, whistle
- Cluster 6: Arts and craft including: painting color, marker pens, color powder, colored chalk, brushes, manila paper, glue stick, gallon glue, crayons, felt pen, rainbow color paper,"

c) Printing teacher professional standards for distribution to pre-primary teachers

This activity is still in progress. Procurement processes to print the document are still ongoing. Additional plans have been added in the extension period to disseminate the standards through training of 300 people on the use of the standards.

d) Familiarization with and preparation of Guidelines on the process for procurement of textbooks and other materials

This activity is still in progress. A total of 10 ZIE staff including ZIE ICT unit and Ministry ICT officials) were trained for 10 days in July 2022 on books setting/designing, material development, production and publication. Planning meetings to prepare tender documents for textbooks development have been done between ZIE curriculum developers, MoEVT and ZIE PMU and Legal officer from ZIE and MoEVT. Development of tender documents will now be facilitated by the trained officers.

e) Print teacher and student guides (to be done directly by Zanzibar Institute of Education (ZIE))

This activity has been successfully completed. After completion of consultation and editing of draft syllabi in February 2022, the draft syllabi was presented to ZIE board and MOEVT officials for approval in March 2022. A total of 4,000 primary syllabi for standard 7 were printed and distributed in all primary schools Unguja and Pemba for piloting purposes. Mass printing will be done after verification of syllabi by the consultant and approval from MOEVT officials.

f) Procure teaching and learning Materials from publishers (Phase 1)

Initially the Government had planned to procure the new curriculum materials from publishers. However, towards end June 2022 the Government reflected on the need to reduce the costs for provision of student materials to ensure a maximization of the number of materials that can reach schools. Hence the activity has been changed to “Develop and print teaching and learning materials as per new curriculum” The activity has the following sub activities that will be performed during the extension period:

- 1.4.6(a): Development of textbooks, teachers' guides and other supplementary materials
- 1.4.6(b): ZIE Evaluation panel to evaluate the developed textbooks, teachers' guides for pre-primary I, standard I and Standard IV (for 3 phases). The Government has planned to engage the consultant to supervise development of the textbooks, teachers’ guides and other supplementary materials for PPE I, PPE II, std I and std IV that will be developed by subject panels under ZIE.
- 1.4.6(c): MoEVT officials to approve the developed textbooks, teachers' guides for pre-primary I, standard I and Standard IV
- 1.4.6(d): ZIE Academic Committee to review and update and prepare report for ZIE Board approval
- 1.4.6 (e): ZIE Board to approve the developed textbooks, teachers' guides for pre-primary I, standard

Component / Objective	Level of Progress this Reporting Period 2	Previous Rating
Inclusive education	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:

Outcome 2:
 Improved community engagement in supervision and monitoring of new curriculum implementation
 Satisfactory

3.2.1 Output 2.1 Ward/Shehia, SMCs members and parents' role on school management strengthened

a) Develop parenting programme and train parents and school committee on parenting

This activity has been completed successfully through the adaptation of a programme and training of parents and school committee in all government and private schools with pre-primary classes. The main objective of the activity was to enhance capacity of teachers, parents and communities to collaborate in effecting positive development of Pre-primary students. To boost the pre-school development, children registration, teachers, and parents' collaboration for improving community awareness on the importance of Pre-primary Education.

A consultant was engaged to work with DPPE to produce the document which was later approved by MOEVT management. The approval was followed by training of 16 trainers from Unguja and Pemba. This was followed by trainings in all districts to head teachers, teachers, school management committee chairpersons, community schools, TuTu mentors and parents on the same. About 2,830 participants in 11 districts of Zanzibar attended the trainings. b) Development of operating standards for all school and parent committees

This activity is in progress. A consultant was procured to develop the program. The operating standards document is divided into three parts: Material development, School Infrastructure and School Management for pre-school education. Translation, Editing and printing of 1,500 copies of this document will be performed during the extension period where ZIE will be involved as the standards may be affected by the ongoing curriculum reform activities.

c) Develop PPE school management training programme

This activity has been successfully completed. A consultant was hired who assisted in developing the program modules. The Modules were sent to Swahili linguists to check the language for editing. In addition, a ten (10) members Education stakeholders meeting was held to check the content and language used in the modules. In October 2021 modules were submitted to MOEVT management for approval. This was followed by training of trainers and further revisions to the modules. School management trainings were then undertaken in all 11 districts of Unguja and Pemba targeting heads of all preprimary schools and primary schools which have preprimary classes and TuTu centers.

d) Develop and pilot Tool to ensure registration of all children at the level of Shehia

This activity was not started by June 30th 2022. As a result, it was recommended that it be cancelled as it was deemed to be redundant due to implementation of a similar programme by UNICEF. The funds for the activity will be used during extension to provide training to standard one teachers on the transition program

e) Train School Management Committees on the revised curriculum

These activities have been successfully completed. A two days meeting was held in Unguja and Pemba reaching 600 people from all districts. The main agenda was to enhance awareness on the ongoing curriculum review, stipulating the whole process of review, new structure of the curriculum, how the curriculum cycle will be as well as expected competence/learning outcomes that are to be achieved.

f) SMCs sensitize parents through Parent Teacher Associations and advocacy

Objectives of this activity were achieved in implementation of activity 2.1.5. Hence this activity is also deemed successfully completed.

g) Consultant to develop "Pre-Primary to Primary" transition programme

This activity is still in progress. "The transition program is a document that focuses on enhancing the capacity of standard one teachers who receive students from pre-primary. It was noted that STD 1 teachers needed some key skills on how to handle children during transition from pre-primary to primary given the different learning methodologies used at the levels. A consultant was procured to prepare modules for the program document, one for transition and another one on monitoring. The documents were approved in August 2021. Pending activities include translation of the documents, editing and printing of 1500 copies which are to be distributed in schools, these activities will be performed during extension. Training to Standard I teachers will also be conducted during the extension period.

Component / Objective

Management and administration

Level of Progress this Reporting Period 2

Satisfactory (S)

Previous Rating

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:

Outcome 3:

Improved capacity of institutions to implement, supervise and monitor Pre Primary Education and Primary Education

Satisfactory

3.3.1 Output 3.1 Specialist support and staff/Institution capacity strengthening

a) Engage Specialist Support for curriculum reform process

This activity has been successfully completed. Technical team members from Tanzania Mainland and Zanzibar were used to support development and improvement of the primary syllabi as well as primary teaching guidelines.

b) Adapt and customize existing professional development programme for MOEVT PPE staff

This activity is still in progress. This is a training document for staff within the ministry to enhance their ability to prepare action plans, budgets, proposals and other admin documents.

A consultant was engaged to facilitate preparation of professional development modules which were submitted for approval followed by a four days training on the same to 7 staff from DPPE, Department of Teacher Education (DTE), Office of Chief Inspector of Education (OCIE) and Education officer from Mjini district. Editing and printing of this document are pending activities which will be implemented during the program extension period.

c) Conduct training to strengthen Project Management, Financial and monitoring

This activity has been successfully completed. A refresher training was conducted to officers in the procurement unit and included participants from both Unguja and Pemba.

d) Provide support to Zanzibar Institute of Education (Zanzibar Institute of Education (ZIE)) on management of the curriculum reform process

This activity is still in progress. One (1) photocopy machine, two (2) desktop computer and five (5) laptops have been successfully procured. Procurement of the Vehicle is under final process under the PMU and the service provider.

3.3.2 Output 3.2 Programme Monitoring, Evaluation and Administration

a) Basic Monitoring activity in TuTu Centers & Pre-primary Classes - Unguja and Pemba

This activity has been successfully completed. The initial activity involved preparation of evaluation tool which was prepared in cooperation with district education officers and TuTu coordinators. This was followed by preparation of monitoring plan showing a schedule of visits and distribution of officers in both Unguja and Pemba. The actual monitoring exercise observed the following areas of interest:

a) Evaluation of school environment (outside and classrooms)

b) Inspect maintenance of distributed teaching and learning materials through GPE and if records were well kept

c) Teaching practices

d) Records on use of small-scale grants as there were some schools noted to have minimal consumption of the funds due to lack of one signatory as an effect of DbyD

e) Engagement of parents and community in developing learning process of students (UWAWAJA)

b) Managing Small scale grants to government managed or supported pre-school institutions

This activity has been successfully completed. Trainings were performed in January 2022 to create awareness to school institutions on how to effectively maintain the funds distributed through GPE. A total of 27 TuTu centers were visited for this objective.

c) Conduct 8 Project Implementation (Secretariat meetings; twice per Quarter)

This activity was partly achieved. Two (2) meetings instead of eight (8) were conducted to discuss implementation progress of the GPE programme.

d) Conduct 4 Project Steering Committee meetings to discuss project implementation progress

This activity has been partly achieved. Two meetings were held during this financial year (January and May 2022). Main agenda was to discuss the implementation progress and achievements of the program.

e) Manage and coordinate Project Implementation

This activity has been successfully completed. A total of two (2) monitoring visits were conducted in September 2021 and January 2022 to oversee the progress of the implementation.

f) Conduct 2-day workshop to review and develop 2021/22 annual work plan of the project

This activity has been successfully completed. The workshops were held in August 2021 to review update and approve the 2021/22 budget.

g) Annual Joint Education Sector Review and Sector performance report

This activity has been successfully completed: where field visits took place in February 2022. A three (3) days workshop was conducted from 7th to 9th March 2022 to evaluate the obtained data from visits whose main theme was "Revitalizing of teachers accountability to enhance quality teaching and learning in Zanzibar". Preparation of deliberations for the financial year was also performed during the workshop.

h) Mid-Term Review

This activity has been successfully completed. The report has been submitted to SIDA in January 2022.

i) Review of ZEDP II

This activity has been successfully completed. The report has been submitted to SIDA in January 2022

j) Annual and quarterly internal Audits

Annual Audits undertaking is on track. The programme annual audit has not started as the financial year ended in June 30th 2022. Annual audits are expected to start in August/September 2022 resulting into external audit report from the Controller and Auditor General (CAG)

k) Quarterly Internal Audit undertaking has been successfully completed.

Two internal Audits were performed during the financial year .

l) Variable Tranche Verification

This activity has been successfully completed. Verification of activities relevant for FY21/22 DLIs is complete where Office of Chief Government Statistician (OCGS) have submitted a report that indicates achievement of each Disbursement Linked Indicator. Release of funds is expected to be done after a meeting of Ministry, verifier and GA is done to approve the verification report.

Component / Objective

Fixed part approved in 2019 (Output 1-5)

Level of Progress this Reporting Period 2

Satisfactory (S)

Previous Rating**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:**

See above.

Progress on the variable part

The variable part have been challenging as Zanzibar lacks the infrastructure for Results based financing. Awareness and training around implementation took longer at the same time the implementation delayed as well due to lack of capacities. Three out of 5 indicators have not been achieved. These were mostly process and output indicators. The remaining two indicators have been implemented, results for year 2021 have been verified and for year 2 verification is underway. The verification have been done in June and July by the office of the chief government statistician. It is expected that fund releases will be

done in September and December. See annex for further details.

Variable Part Reporting Template

From 2021-07-01T00:00:00.000Z **To** 2022-06-30T00:00:00.000Z

Dimension	Level of Progress this Reporting Period	Previous Rating
Equity	Highly Satisfactory (HS)	NA

Indicator	Baseline	Target for Reporting period	Achievement for Reporting Period
An increase in the number of children who are enrolling in Standard 1 who have attended PPE in the 6 Districts performing least well	Kaskazini A 70.7	Kaskazini A 73.7	Kaskazini A 77.8
	Magharibi A 63.6	Magharibi A 66	Magharibi A 71.8
	Chake Chake 73.8	Chake Chake 80.9	Chake Chake 77.8
	Mkoani 70.3	Mkoani 77.9	Mkoani 80.5
	Wete 67.1	Wete 77.3	Wete 75.2
	Kaskazini B 61.6	Kaskazini B 72.4	Kaskazini B 65.0

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.
678,375	90.45	678,375	45.23

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

File Name
 Zanzibar ESPIG_GPE Verification - Final Report.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.

Dimension	Level of Progress this Reporting Period	Previous Rating
Learning	Highly Unsatisfactory (HU)	NA

Indicator	Baseline	Target for Reporting period	Achievement for Reporting Period
Pre-requisites for learning assessment implementation for Standard 3 students (literacy and numeracy)	n/a	Agreement on an assessment framework by relevant institutions A work plan for for undertaking baseline of the learning assessment	NOT achieved

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.

n/a

Indicator	Baseline	Target for Reporting period	Achievement for Reporting Period
Pre-requisites for learning assessment implementation for Standard 3 students (literacy and numeracy)	n/a	Completion of the assessment materials and preparations for assessment implementation in the 2021/22 school year (December 2021)	NOT achieved

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.

n/a

Dimension	Level of Progress this Reporting Period	Previous Rating
Efficiency	Moderately Satisfactory (MS)	NA

Indicator	Baseline	Target for Reporting period	Achievement for Reporting Period
A teacher deployment framework developed and approved by Cabinet	n/a	The framework is developed and approved	NOT achieved

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.

N/A

Indicator	Baseline	Target for Reporting period	Achievement for Reporting Period
Reducing pupil teacher ration to at least 40:1, for the five selected districts	Magharibi A 46.1 Micheweni 75.8	40 for all districts or partial achievement	Magharibi A 39.7 Micheweni 81.2

Wete 52.3
Chake Chake 46.0
Mkoani 64.4

Wete 37.9
Chake Chake 39
Mkoani 65.8

Actual Amount Utilized (in USD) for Reporting Period

920,000

Proportion (%) of actual amount utilized to the planned allocation for the reporting period

92

Cumulative Amount Utilized (in USD) for Reporting Period

920,000

Proportion (%) of cumulative amount utilized to the total allocation for the given VP indicator.

92

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

IVA Report attached.

File Name

Zanzibar ESPIG_GPE Verification - Final Report.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.

Lessons, innovative/promising practices

No data provided

Impact stories

No data provided

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

#	File Name	Document Type	Description
1	Achievements by Output.doc	Results Framework	

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.

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

15,000,000

6,278,790.78

41.86

Off Track

Since the financial absorption is not rated as 'on track', please provide an explanation that identifies the main activities that have been delayed and their corresponding unspent amounts, as well as reasons for the delay and steps taken to ensure that expenditure absorption gets on track in the next reporting period.

Variable part verification have been delayed hence release of funds also delayed. A total of 4,500,000USD. The next reporting period both year 1 and 2 fund releases are expected to be done.

Textbook development, printing and teacher training, this consists of around 3.88MUSD. textbook developers have been engaged to start the assignment and it is expected that the political will to push for delivery is there. Progress is monitored closely.

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period

6,361,476

Total Expenditure for the Current Reporting Period

1,675,954.11

Explanation for underspending or overspending in excess of 10%

The delay in textbook development and printing is what has caused the under expenditure. Currently the work is in progress and a conditional extension of six months was granted therefore the activities will be completed.

Management Performance

Level of Management Performance

Moderately Satisfactory (MS)

Previous Rating

NA

Detailed Description

Implementation management has been a challenge since devolution by decentralization was revoked. The heavy load went back to MOEVT whose staff are overwhelmed with a lot more work than GPE. The mitigation plan is to use more district level education officers to support with implementation follow up, monitoring.

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 Likely

Detailed Description

In August 2022 (after the reporting period), SIDA requested a 15-month extension of the closing date. A limited six-month extension of the closing date, from September 30, 2022, to March 31 was approved, with the caveat that the GPE Secretariat would reassess and approve any further extension request based on the subsequent progress of the ESPIG program and the curriculum framework approval.

In February 2023, a 6-month no-cost extension request was submitted.

Annexes

Annex 1: List of Acronyms

Acronym **Description**

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	0	0	No textbooks purchased and distributed. The activity has been moved to 2022/2023. Program extension approval

GPE Indicators

Teachers trained

#	Indicator	Actual Number Achieved (during this reporting period)	% attributed to this grant (for cofinanced grants)	Comments
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1	Pre Primary and primary teachers	0	0	Trainings to be conducted in 2022/2023 as per extension request
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GPE Indicators

Classrooms built or rehabilitated

#	Indicator	Actual Number Achieved (during this reporting period)	% attributed to this grant (for cofinanced grants)	Comments
1	Number of TUTU centres established in high need areas	30	100	
2	Number of new pre primary classrooms constructed	4	100	
3	Completion and renovation of existing pre-primary classrooms and TUTU centres	96	100	

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:	59,048	291,148			350,196	100
Of which, girls:	29,762	143,656			173,418	100

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 moderaten 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.