Zanzibar Education Development Plan II

2017/2018–2021/2022

Ministry of Education and Vocational Training

Zanzibar Education Development Plan II

2017/18 – 2021/22

Ministry of Education and Vocational Training, Zanzibar

Map of Zanzibar

Contents

Acronyms

CPD	Continuing Professional Development
CSO	Civil Society Organization
DEO	District Education Office
DPPR	Department of Policy, Planning and Research
ECD	Early Childhood Development
EFA	Education for All
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
ESA	Education Sector Analysis
FBO	Faith Based Organization
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
ICT	Information Communications Technology
INGO	International Non-Government Organization
INSET	In-service Education and Training
JESR	Joint Education Sector Review
KIST	Karume Institute of Science and Technology
KPI	Key Performance Indicators
MKUZA	Mkakati wa Kukuza Uchumi na Kupunguza Umasikini Zanzibar
MoEVT	Ministry of Education and Vocational Training
MSS	Minimum Service Standards
NGO	Non-Government Organization
NSA	Non-State Actors
OOSC	Out of School Children
OVI	Objectively Verifiable Indicator
PO-RALG	Prime Minister's Office for Regional Affairs and Local Government
PFM	Public Finance Management
PPE	Pre-primary Education
PRESET	Pre-service Education and Training
PTR	Pupil Teacher Ratio

REO	Regional Education Office
R4P	Results for Prosperity
RGoZ	The Revolutionary Government of Zanzibar
SACMEQ IV	Southern and Eastern Africa Consortium for Monitoring Education Quality
SIS	Schools Information System
SMC	School Management Committee
STEM	Science, Technology, English, and Mathematics
SUZA	State University of Zanzibar
TC	Teacher Centre
TPS	Teacher Professional Standards
TVET	Technical Vocational Education and Training
VTA	Vocational Training Authority
VTC	Vocational Training Centre
WASH	Water, Sanitation and Health
ZEDP	Zanzibar Education Development Plan
ZEC	Zanzibar Examinations Council
ZESC	Zanzibar Education Sector Committee
ZHBS	Zanzibar Household Budget Survey
ZIE	Zanzibar Institute of Education
ZISP	Zanzibar Improving Student Prospects
ZSGRP III	Zanzibar Strategy for Growth and Reduction of Poverty

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Khadija B. Juma
Principal Secretary
Ministry of Education and Vocational Training
Zanzibar

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Foreword

Building on the national development plan (MKUZA III) and addressing the objectives of the global Sustainable Development Goal (SDG) 4: to '**ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'**, the Zanzibar Education Development Programme (ZEDP II) lays out the Government ambition for education in Zanzibar over the next five years.

This is the second comprehensive sector-wide strategic plan for education. The plan presents the priorities, strategies and activities to achieve realistic and sustainable outcome-oriented goals that place quality and relevance at the centre of our work. The chosen theme focuses on areas which will make a significant contribution to the development of the skills and knowledge of children and youth, allow them to realize their full potential and contribute to the goal of a growing, prosperous Zanzibari society.

ZEDP II is characterized by a practical focus on where learning takes place, and how the classroom environment can be strengthened and enriched. It addresses critical areas such as the classroom-learning environment, the management structures that support and surround it, and the planning and development approaches which guide the programme. Issues related to equity, efficiency and learning outcomes are core values of ZEDP II. Through this method, the MoEVT supports the new national strategy of Results for Prosperity (R4P).

The approach has been to build on the evidence of what we have been doing, to analyse what has worked and why, and to learn from where we have not achieved our goals. The ministry and partners have reviewed the current situation and identified the problems. The policy goals have been agreed, along with the strategies that will help us to achieve the goals, and the activities and resources needed have been identified. We have clear measures of success for what we will achieve, and we have established monitoring and evaluation procedures that will allow the plan to be adjusted in the light of the evidence. The ZEDP II is not a static document; it is a dynamic programme that will lead the work of the ministry in the coming years.

For many years, education in Zanzibar has been a collaborative effort between government, local communities, civil society organizations, the private sector, and our development partners. This collaborative approach has been apparent in the preparation of the ZEDP II, and as we move to achieve our education goals, collaboration will continue to grow and strengthen. Government commitment is strong, and we look forward to continuing to work with all our current partners and welcoming new supporters.

Relevant, quality education for all is the foundation of what we hope to achieve as a nation, ZEDP II provides this foundation

Hon. Riziki Pembe Juma
Minister for Education and Vocational Training

The Zanzibar Education System

Structure stipulated by the Education Policy (2006)

Pre-primary (Age 4–5)

Year 1 | 2

Primary (Age 6–11)

Standard 1 | 2 | 3 | 4 | 5 | 6

Language of instruction: Kiswahili

Standard 6 Exam

Ordinary Secondary (Age 12–15)

Form 1 | 2

Form 2 Exam

Form 3 | 4

Form 4 Exam

TVET Courses VTC 1 | 2 | 3

ZVA Exam

TVET Courses NTA 4 | 5 | 6

Ordinary Diploma NTA 6 Exam

Advanced Secondary (Age 16–17)

Form 5 | 6

Form 6 Exam

TVET Courses NTA 7 | 8

Higher Education (Age 18+)

3 years +
Undergraduate
Masters
PHD

Compulsory education

Language of instruction: English

Adult Education Programmes

ix

Executive Summary

Context

1. Zanzibar comprises two main islands, Unguja and Pemba, and several smaller islands, some of which are uninhabited. In 1964, Zanzibar and the islands joined Tanganyika to form the United Republic of Tanzania. However, they remained semi-autonomous and are governed by the Revolutionary Government of Zanzibar (RGoZ).

2. The population of Zanzibar has grown substantially in the last 50 years, quadrupling from 350,000 in 1967 to 1.3 million in 2012 (Census) and 1.4 million in 2015 (RGoZ projection). If the current population growth rate continues, the population will double in the next 24 years, increasing the demand for services in a short space of time. Higher education levels of the head of the household, particularly secondary and upper education, seem to be associated with better income-generating opportunities and significantly lower poverty levels.

3. There have been successes in resource mobilization, including an increase in the domestic revenue to GDP ratio, from 19.8 per cent in 2012/13 to 22.9 per cent in 2013/14 Nevertheless, the fiscal situation in Zanzibar is somewhat precarious in the face of declining commodity prices, over-optimistic budgeting, and a high wage bill. As noted previously, the population increase will place additional stress on the education and health budgets. With a median age of 17 years, Zanzibar has a young population, signifying the potential for demographic dividends.

4. In 2000, the Government adopted Vision 2020, which aims to eradicate absolute poverty in Zanzibar. In line with Vision 2020, the Government also committed itself to achieving the Millennium Development Goals and Education for All (EFA 2000–2015). The Zanzibar Strategy for Growth and Reduction of Poverty (ZSGRP III) (2016/17 – 2020/21) with the theme: Economic and social transformation for the wellbeing of all (Mage Uzi ya Kiuchumi na Kijamii kwa Ustawi wa Wote) has the core education goal of 'Inclusive and equitable access to quality education and skills training to enhance human capacity for sustaining national development'.

5. Act No 7 of 2014, passed by the legislature to re-enact the Zanzibar Local Government Authority Act of 2014, provides an important context for the ZEDP II. The implementation of the Act is being pursued in a phased manner with ministries being asked to prepare specific elements of the ministry work that can be devolved. The ZEDP II will be updated in the light of the emerging devolution activities.

6. The Education Policy of 2006 remains the core policy framework for the ZEDP II. The Policies are being phased in and implemented, important of which are a) the structure: 2 years of pre-primary, 6 years of primary, 4 years of general secondary (all compulsory) and 2 years of senior secondary b) the language policy of English as the medium of instruction from Standard 5 c) the abolition of school fees and parental contributions at primary education levels in 2015. In order to strengthen policy implementation, the Government approved the Zanzibar I Education Development Programme (ZEDP) for the period (2008/09 – 2015/16). Looking forward, the Sustainable Development Goals (SDG) to 2030 have been endorsed with SDG 4 on education and 5 on gender equality being of relevance to the sector.

Moving forward

8. A review of the ZEDP I in 2016 noted considerable success during the ZEDP period, but that the ZEDP had been over-ambitious and lacked a clear mechanism for review and prioritization. Challenges highlighted were:

- Secondary-level access and equity of access

- Quality and relevance of learning at both primary and secondary

- Teacher re/ deployment is neither efficient nor transparent;

- School to teacher inspector ratio remains very low

- Deficit in qualified mathematics and science teachers for both primary and secondary.

- Systemic implementation problems were identified in making the plan operational

   - Insufficient focus on mobilizing resources for the plan's implementation, particularly in terms of government funding;

   - Lack of comprehensive monitoring and evaluation;

   - Inadequate capacity of actors;

   - Weak community involvement in implementation; and

   - Lack of a structured process for translating the strategic programmes into annual accountable action plans

9. Senior management of MoEVT, working with the Zanzibar Education Sector Committee (ZESC) which is the advisory group representing other government ministries and institutions, civil society, international and national non-governmental organizations and meeting regularly with the MoEVT senior management, agreed the need to develop a further plan: ZEDP II 2017–2022.

10. Underlying the planning process was evidence-based decision-making, building on wide-ranging review and analysis, key of which were:

a) MKUZA-III (2016)

b) The Education Sector Situation Analysis (2016)

c) The development of an education sector simulation model that is linked to costs.

The consultative preparation process

11. Under the guidance of the principal secretary and the deputy principal secretary for planning, and in consultation with the Zanzibar Education Sector Committee, a ZEDP II Technical Working Group (ZEDP-TWG) was established. Consultations took place at the national level, and there were numerous meetings and discussions with different stakeholders during the development process. It was agreed that the process should identify the problems and challenges based on the analytical work, agree on the causes, discuss strategies to address the causes and provide clear, achievable and measurable goals. Priorities were to be agreed in the context of the financial and human resources, following which detailed operational and action plans were to be prepared as part of an ongoing process.

12. From the situation analysis, a set of core problems was identified:

- Inferior quality of and lack of access to pre-primary education compounded by overage students in the system, inadequate infrastructure and resources

- Lack of universal access to learning among children

- Lack of knowledge among teachers combined with the need for updating pedagogical skills (and training in teaching of reading and numeracy skills), and resources with a professional standards framework supported by a mentoring inspection culture

- Poor teacher motivation and professionalism leading to internal inefficiency (deployment and teachers' time on task)

- Poor student performance and volatile assessment systems

- Poor student health and nutrition

- Inadequate quality assurance capacities

- Limited opportunity for relevant and high quality technical and vocational education and training

- Unmet demand for relevant higher education

- Lack of clarity over decentralization requirements and institutional architecture, functions and roles of communities, schools and other officials

- Poor gender response with patchy disaggregated data, and inadequate focus on the benefits of education for girls

- Incompatible institutional architecture that does not reflect the needs of an education system focused on building prosperity in a rapidly changing environment.

- Inadequate, inequitable and inefficient school financing

13. Following the programme approach adopted by the Ministry of Finance for the Programme-based Budgeting in the medium-term expenditure policy, a sector-level theory of change was prepared in an iterative process of programme priority setting and strategic planning. The focus policy areas identified are:

- All children of the right age can access and complete a relevant and quality basic education with more having access to PPE, upper secondary, higher and TVET.

- Improved learning outcomes at all levels of the system with graduates able and well qualified to enter the world of work

- Compatible institutional architecture and high quality leadership with access to quality EMIS and research providing for effective and efficient education management and accountability.

14. The key performance indicators will be:

a. Literacy rate by sex: The proportion of the population above 10 years of age who has the basic skills to both read and write short simple statements in his/her everyday life increases from 83.7 per cent to 95 per cent

b. Increase in net enrolment rate for pre-primary from 30.7 per cent to 50.0 per cent, primary from 85.5 per cent to 100 per cent and secondary (Form 1–4) from 74.4 per cent to 80.0 per cent

c. Increase in nationwide net attendance primary rate (disaggregated by level of education, sex and district) from a low of 77.2 per cent in Pemba to 100 per cent

d. Improved pass rates by level for Standard 6 from 84.5 per cent to 90.0 per cent, Form 2 from 69.6 per cent to 75.0 per cent, Form 4 from 75.9 per cent to 80.0 per cent, and Form 6 (with X at Div. 1, Y at Div. 2) from 97.5 per cent to 99.0 per cent

e. Increase in schools with access to facilities such as electricity and computers from 4.5 per cent to 25 per cent, and basic drinking water, sanitation services and internet to 100 per cent

f. Reduction in percentage of youth aged 15–24 not in education, employment or training (SDG 8) from 14.5 per cent to 7.2 per cent

g. Percentage of schools meeting standards for accommodating children with disabilities (infrastructure and human resources) targets to be agreed upon during the 2017 JAESR

The Strategic Response

15. Objectives were prepared and priorities negotiated by the Government and a wide spectrum of stakeholders for the six programmes and sub-programme areas. Strategic actions were agreed and the programme-level goals identified. All programmes will be viewed through a gender lens and an inclusive education lens which will be developed as MoEVT priority actions.

Table 1: Programmes by sub-programme level

Programme 1: Pre-primary and Primary Education	
Pre-primary	
PPE Policy objective (PO) 1	Access to PPE by 25% of primary enrollers by 2021 with increased NER that focuses on the most disadvantaged
PPE P.O. 2	Consistent high quality learning; children assessed ready for primary learning
PPE P.O. 3	Efficient and well-managed sub-sector
Primary	
Primary Policy Objective 1	Improve access levels including for most disadvantaged areas and children: improved teaching and learning environment
Primary P.O. 2	Children having core competencies and skills to successfully complete primary education
Primary P.O. 3	Enhance leadership and management skills for sub sector managers and within the decentralization process as it develops
Programme 2: Secondary Education	
Secondary Policy Objective 1	Access for all children in Forms 1–4 to a school environment that provides a supportive framework for learning (infrastructure, equipment and consumables, libraries, ICT)
Secondary P.O.2	Quality and relevance (science, technology, English and mathematics) of learning for youth and adults meeting the labour market demands (immediate, post further learning or through self-employment)
Secondary P.O.3	First class leadership and management of schools with communities, students, teachers and principals having clear roles and functions, reporting and accountability
Programme 3: Higher Education	
Tertiary Policy Objective 1	Graduate numbers and subject relevance meet labour market demands
Tertiary P.O. 2	Pre-service teacher training and professional development reflect best pedagogical practices
Tertiary P.O. 3	High quality research outputs
Tertiary P.O. 4	Robust institutional framework for higher education
Programme 4: TVET, Adult Literacy, Alternative Learning and Continuing Education	
TVET Policy objective 1	Sector responsive to labour market demands with a range of relevant programmes delivered by well-trained instructors in well-equipped facilities
TVET P.O. 2	Strong and effective guidance and oversight from the VTA
TVET P.O. 3	Adult literacy: Policy objective – 95% literacy by 2021
Programme 5: Quality and Cross-Cutting Issues	
Quality P.O. 1 (curricula)	Review and update the curriculum on a continued basis to reflect relevant learning expectation and gender sensitive content
Quality P.O. 2 (Teacher quality)	Professional development of teachers, particularly in the competency areas of mathematics and science, English language for instruction and new child-centred pedagogical skills to respond to the curriculum
Quality P.O. 3 (ICT)	Upgrade and introduce ICT for learning
Quality P.O. 4 (Examinations & assessment)	Evaluate and review the assessment and examination system to assure that the curriculum objectives are assessed and that examination and assessment outcomes and findings feed back into the learning environment

Quality P.O. 5 (Inclusive Education)	Inclusive education to provide for both physical facilities and the learning context allowing all children to attend and stay in school
Quality P.O. 6 (H&P, Life Skills)	Develop a comprehensive, integrated and multi-sectoral strategy on life skills, school health, nutrition, WASH, reproductive health and protection, building on what is known to work and exploring innovative practice
Quality P.O. 7 (Inspectorate)	Provide the necessary skills and resources to the inspectorate enabling them to be supportive in assuring the quality and consistency of children's learning
Programme 6: Institutional Reform, Leadership, Management and Professional Skills Development	
Institutional Policy Objective. 1	Establish the institutional architecture needed to deliver education effectively and efficiently in a decentralized environment
Institutional P.O. 2	Build capacity of leaders, managers and administrators with professional skills, resources and space to allow them to deliver the type of education the nation demands
Institutional P.O. 3	Decision-making underpinned by quality research based on robust data from a reformed and streamlined school information system

Financing of the plan

18. The total projected expenditure for education has been linked to a projected potential budget for education. The total for the fiscal years 2016–2017 corresponds to the allocations to MoEVT in the current Government budget. The total expenditure for education should increase to TZS 170 billion in 2021–2022 to finance all activities. This expenditure should continue to increase after 2021 in order facilitate the long-term development of the system. MoEVT will continue to seek a number of sources of funding including private provision and public private partnerships.

19. The assumptions for the next three years are conservative and based on the stability of macro-economic indicators. The longer-term financial requirements for education could be ensured with:

   - An economic growth of 5 per cent during the ZEDP II period, followed by a progressive increase up to 7 per cent during the 2026–2030 period;

   - Government income resulting from an increased domestic funding of 21 per cent of GDP in 2030 (currently 19.2 per cent) and

a decrease of the percentage of income received through budget support and programme funding;

   - Recurrent allocation to education representing 22 per cent of Government recurrent budget after 2021 (20.5 per cent in 2016–17).

With these assumptions, the projected expenditures for education based on the objectives for development of the education system can be funded, both for the five years of ZEDP II and for the longer-term. If additional funds are available, then MoEVT can adjust the priority programmes during the annual review process.

20. MoEVT will strengthen its PFM capacity in order to: a) better prepare, monitor and execute budgets; b) have the capacity to analyse programmes through a value for money and cost efficiency lens; c) provide convincing data to Ministry of Finance (MoF) on programme needs and benefits; e) increase public-private partnership arrangements; f) assure best and timely use of development partner funding; and g) support efforts to reduce inequality and increase equity and inclusion across the system.

21. The development programme is structured into the six programmes detailed in Chapter 3 and in considerable detail in the operational plan. The cost of those actions amounts to a total of TZS 280 billion over 5 years, an average of 56 billion per year, neither including staff costs that constitute the major component of expenditure, nor the majority of the regular recurrent costs of the system. The development budget for Education is mainly funded by development partners, who have provided TZS 45.7 billion of a total of TZS 47.2 billion in the budget for 2016–2017. A similar level of support is expected from partners for the ZEDP II period. The figures do not include off-budget funding due to lack of data; however, it is likely that these will fund some activities included in the operational plan, as a part of improved PFM. Off-budget funding will increasingly be captured in the overall budget reporting.

Accountability, implementation and monitoring

22. The accountability for ZEDP lies with the permanent secretary who has established that the Planning Policy and Research Department will have coordinating and reporting responsibility. Three technical task teams will be established:

    i) Quality: Curriculum, teachers' professional development, inspectorate (Chair: TBD)

    ii) Assessment, learning outcomes and monitoring and evaluation (Chair: TBD)

    iii) Institutional change, leadership, management and professional development and education financing (Chair: DPS Planning and Administration)

23. A National Joint Education Annual Sector Review (AJESR) will be held in February 2018, during which the progress of all the performance indicators will be considered and adjusted if necessary. Annual reviews of the districts and provinces, prepared in September, along with the statistical abstract will feed into the national review process. The National Review Report will provide evidence-based input for the budget negotiations with the MoF in March/April of the following year. Quarterly progress reports will be discussed by the ZESC who may recommend actions to the ministry managers. The school information systems will provide timely and up-to-date information for use at various levels of the system as well as for the research programmes. As the plan moves forward, the ministry will establish a communication strategy in order to assure maximum engagement of all stakeholders.

Risk and risk management

24. A risk analysis has identified institutional, financial, and human capacity challenges. These will be regularly reviewed by the ministry and partners and reported-on in the quarterly ZESC meetings for early identification and appropriate remedial action.
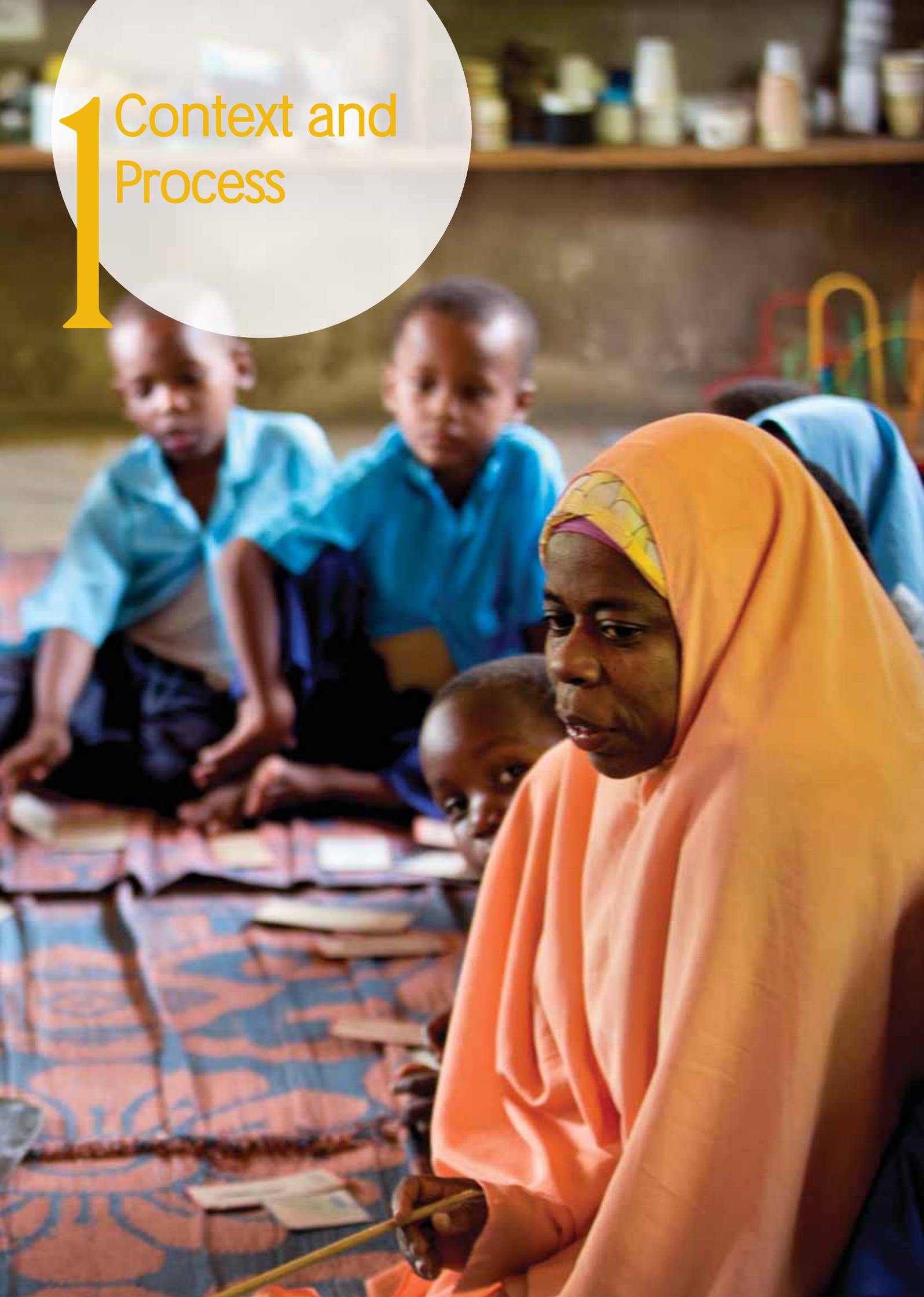
Geographical and Political

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

In1964, Zanzibar and the islands joined Tanganyika to form the United Republic of Tanzania. However, they remained semi-autonomous and are governed by the Revolutionary Government of Zanzibar (RGoZ). Zanzibar has its own government, a legislative assembly known as the House of Representatives, an Executive, headed by the President of Zanzibar and its own Judicial System. Zanzibar is divided into five administrative regions (three in Unguja and two in Pemba), 11 districts (two in each region), 50 constituencies and 296 shehias (wards). The RGoZ has responsibility for matters internal to Zanzibar and for overseeing development in key sectors, including education although, higher education, remains a Union matter.

Social

The population of Zanzibar has grown substantially in the last 50 years, trebling from 350,000 in 1967 to 1.3 million in 2012 (census) and 1.6 million in 2015 (Zanzibar Household Budget Survey 2014/15 - ZHBS).

The he average annual growth rate measured by the census is high and increased between the 1970s and 1990s, peaking at 3.1 per cent per year in the 2002 census falling back to 2.8 per cent by 2012. If the current population growth rate continues, the population will double in the next 24 years, increasing the demand for services in a short space of time. The population pyramid shows there is already pressure on education services, as well as health and other social services. The education level of the heads of households has increased significantly in the past 10 years, with those having no education falling by 10 per

Table -2 : Population Pyramid for Zanzibar 2014/15
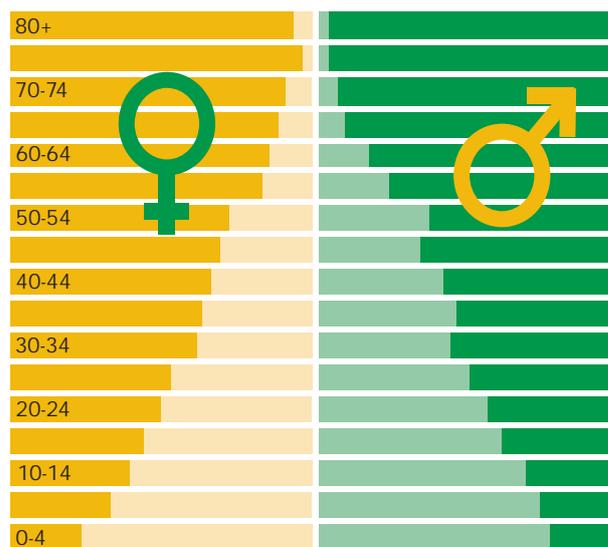
Source: ZHBS

cent. However significant differences remain between urban and rural areas, with the former having much higher levels of education (Household Budget Survey (HBS) p36). Overall illiteracy rates are low amongst the younger population aged 15 to 19 (4.3 per cent) and highest (74.4 per cent) amongst the elderly (80 years and above). The HBS clearly demonstrates that 'poverty is negatively correlated with higher levels of education of the household head. Higher education levels of the household's head, particularly secondary and upper education, seem to be associated with better income-generating opportunities and significantly lower poverty levels. Education positively affects living standards and poverty reduction both directly and indirectly through its impact on health gains, productivity, social integration, and so forth'. However, the percentage of children below the basic needs and food poverty line has not changed significantly and shows large regional variations from a low of 16.1 per cent / 3.6 per cent in Magharibi to 72.1 per cent / 35.2 per cent in Micheweni suggesting that if there is to be a school feeding programme it needs to be focused on the poorer districts.

In the three decades now since the first HIV case was identified in Zanzibar HIV prevalence has remained stable at about 1 per cent. An average of 6,129 people

including adults and children are living with HIV (Zanzibar Spectrum 2015); 81 per cent (4,979) in the age group of 15–49 years while 12 per cent (740) are children less than 15 years of age. Zanzibar has a mixed epidemic; low prevalence in the general population but concentrated in key populations namely female sex workers (FSWs) 19 per cent, people with disabilities (PWID) 11 per cent, men who have sex with men (MSM) 3 per cent and people in correctional facilities 3 per cent (IBBSS 2012). This group also includes adolescents and young key populations. A recent survey indicates that 76 per cent (263/344) (ZIHTLP 2016) of adolescents living with HIV are on treatment.

The 2014/15 HBS revealed remarkable evidence on the reduction of malaria incidence in Zanzibar. The results showed the percentage of respondents reporting malaria was 3.1 per cent, much lower than in the previous survey (22.9 per cent).

Economic

The World Bank IDA Project Appraisal Document for Zanzibar Improving Students' Prospect Project (ZISP) notes that 'Over the past decade, Zanzibar's economic growth has averaged about 7 per cent per year. Its tourism sector is booming and oil and gas exploration are underway.

With a median age of 17 years, Zanzibar has a young population, signifying the potential for demographic dividends'. Unleashing this potential requires significant educational investments in children and adolescents, especially in girls and the most excluded and vulnerable. There have been successes in resource mobilization, including an increase in the domestic revenue to gross domestic product (GDP) ratio, from 19.8 per cent in 2012–2013 to 22.9 per cent in 2013–2014. Compared

to neighbouring countries in the East African Community, Zanzibar is leading both in terms of tax revenue as a percentage of GDP and in terms of annual average growth rate of tax revenue. External resources mobilized through grants and loans over the period 2010–2015 also increased. Furthermore, the donor dependency ratio declined over the years and reached 12 per cent in 2014. Nevertheless, the fiscal situation in Zanzibar is somewhat precarious in the face of declining commodity prices, over-optimistic budgeting, and a high wage bill. As noted the population increase will place additional stress on the education and health budgets.

International Policy

Under the United Republic of Tanzania, the Revolutionary Government of Zanzibar is a signatory to a number of international protocols that help to frame the national and sectoral goals and targets.

Of particular relevance are the United Nations Sustainable Development Goals. While Goal 4, "Ensure inclusive and quality education for all and promote lifelong learning" is the core education sector goal, the sector is also directly concerned with others: gender equity (5); decent work and economic growth (6); and

reduced inequalities (10). Reaching the education goals is an a priori condition to achieve zero poverty and hunger, good health and well-being (1, 2 and 3), industry innovation and infrastructure, peace, justice, and strong institutions while an educated civil society is essential to achieving the remaining goals. A quality and relevant education is the bedrock of all the sustainable development goals, the achievement of which, the international community has agreed, provides for national wellbeing and the contribution to international core values.

The Government of Zanzibar is a member of the Ministerial Sustainable Development Goal 4 (SDG4) Forum. The Forum Statement reaffirms the commitment to (i) the 2030 Agenda for Sustainable Development and its 17 SDGs, which includes SDG 4 on education, (ii) the Incheon Declaration; and (iii) the Continental Education Strategy for Africa (2016–2025); and in endorsing the SDGs recommends the creation of a Framework for Regional Cooperation to promote intra and inter-country collaboration that will establish a coordinated support strategy, mobilize technical and financial partners, prioritize areas for systems-level capacity development, promote and expand fora for better collaboration among government, and organize periodic high level policy fora (Forum Statement reference in Bibliography). In addition, the Statement issued by the Ministers of Education at the Ministerial SDG4 Regional Forum in Dar es Salaam in February 2017, calls for the prioritization of inclusive education and gender equality; global citizenship education and education in emergencies guided by the principle of 'no one left behind'. The programmes in ZEDP II, with their focus on increased access for all to learning that is of high quality and relevant to the needs of society, will help the nation achieve its UN goals.

National Development Policy

In 2000, the Government adopted Vision 2020, which aims to eradicate absolute poverty in

Zanzibar. In line with Vision 2020, the Government also committed itself to achieving the Millennium Development Goals.

The following are the key education goals:

- Ensure access to education especially for the poor, women and people with disabilities, thereby cost effectively improving and maintaining high education standards and skills

- Eradicate illiteracy

- Promote higher education and tertiary institutions that include polytechnics, business colleges and universities through public and private initiatives to promote economic competitiveness and employment

- Establish viable alternative learning systems that will include adult, non-formal and informal education

- Upgrade teachers' competencies and productivity

- Promote school-based management, parent-teacher association and community and local government support

- Encourage NGOs and private investments in the provision of education and education facilities

- Give science and technology greater weight and orientation

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

The Zanzibar Strategy for Growth and Reduction of Poverty (MKUZA III) 2016/17 – 2020/21 is a key element in the national policy framework and so provides the guiding framework for the direction and priority setting in the education sector. It has the following theme, mission and pillars:

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

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

Pillars:

A) Enabling sustainable and inclusive growth in key sectors

B) Promoting human capital development

C) Providing quality services for all

D) Attaining environmental sustainability and climate resilience, and

E) Adhering to good governance principles.

Underlying the transformation is the need for a healthy and well educated citizenry who can access the right kind of training after a high quality basic education and can then access relevant and quality life-long learning. The specific theme for education has as its outcome: '**Inclusive and equitable access to quality education and skills training to enhance human capacity for sustaining national development**' and will be accompanied by a set of indicators that will be monitored annually. The results will draw directly from the ZEDP II results framework. MoEVT will take as their Key Performance Indicators all the indicators in the MKUZA III.

Act No 7 of 2014 to Re-enact the Zanzibar Local Government Authority Act of 2014 for the 'Purpose of Providing for the Establishment (sic) of Local Governments, their Powers, Functions and Duties, Structures, Composition, Finances and Other Matters Related Thereto', states under the General Functions of Local Government Councils that for education their role is 'to implement education policy and directives and manage nursery, primary and secondary schools of Government and to supervise quality of private school; (Art 26 (n)).' This is further elaborated in Section 5 of the First Schedule (a) Establishment and management of the basic schools. The Act provides

the formal regulatory framework for decentralization by devolution of management to the local levels while leaving policy, strategic goal setting and high level monitoring to the line or central agencies. The implementation of the Act is being pursued in a phased manner with ministries being asked to prepare specific elements that can be devolved. The activity required identification of specific areas; development of the necessary guidelines, agreement on the resources that will be needed, securing of these within the normal budget frameworks and building the skills, knowledge and competencies of the managers to execute the activities. During the early years of the ZEDP II it will be a priority goal of the central ministry to develop the devolution plan and to ensure that there is coherence and complementarity with the other line and central agencies. The ZEDP II notes that planning and activity will be required and that progress and demands will be reported in the normal monitoring fora and during the Annual Joint Education Sector Review when changes, additions or adjustments will be made to the strategic goals and financing.

Sector Policy Framework

The Education Policy of 2006 remains the core policy framework for ZEDP II. The policies are being phased in and implemented, important of which are:

1. The structure of the Education System (see diagram on p. 7) that requires 2 years of compulsory pre-primary education for children aged between 4 and 5 years; 6 years of primary education with primary level entry age of 6 years; 4 years of secondary education ordinary level and a further 2 years of non-compulsory, advanced secondary or access to technical and vocational training, higher education and lifelong learning (basic education: 2 years pre-school, 6 years primary and 4 years lower secondary).

2. The language policy of English as the language of instruction in math and science from Standard 5

There are strategic implications for the next 5 years emanating from the policy most serious of which are taking a double cohort of students through to form 4 for the next 4 years and the impact of this on space, teachers and learning materials

Parental poverty was identified as a factor for children failing to attend school. In 2015, following consultation and negotiation with the Ministry of Finance the two ministries agreed on areas/items to support schools, such as Government compensation. The Government of Zanzibar abolished the parent contribution in pre-primary and primary education. However, items such as supply of water, electricity, and hygiene facilities and cost for minor school maintenance were not included in the compensation package and need to be addressed with urgency. This policy has been widely applauded by parents and educators and has already had a positive impact on access where the gross enrollment ration (GER) in pre-primary education increased to 58.2 per cent in 2016 from 30.7 per cent in 2015.

During ZEDP II MoEVT will undertake a comprehensive policy review with the aim of critically reviewing the 2006 policy, analysing the short, medium and longer term impact of the policy on abolition of school fees and preparing an updated policy framework with a 2030 perspective for debate, discussion and approval.

Implementing the 2006 policy and achievements

In order to coordinate the strategic planning for the implementation of the 2006 Zanzibar Education Policy, MoEVT prepared a comprehensive development plan, the Zanzibar Education Development Programme (ZEDP), for the period (2008/2009 – 2015/2016).

The ZEDP was the first comprehensive and sector-wide response to the educational ambitions of Zanzibar.

This sector-wide concept and approach provided for a collaborative and consultative process engaging with other government ministers and agencies, civil society

organizations, the academic community, the private sector and development partners. The consultative approach was not only for the development of the plan but also related to the monitoring, evaluation and review stages thereby providing for broad-based accountability.

The implementation of this programme targeted improving access, quality and equity in education. The ZEDP was implemented under 13 components: 1) Education sector management and decentralization; 2) Teacher education; 3) Teacher recruitment and deployment; 4) Pre-primary education; 4) Primary education; 5) Secondary education; 7) Technical and vocational education and training; 8) Higher education; 9) Non-formal, alternative and adult education; 10) Gender; 11) Special needs and inclusive education; 12) School health, nutrition and HIV/AIDS; and 13) ICT.

The ZEDP was reviewed in early 2016 and the following successes and challenges were noted.

Successes

- ZEDP was well grounded in key national policies, including the poverty reduction strategy, and the 2006 Education Policy. The 2017 Education Sector Analysis provided a robust evidence base for decision making.

- Preparation followed a wide consultative process including in-country stakeholders and development partners.

- It was sector comprehensive and provided specific analysis and objectives for cross cutting areas such as gender, inclusive education and HIV/AIDS.

- Its design was consistent, with policy objectives. Prioritized strategic targets and clear activities enabled focus on access to quality basic education for all.

- The recurrent and development costs for the plan realization over the 5 years were prepared based on acceptable macroeconomic projections and the available information from sector donors.

- A monitoring and evaluation framework, quarterly reporting and joint review process were included in the Plan.

- A three-year implementation plan was detailed. Capacity constraints were well identified and plans to develop the institutional and management capacities were included in the Management component of the Plan.

The review identified several challenges:

- The access objectives at secondary levels remained a challenge.

- Quality concerns at primary and secondary levels persisted.

- Teacher redeployment was neither efficient nor transparent.

- School/teacher inspector ratio remained very low

- Deficit in qualified mathematics and science teachers for both primary and secondary levels persisted.

- Systemic implementation problems were identified in making the plan operational, including–

  - Insufficient focus on mobilizing resources for implementation, particularly in terms of government funding;

  - Lack of comprehensive monitoring and evaluation;

  - Inadequate capacity of actors;

  - Weak community involvement in implementation; and

  - Lack of a structured process for translating the strategic programmes into annual accountable action plans

- The ZEDP was over ambitious and lacked a clear mechanism for review and prioritization. (Of 103 initial targets, 38 were fully achieved and 27 partially achieved, leaving 38 targets not implemented at all)

The ZEDP Findings and Recommendations were widely disseminated and discussed at all levels.

They formed the background to the comprehensive situation analysis.

The ZEDP II Design and Development Process

Following review of the ZEDP 2008–2016 MoEVT decided to move to a second 5-year strategic plan. This plan would move forward in areas that had been a success and where further time was needed. It would present further policy and strategic developments to better provide all children, youth and adults with a relevant and quality learning experience that maximizes individual capacity and helps achieve the national aspirations of social and economic development.

MoEVT Senior Management working with the Zanzibar Education Sector Committee, an advisory group representing other government ministries and institutions, civil society, international and national non-governmental organizations, United Nations Agencies and donors and meeting regularly with the MoEVT senior management, agreed a set of working principles to guide the development of the next plan.

Working Principles

- **Responsive to international commitments:** take account of and respond appropriately, within the Zanzibar socio-economic context, to the internationally agreed Sustainable Development Goals, and in particular to Goal 4 on Education

- **Responsive to the national agenda of a quality and relevant education for all children youth and adults**

- **Consultative and accessible** not only during development but also during implementation

- **Ambitious, realistic and credible**

- **Evidence-based, policy driven with clear priority strategies and measurable goals;** building on research, the critical analysis of the first ZEDP and on a comprehensive education sector analysis

- **Analytically sound** with analysis of causes of success and challenges and technically sound responses
- **Accountability** through effective monitoring, evaluation, reporting and programme adjustment
- **Efficiency, effectiveness and value for money**
- I**nstitutional efficiency** maximizing the potential for local management and implementation linked with national policy, strategy, monitoring and guidance

The Development Process

MoEVT agreed that they would follow a process that:

a) Established the current situation in the sector

b) Reiterated the vision and ambition for the longer and medium terms

c) Articulated policy goals for the next 5 years

d) Identified core problems, challenges and blocks to the success

e) Established strategies to respond to problems and stated the results chain of strategic activity, output, outcome and impact and noted the assumptions and risks

f) Agreed the priorities and the phasing in programmes based on resource projections

g) Agreed the measurable policy-level outcome goals

h) Prepared the performance matrix for the strategic activity - a mix of output, process and outcome milestones across the five years and identified the accountable authority

In addition to the main strategic plan document MoEVT and partners have prepared an operational plan. This provides in more detail the annual activity, outputs, annual budget projections, sources of funding, and unit costs. It is the intention of the ministry to elaborate these further into departmental annual activity plans. The operational plan is available as a separate document.

Evidence-based Planning

The teams engaged in the preparation of ZEDP II were able to draw on a considerable range and depth of relevant and up-to-date evidence. The core documents were:

1. Zanzibar Strategy for Economic and Social Transformation (2016)

2. The Education Sector Situation Analysis (2016)

3. The review of ZEDP 2008–2016 (2016)

4. The most recent SACMEQ study (SACMEQ IV) (2016)

5. The Household Budget Survey 204/15 (2016)

6. Integrated Labour Force Survey for 2014 (2016)

7. The School Effectiveness and School Self Evaluation in Zanzibar (SESEZ) part of the Improving Educational Quality in Low Income Countries (EdQual) research programme funded by UK-DfID (2011).

8. The Study of Management of Entrants to Teacher Training, Teacher Requirements, Recruitment and Deployment Trends, and Teacher Working Conditions in Zanzibar (2012)

9. The 2016 EGRA and EGMA reports for Zanzibar (USAID 2016)

10. The Innovation Study (Dhanji N 2016)

A full bibliography can be found in Annex 2.

In addition, an education sector simulation model that is linked to costs was developed. This model has allowed all stakeholders to consider the impact of different activities and ambitions on the likely available resources (financial and human); to consider and agree priorities; and to make sure that phasing of programmes is rational.

As the plan was being developed, the situation analysis and the problem/ solution analysis made it clear that further detailed evidence through research

would be required. These have been included as a part of the ZEDP research programme with the results being used to review and adjust the ZEDP II goals over time. Of note are:

a) **Education Research Review:** to consolidate findings and recommendations of education research since 2000

b) **An Out-of-School** study: to research the reasons for the high level of (i) those who have never entered the system; (ii) those who have dropped out;and (iii) the capacity of schools to absorb out-of-school children and monitor their attendance

c) **Inclusive Education:** to better inform programmes and strategies for this critical cross cutting component

d) **Education Policy 2006:** to appraise and prepare further policy documentation

A Consultative Preparation Process

A ZEDP II Technical Working Group (TWG) was established under the guidance of the principal secretary and the deputy principal secretary for planning, and in consultation with the Zanzibar Education Sector Committee, a body that acts as the Local Education Group and has wide state and non-state membership,. The TWG was charged with producing a credible 5-year plan 2017–2021 that will guide MoEVT to realize its mission of ensuring that all children, youth and adults receive quality and relevant education.

Thematic technical working groups for the core programme areas were established with representative of government, MoEVT, NGOs, development partners and the private sector on:

a) Pre-primary and primary

b) Secondary

c) TVET

d) Higher education

e) Education quality – curriculum, teacher professional development and management and supervision

f) Cross-cutting issues – inclusive education, child protection and school health

The technical groups met regularly to fulfil their terms of reference which were to:

a) Consider the current situation, review and evaluate the evidence in their area in order to understand the progress made against the goals and to identify where progress was inadequate

b) Identify the underlying problems and causes for both the successes and the lack of success

c) Agree on the expected outcomes, strategies, phasing, activities and the resources that were needed to build on the successes and respond to the problems over the next five years

d) Agree on new areas for intervention or activity based on evidence, identify the strategies, the activities and the resources needed and set the goals

e) Agree on the results chain for the five years

f) Prepare the action plans to make the strategies operational

There was regular cross-working group engagement to ensure coherence and complementarity and to discuss priority setting.

To provide international experience and build the capacity of all stakeholders, international consultants working with national counterparts and with the TWGs, provided technical assistance. Consultancy services were provided through a) an education-planning specialist; b) a simulation modelling and costing specialist; c) a consultant on innovation in education (assessing NGO innovations); and d) a communications consultant.

In order to engage with the widest possible range of stakeholders and to solicit ideas and opinions:

(a)	The MoEVT partially adapted the E-Lab approach, an intensive facilitated planning tool involving a broad range of stakeholders, to the specific development context of Zanzibar. Zanzibar has adopted a 'Results for Prosperity' (R4P) strategy to emphasize the crucial role education plays in social and economic development. A specific website was launched to keep the public informed of the plan preparation process and to allow all to download key background papers. (http://moez.go.tz/eLab/)

(b)	A one-week representative stakeholder workshop with 120 participants was held at the launch of the ZEDP II development process (August 2016).

(c)	A study was conducted on innovations in education by local NGOs, CSOs and INGOs in Zanzibar which outlined ways in which the innovations could be aligned to the broader education sector plan (op cit 2016)

(d)	Two major country-wide consultation exercises were undertaken. These were-

    a.	Consultations with parents, teachers, head teachers, training centres (TC) Coordinators, district education officers, students and CSOs carried out by Milele Zanzibar Foundation and Ministry of Education officials which sought to prioritize the education issues taken from the Education Sector Analysis (ESA).

    b.	Teacher and student consultations seeking insight on challenges related to teaching and learning in the classroom on key education issues during Education Week (20thSept 2016).

(e)	Participatory workshops were held in October 2016 on the Theory of Change for each of the proposed programmes as well as implementation plans, monitoring and evaluation frameworks.

(f)	In the final stage of the Plan development process (April 2017), coalition consultations were organized, inspired by the Advocacy Coalition Approach to policy development. Under this approach, key institutions and organizations from government and civil society having a stake in the education sector met internally to review the previous draft of the Plan and check if it aligns to the strategic vision of the Government and meets the most urgent and critical needs of the education sector from the programmatic perspective. Key ministries such as Finance, Social Welfare, Health, Regional Administration, and Justice and coalitions of civil society organizations and faith-based organizations met internally. This exercise served to not only provide the multi-sector representatives gathered in August 2016 at the launch of the Plan development process, with feedback on the work done but mainly to increase knowledge, support and engagement related to the new ZEDP II.

(g)	Programme Appraisal was conducted in April by a GPE team in May 2017 by an independent appraiser. In May 2017 MoEVT held a final workshop with the task force and made changes based on the appraisal report.

(h)	Formal consultation will continue through the annual review process, which will include all education stakeholders.

2

The Education Sector: Analysis, Challenges and Priorities

In this chapter, there is a short analysis of the current situation in the education sector. This analysis formed the basis for the identification of the major challenges by the ministry and the partners and the inputs into the discussions and decisions about how best to address the challenges and to set the priorities. In order to have a small number of high level performance indicators it was agreed to use those that have already been agreed for the ZSGRP, using these indicators will allow MoEVT leaders to demonstrate that the ZEDP is clearly linked to the national priorities and will provide strong arguments for the MoEVT leadership when negotiating for resources.

It has been agreed that within the priorities, certain cross cutting programmes have high priority. These are described in each of the sub sector programmes but will need to be managed and implemented by the ministry leadership in consultation with all the sub sector departments in order to ensure necessary coherence and complementarity. Detailed discussion can be found in Priority Areas 5 and 6 and in the final chapter.

The high-level priorities, the expected outputs, outcomes and the impact along with the assumptions that are made are presented in tabular format at the end of this chapter.

Education Sector Analysis

The section on the Sector Analysis aims to provide a summary of the education situation in 4 broad areas: a) access to learning and the equity of access; b) quality of learning and learning outcomes; c) efficiency and educational financing; and d) institutional architecture, leadership, management and accountability. The section draws on a number of documents, but largely the 2016 Education Sector Analysis (ESA) commissioned and managed by MoEVT. The ESA and other documents (see Annex 2 Bibliography) are available as reference documents and it is not the intention here to reproduce the

detailed analytical work that was undertaken, but rather to highlight the situation in the four areas as it underpins the priority development choices made for the next 5-year programme. A more focused short situation analysis is presented as a part of each of the sub sector programmes.

Access and Equity of Access

The education system is in a phase of transition to the 12 years of compulsory basic education stipulated in the 2006 Education Policy (two years of pre-primary + six years of primary + four years of secondary). The last primary cohort studying for seven years in the previous system will move to ordinary secondary education in 2016, together with those completing the new six-year primary course. Progress in implementing the 2006 Education Policy on access to schooling has been substantial.

The pre-primary system has been expanding capacity in the past six years. Enrolment has almost doubled, with growth concentrated in public (government-run) schools. Current capacity is between 33 per cent and 50 per cent of the eligible population, and more than a third of children are accessing pre-primary education. It is important to maintain the pace of this expansion towards full coverage, so that children enter Standard 1 (the first year of primary school) prepared for the curriculum content, which has been designed on the assumption that children have a pre-primary foundation.

The primary system continues to have sufficient place to enrol the eligible population, and almost all children enter primary school at some point. About 37,000 (15 per cent) primary-aged children were out of school in 2014. Most of these children (about 25,000) can be expected to enter the system later. Children tend to start school late despite the policy pronouncement that they should start school at the age of six. Causes are low community/parental awareness on the importance of education for

children, misunderstanding of New Education Policy, distance from pre-primary schools or TUTU centers. Although retention is good with most (89 per cent) children reaching the final standard, at least 20 per cent are not retained. Almost all learners go on to ordinary secondary level because of the policy of automatic promotion. However, learner performance at both primary and secondary levels requires significant improvements in teaching and learning.

The objective of four years of compulsory ordinary secondary education has not yet been achieved because the first cohort of students that falls under the compulsory 4-year policy entered secondary school only in 2016. In 2015 access fell by half over the four-year cycle (from 86 per cent to 43 per cent). A large proportion of children left the system after completing Form 2, which marked the end of basic education under the previous policy. The purpose and nature of the Form 2 examination will be reviewed in the light of the policy. Repetition rates remained low in both the primary and secondary cycles, but they were relatively high (4.5 per cent) in Standard 1.

The gross enrolment rate (GER) at advanced secondary (Forms 5 and 6) has been declining since 2009 and is now at around 5 per cent. This is partly explained by an increasing trend amongst Form 4 students who qualify for Form 5 to opt to enter colleges instead, often because of poor 'O' level results.

Enrolment in the public technical and vocational education and training (TVET) institutes is equivalent to 0.5 per cent of secondary school places. The number of places in private TVET courses is not systematically reported, but the Vocational Training Authority (VTA) estimates that this is at least four times more than in public institutions.

School-based alternative learning classes for children who have never entered school cover roughly 7 per cent of the target group and about two thirds of students enrolled subsequently join the formal system. The alternative learning programme

providing pre-vocational skills for young people aged 15–22 years caters to an important need, but coverage is exceedingly low and the service is only available in one institution in the urban district of Rahaleo. Many teachers at the centre do not have vocational or technical expertise.

Although continuing education programmes cover a diverse range of small services, enrolment is dropping and coverage of the target populations is extremely limited. Learners pay contributions for all programmes, unlike adult literacy or alternative learning students. Basic data needed to manage services effectively are not readily available. Much is either missing or inconsistent between sources. There is no readily available information on pass rates or completion rates for continuing education learners (either the O-level and A-level second-chance programmes or the others). This is an important data gap.

Overall for adult, alternative and continuing education, provision is fragmented, dominated by public providers and difficult to manage. The existing weak management information system, riddled by unreliable and incomplete information, presents difficulties in developing a coherent strategy informed by targeted pieces of research to better utilize existing resources and attract additional funds.

Tertiary institutions in Zanzibar are rapidly increasing capacity. When students studying on the mainland and overseas are considered, there are 794 tertiary students for every 100,000 inhabitants.

Quality and Learning Outcomes

Drawing on a number of sources, the ESA provides a summary of the situation regarding student learning outcomes (ESA p: 72) in the following tables.

Currently there is no formal assessment of children either during or at the end of the pre-primary phase to judge school readiness. The quality strategies in the ZEDP II programme intend to address this gap and

Primary students

- Learning achievements of primary students appear to have declined gradually over the previous six years.

- More than 20 per cent of students entering secondary education failed the Standard 7 (see note below) examination and are significantly under-prepared for the next stage of their education.

- Standard 7 performance in mathematics is particularly poor. It appears that the majority of early grade students are struggling to acquire foundational skills such as simple addition and subtraction.

- Standard 7 performance in language (Arabic, English and Kiswahili) is also relatively poor, but the breakdown between the languages is not available. A sizable group of students are struggling to learn to read in Kiswahili in the early years, but by Standard 6 a large group of students are competent readers (assuming that the situation has not declined markedly since 2007).

Ordinary secondary students

- About 55 per cent of enrolled Form 2 students pass the examination and transition to Form 3, while 45 per cent either do not take the examination or fail the assessment.

- Average scores in the Form 2 examination are low and vary widely by subject. In 2014, average scores ranged from 43 per cent for Kiswahili to 15 per cent for mathematics.

- The Form 4 examination pass rate has been very volatile over the previous six years, with year-on-year changes of between six and 26 percentage points.

- The gap between the Form 4 examination pass rate and the percentage of students who meet the grade required to proceed to Form 5 is very large. In 2014, 57 per cent of public students passed while only 13 per cent qualified to continue their A-level studies.

- According to rigorous quantitative research, school factors, notably teachers' level of experience and qualification, as well as their practices of regular marking of homework and continuous assessment, are key factors affecting Form 4 results.

- The large variation in the Form 5 qualifying pass rate in recent years translates into considerable fluctuation in the transition rate between ordinary and advanced secondary and in absolute numbers of students.

- Some students who qualify for Form 5, perhaps the majority in some years, are opting to study in colleges for diplomas rather than to stay in school and take A-levels.

Advanced secondary students

- The Form 6 pass rate fluctuated around 80 per cent for the four years from 2009-10, but in 2013-14 there was a marked increase to 96 per cent. The share of candidates obtaining the highest divisions (I and II) also jumped from less than 10 per cent in the earlier years to 20 per cent.

Assessment system

- The assessment system itself is problematic. Some symptoms are: (i) the volatility in the externally set examination pass rates and pass rates by division over time, when access has not been shifting dramatically; and (ii) the low correlation between Form 2 and Form 4 results.

Note: Since 2015, Standard 7 no longer exists with primary which now ends at Standard 6

introduce agreed standards and modalities to identify and address student problems. It is anticipated that student records will be available as they move into primary learning.

Learning Materials

At pre-primary, primary and secondary levels textbooks and other learning materials are key resources for student learning. It is not possible from the data available (Statistical Abstract 2015/16) to judge the quality or usage of textbooks by students, but average pupil to textbook ratios give some indication of resource availability.

For primary students averaged across all standards in 2015, there was a pupil textbook ratio (P:TBR) of four students to textbooks in Kiswahili, mathematics, science and social science and 6 students per text book in English. In other subjects, there is a very severe shortage but this hides very big variations across the standards with Standards 5 and 6 being particularly disadvantaged.

For secondary students averaged across Forms 1 to 4, there were textbooks for close to every student in biology, chemistry, English, geography, history, Kiswahili, mathematics, physics and civics. Pupil to textbook ratios are much higher in some other subjects, such as Arabic, commerce, computer studies and bookkeeping. This is an impressive achievement.

Currently data are not available for pre-primary learning materials but it is anticipated that EMIS data collection will be adjusted during ZEDP II to collect this. Data will also be collected on learning materials at the school and district levels which will help in resource distribution to the most disadvantaged schools.

Teachers

In Zanzibar, the number of teachers at every level is sufficient and the majority have a teaching qualification. MoEVT offers distance education courses for untrained teachers to help them gain a

Grade III certificate. It is noteworthy that almost 70 per cent of those enrolled are female. Projections of supply of and demand for primary and secondary teachers indicate that the numbers graduating are likely to be sufficient in the medium-term.

There are concerns about the numbers of teachers trained in specific subject areas including a possible shortage of trained pre-primary teachers and limited numbers of mathematics and science teachers. In addition, most practising teachers have a very limited grasp of English, the language of instruction for five subjects at upper primary and all subjects at secondary levels. The motivation and morale of serving teachers is a cause of concern with anecdotal evidence that many teachers are absent from classes. The impact of the large increase in salaries given in early 2017 has yet to be assessed. Processes for assessing teacher needs and deploying recruited teachers are opaque and the recruitment process needs to be more focussed on educational needs.

The utilization of serving teachers in schools is inefficient due to the following reasons: at all levels, a shortage of classrooms restricts the number of classes and this reduces the number of contact hours; at primary level teachers of Standards 1–4, who should teach whole classes, do not. Although in-service pedagogical support through teacher centres (TC) and distance and e-learning courses for serving teachers all show promise, TCs need more physical and practical resources to help their work.

Internal Efficiency

High repetition rates affect the internal efficiency of education systems mainly because of the cost of the extra years that repeaters spend in school. Overall repetition rates are low in Zanzibar at about 3 per cent in the primary cycle and 2 per cent in the secondary cycle. More detailed analysis (see figure 2) shows the repetition rates for individual grades in both cycles vary considerably. At primary level, repetition is far higher in Standard 1 (at 7 per cent) where a lack of

Figure 2: Repetition rate at each level of compulsory schooling
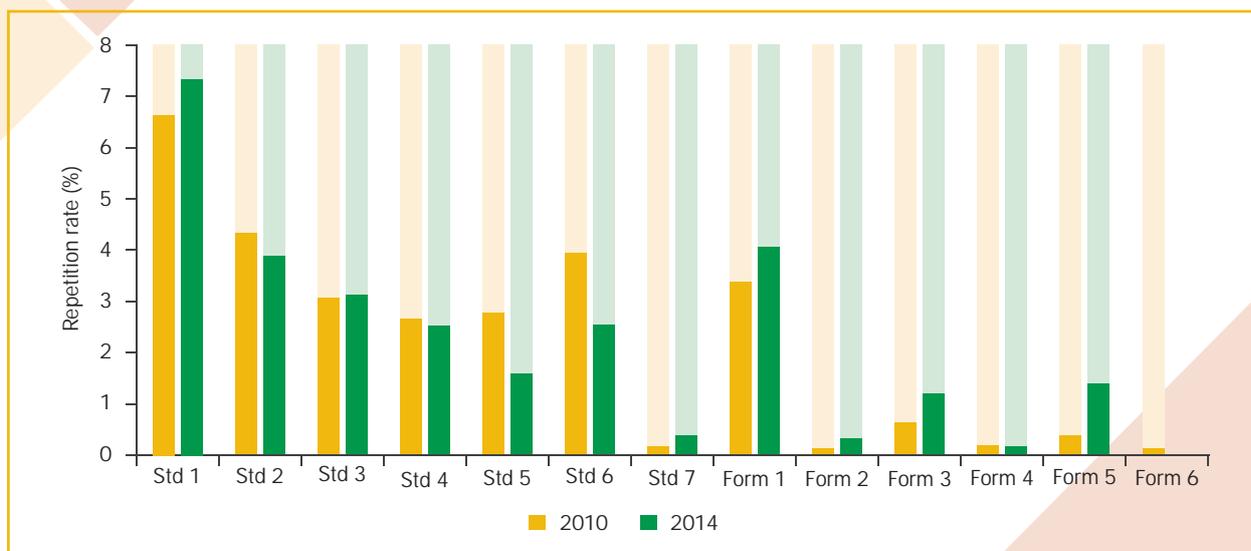
school readiness is a contributory factor, as some 60 per cent of Standard 1 students have had no exposure to pre-primary education. Repetition rates have generally not improved in the past 5 years.

Dropout rates: The retention profile shows dropout rates are moderate at primary level (about 16 per cent over the cycle), but a very high proportion of secondary students leave the system before the end of each sub-cycle (about 50 per cent over the ordinary secondary cycle, and about 97 per cent over the whole secondary cycle to the end of advanced secondary). Further research is required to verify the statistics

and to identify the prime causes. The primary cycle is relatively efficient (coefficient of efficiency 87 per cent, ESA p. 42) because of its low repetition rates and moderate dropout levels. The HBS shows that the dropout rate is higher for boys than for girls and that the main reasons for dropout in the 7–16 year age range for both girls and boys are given as 'school is useless/uninteresting' (63 per cent) or 'too old' (25.5 per cent). The internal efficiency of the primary cycle has remained stable over time on the evidence of these two snapshots of the system. In contrast, the ordinary secondary cycle is much less efficient (68 per cent)

Figure 2: Repetition rate at each level of compulsory schooling
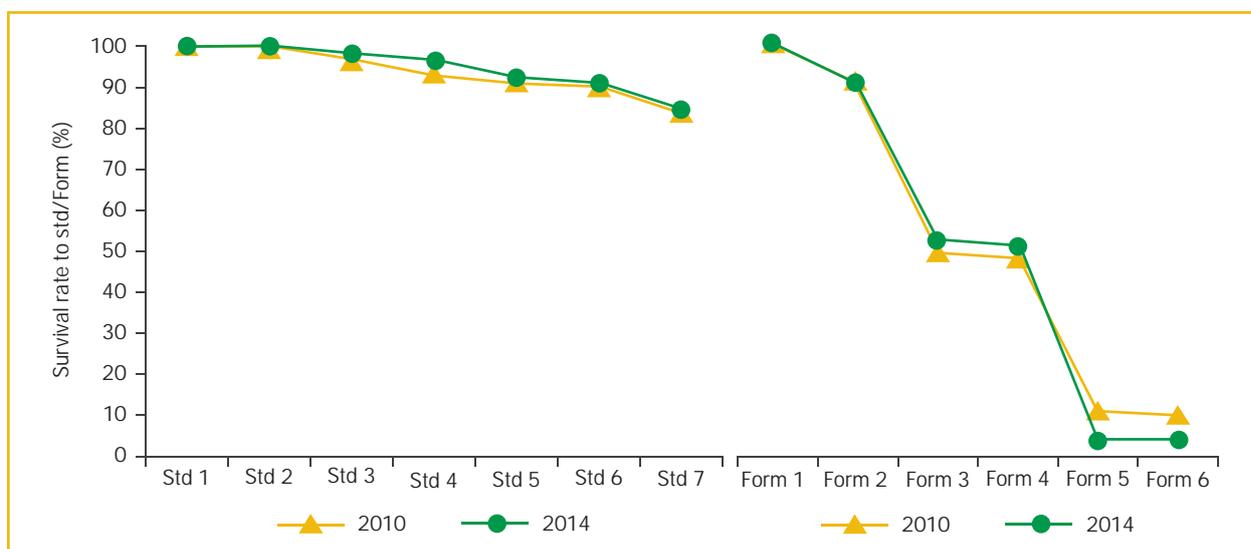
and therefore costly in terms of producing graduates at Form 4, almost entirely due to the large exodus of students between Form 2 and Form 3. The situation will continue to be monitored closely as the change in policy for all students to continue to Form 4 is phased-in.

Out of school children: The number of out of school children remains high and a challenge to the government with EMIS estimating that 37,000 children are not attending school, although many of these will enter at later ages (the HBS numbers are less than those indicated by MoEVT EMIS data analysis). An out-of-school survey will be undertaken in 2017 that will both verify the data and identify the prime causes in order to inform policy that can be included in the ZEDP II during the annual review updates. The analysis of the survey data will enable the Inclusive Education and Life Skills Unit (IELS) to support all departments, schools and districts to identify specific response strategies to local problems.

Disability: Measuring disability is challenging, partly because there are many types of disability, and some are difficult to diagnose. Data reported by schools give the total number of students with disabilities enrolled in 2014 at 6,178 which represent just under 2 per cent of all students in schools (public and private). The population census two years earlier found that about 3–4 per cent of children aged 0–19 years have a disability, suggesting that many children (perhaps 6,000 or more) with disability are not in school.

Education Financing

The ministry's budget has been fairly stable in recent years, remaining between TZS 107 million and 115 million between 2011–2012 and 2014–2015. Similarly, actual expenditure saw an increase between 2010–2011 and 2012–2013, but has since fallen marginally. Meanwhile, Zanzibar has experienced inflation of between 5 per cent and 14 per cent annually, suggesting that in real terms the budgets and expenditure have been falling. MoEVT's spending

has accounted for around 16–22 per cent of the total national budget for the last decade or 3.8–4.5 per cent of GDP. International guidelines suggest that around 4–6 per cent of GDP and between 15 per cent–20 per cent of government expenditure should be devoted to education. Zanzibar falls within this range.

Salaries account for a large part of expenditure – previously around 60 per cent of spending but rising to 77 per cent in 2014–2015. In actual terms, it has risen year- on-year, from TZS 37 billion five years ago to 70 billion last year. Non-salary recurrent spending has also generally increased, from TZS 5 billion in 2010–2011 to TZS 11 billion in 2014–2015, or from 8 per cent of total spending to 12 per cent. This increase is aligned with the Zanzibar Education Policy objective to ensure adequate funding of non-salary operational spending. However, non-salary recurrent spending is still a relatively small allocation, and the items mentioned in the policy (instructional materials and teachers' professional development) are largely financed by donor-funded development projects, rather than the Government's recurrent budget. The process for determining non-salary recurrent allocation within the MoEVT is carried out monthly. Each department director sends a letter of request to the principal secretary, setting out his or her highest priorities. The principal secretary will make a decision on allocation, consulting the minister and deputy principal secretaries as necessary. Within the MoEVT, during the previous two years, the Unguja departments received and spent substantially more of their budget than the Pemba departments. For example, in 2014–2015, while Unguja received and spent almost 75 per cent of its budget, Pemba spent less than 35 per cent. The recurrent non-salary expenditure faces further tightening as a result of the decision to stop parental contributions to primary schools for recurrent non-salary costs that would need to be met from another source. Developing a process of rational allocation requires detailed departmental level activity plans to ensure programme continuity.

Figure 4: Spending against budget (%)

Development project spending by the government has varied from TZS 2 billion to TZS 4 billion while donor spending peaked most recently at TZS 25 billion in 2012–2013, since when it has dropped to TZS 7 billion. This volatility reflects the phasing-in and -out of projects with substantial budgets, such as the World Bank ZABEIP project which ended in 2013. Nevertheless, donor funding constitutes a very considerable part of the development budget.

Funds for development projects are released into separate special accounts (one for each project, separate for government and donor funds). A similar process is followed whereby the ministry requests funds – monthly for RGoZ and usually quarterly for donors – giving projections of spending for the request period and information on expenditure in the previous period. Donor funds may be transferred directly to MoEVT special accounts, or go through the MoF first, but regardless of the modality used, the process is transparent to the MoEVT. Actual government development expenditure varied widely, between 40 per cent and 80 per cent of the budgeted amount, between 2010–2011 and 2014–2015. Similarly, expenditure financed by the development partners has ranged from around 22 per cent to 75 per cent. In this case, the lower release and spending could be about limited funds but also suggests that more robust planning and monitoring may be required along with a critical look at the human resource demands for effective implementation. Similarly, donors need to ensure accurate planning and implementation, and monitor delays in their own approval procedures and fund releases.

A serious change to the financing structure of the MoEVT is the abolition of voluntary parent and community contributions and the expectation that the Government will purchase goods for schools, covering the full cost of basic education (however the government will not cover normal school recurrent costs such as water and electricity). This move has been welcomed by parents and should go some way to resolving the inequity in the purchasing power of schools, which has been the case as poorer schools have not been able to collect contributions (for example in North A District, an average of only TZS 500 per pupil was collected compared with an average of TZS3, 200 in West). The table shows that the funds

Level	Schools	Pupils	Total Income	Average income per pupil	Schools reporting no income	Government recommended contribution
Number	Number	TZS	TZS	%	TZS	
Primary schools	269	233,470	532,557,500	2,281	7.4	3,500
Secondary schools	209	74,677	557,896,328	7,471	5.7	5,000

Figure 5: Estimated non salary expenditure, TZS billions
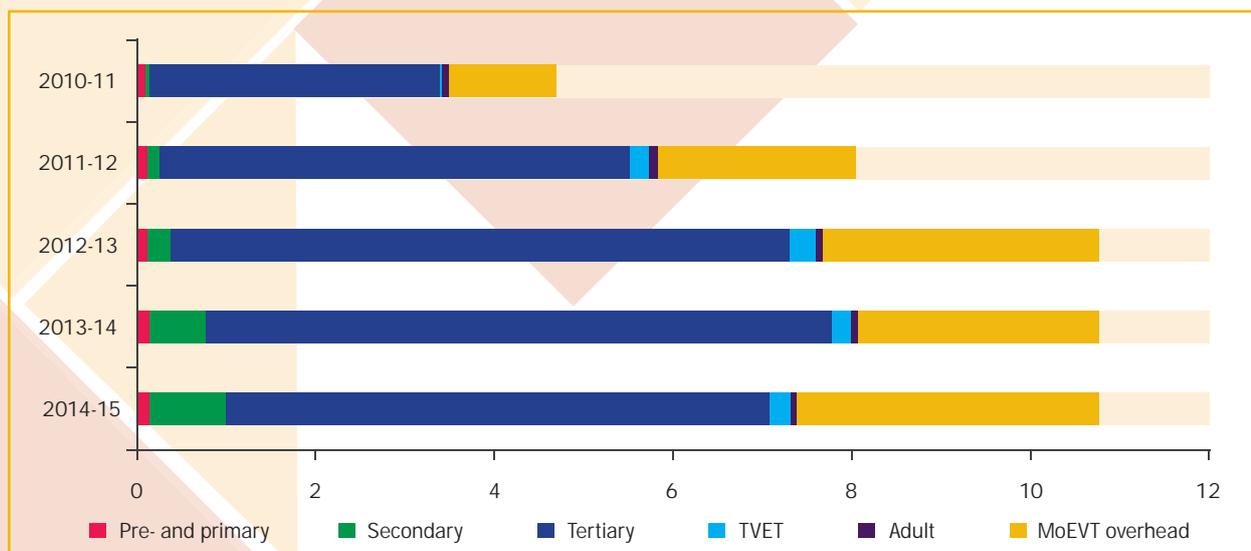
gathered from parents is not insignificant and given the problems pertaining to release of budget from the Ministry of Finance (MoF) prior to this policy, there is a risk that the same will occur with the budget for school materials and exams, leaving the MoEVT without the funds it needs to deliver what parents and teachers expect. The school improvement grants to be introduced under the World Bank Zanzibar Improving Student Prospects Project may go some way towards mitigating this but they should not become replacement funds for what government should meet else the additional benefit anticipated may be lost.

The historically low release of non-salary funds suggests that this could be an issue in the future and the ministry will prepare detailed multi-annual budget projections in order to maintain a strong negotiating position with the MoF to access these funds. Experience from other countries has shown that school grants, of which the new system is one example, can end up being squeezed out of actual expenditure, adversely impacting the delivery of high-quality teaching and learning.

Sub-sector Spending

A detailed analysis of sub sector spending (excluding salaries), looking at only non-salary recurrent spending, shows that pre-primary and primary receive very little funding, and secondary receives more but still little funding given the numbers enrolled. These low amounts reflect the cost-sharing model used until recently, in which parents made voluntary contributions to cover the cost of running schools, as well as paying for their children's materials, such as exercise books and stationery. Spending on secondary education has increased significantly of late due to the government taking on the responsibility to pay for examination fees from 2014–2015. Tertiary education receives by far the largest portion of non-salary recurrent funds, almost entirely due to the issuing of student loans that account for around half of the total non-salary recurrent budget. The MoEVT overheads also receive a large amount, but this includes items that are specific to the pre-primary, primary and secondary sectors, for example the purchase of school furniture by the Directorate of Policy, Planning and Research (DPPR).

Development spending by sub-sector is much more volatile, as projects start and stop without sustainability strategies and tend to focus on diverse issues with limited coherence and alignment to the sector plan. Pre-primary and primary education have received by far the most development expenditure in the last five years; however, that amount has varied from over TZS 24 billion to around TZS 4 billion.

Other sub-sectors have varied too: Tertiary education received a substantial amount in previous years but none in 2014–2015 while adult and alternative education received a substantial portion only in the last three years. Secondary education appears to receive very little, but this may be due to 'compulsory education' being categorized under primary education only when it should also include secondary education. Such variation is not necessarily a problem but it does require careful planning, monitoring and management.

There is an additional source of income from the TZS 1,000 levy on all ferryboat travellers from Dar es Salaam. The treasury retains these funds and MoEVT does not know how much is collected nor is given a budget to plan against. In 2017, the funds are to be used for purchase of school furniture. The annual review process which is timed to feed into the budget negotiations will provide an opportunity for all partners to consider the most appropriate use of the funds to meet priority access and quality needs and the modalities that will leverage the best cost effectiveness (for example public private partnerships).

Unit Costs

Recurrent unit costs have increased continuously for the last five years in the pre-primary, primary and secondary sectors, and fluctuated in the adult/ alternative education sectors. The unit costs of secondary education have grown particularly fast, at around 20 per cent per year in nominal terms – from TZS 164,000 per student in 2010–2011 to 342,000 in 2014–2015. Technical and vocational courses are much more expensive per student, and more volatile than schooling with per student spending in Karume Institute of Science and Technology (KIST) varying between TZS 2 billion and TZS 4 billion and in VTCs between TZS 1.7 billion and TZS 4.8 billion in recent years. The large fluctuations are due to year-on-year changes in both spending and enrolment. The VTC unit cost is particularly high because it includes expenditure on overhead activities such as QA and registering private providers of TVET. The average expenditure of SUZA per student is also high at over TZS 2.4 million per year but has been falling as enrolment has expanded. This is an underestimate of the total unit cost of SUZA, given that SUZA has substantial other income from student fees and other sources. Figure 6 shows clearly how much more the government spends per student in higher levels of education than in lower levels.

The ministry and stakeholders reviewed the evidence and agreed on the core problems and, following a problem analysis, the response needed. This formed the basis for more detailed sub sector discussions leading to the strategic priorities presented in the next chapter.

Figure 6: Unit costs: average recurrent spending per student and comparisons with the pre-primary and primary unit cost (TZS)

	2010–11	2014–15	014/15 ratio to pre-prim and prim
Pre- and Primary	74,391	129,372	1.0
Secondary	163,812	342,036	2.6
Adult/alternative	61,211	67,045	0.5
VTCs	2,111,119	1,703,097	13.2
KIST	2,172,996	3,099,141	24.0
SUZA	4,058,861	2,388,106	18.5

Table 4: Problem identified from the sector analysis

Problem identified from the sector analysis	Solutions proposed
Access, relevance and quality (agreed that these were too linked to separate rationally)	
Poor quality of and lack of access to PPE	- Improve NER through advocacy campaign - Prepare scheme of service for PPE teachers; plan for and train numbers needed; upgrade qualifications - Establish guidelines for learning resources; review curriculum and ensure play-based and active learning; establish PPE minimum service standards; strengthen the inspection system - Provide more fully equipped classrooms (WASH and access for disabled)
Overage students in the system as a whole	Focus on right age students in Primary 1 through advocacy campaigns Reduce repetition
Inadequate infrastructure and resources: not all children are able to access learning	- Based on planned needs and agreed PTR construct classrooms at pre-primary, primary and secondary levels in areas of greatest pressure – particularly to remove double shifting. Use disaggregated data to inform decisions on classroom construction, teacher deployment and for focus of inspectorate support. - Provide adequate WASH facilities, particularly for girls and children with disabilities - Provide labs and ICT facilities with the necessary equipment and recurrent budgets Strengthen the TCs and provide for intensive monitoring and feedback. - Provide the necessary physical facilities for children with disabilities and provide teachers with skills to support children with physical and learning challenges.
Teachers need knowledge and pedagogical skills updating and resources with a professional standards framework supported by a mentoring inspection culture	- Provide CPD opportunities in high demand subject areas (maths and science) and English and pedagogical skills for all teachers; provide TCs with resources and support - Agree upon and enforce professional standards - Ensure deployment supply is linked to demand - Provide a range of learning materials (text books, ICT, etc.
- Poor teacher motivation and professionalism - Internal inefficiency (deployment and teachers time on task)	Review teacher incentives and professional standards; provide clear career guidelines and opportunities for professional development. Inspection system that is supportive to teacher development. Develop teacher professional/ ethical standards
Poor student performance and volatile assessment systems	- Review and make changes to the curriculum to make it relevant and introduce a mix of skills, knowledge and competencies with clear learning outcomes. - Learning materials are relevant and available - Review the formal and in-school assessment systems to ensure they are assessing what should be learned and are providing feedback for teachers to focus on student needs
Poor student health and nutrition	- Develop a comprehensive, multi-sectoral school strategy on student health, nutrition, protection, RH and sanitation and hygiene. - Extend school feeding programme to all at need students - Institute a regular health screening programme and efficient referral system
Inadequate quality assurance capacities	Review and update the role of the inspectorate and the school heads to become supportive of teacher and school development; train inspectors and school heads

Limited opportunity for relevant and high quality Technical and Vocational Education and Training	• Review TVET to improve internal management and external coordination with the labour market. Prepare budgets and development plans • TVA to play a core QA role
Meeting increasing demand for relevant higher education	• Develop a comprehensive higher education development road map that includes a viable loan scheme for students and better linkage of supply with demand

Institutional, leadership, management and funding

Lack of clarity over decentralization requirements and institutional architecture, functions and roles of communities, schools and other officials	• Review and prepare the guidelines and regulatory framework for the agreed devolution of responsibility and provide training and mentoring support for all levels of the system. Ensure accountability systems are in place.
An institutional architecture that does not reflect the needs of an education system focused on building prosperity in a rapidly changing environment.	• Review of institutional structures, functions and roles – to include decision making procedures, accountability, reporting and sanctions. • Introduce the school MIS and provide training on how to use the results
Inadequate, inequitable and inefficient school financing	• Develop and implement a sectoral financing policy: • Review and prepare proposals to account for school needs as a result of the non-parental contribution policy • Prepare and agree with MoF the school budget requirements for a capitation grant and provide financial management training to school committees etc. • Review the funding efficiency to TVET and tertiary institutions – rationalize as needed

Table 5: Policy area identified from evidence analysis

Policy area identified from evidence analysis	Output	Outcome	Impact	Assumptions
• All children of the right age can access quality basic education with more having access to PPE, upper secondary, higher and TVET. • More opportunity for alternative learning and lifelong learning	• Long term multi-level plan for institutional facilities, equipment and materials for all children, is informing decision making on provision; • Construction, refurbishment, completion in priority areas for educational and SWASH facilities; • Advocacy campaigns with parents	• NER in primary and secondary education improve • Entry to TVET and tertiary education increase • Lifelong learning is providing new skills and knowledge	• Cost effective education system (right age children in school, more children primary ready, reduced drop out) • Demand/supply in equilibrium for labour market • More graduates can support nation building and economic growth	• Adequate government and private sector funding is available • Legal and regulatory frameworks can be changed or adjusted • Adequate staff can be recruited

• Improved learning outcomes at all levels of the system with graduates able to enter the world of work *Children and youth develop their full range of competencies supported by professionally competent teachers working with a relevant curriculum and quality learning materials, measured by formal and informal assessment*	• Curriculum reviewed and revised to develop relevant knowledge and competencies • Teacher professional standards, professional development programmes in key technical, language and pedagogical areas • Learning resources available • Formal learning assessment linked to curriculum • Competency goals • Inspectorate support systems	• Primary literacy and numeracy improves for children having PPE • Significant improvement in learning outcomes at all levels • Graduates finding appropriate further training or continuing education and industry demand being met		
• The institutional architecture and the human resources are fit for purpose to deliver relevant and high quality learning in a dynamic environment of decentralization	• Institutional review and adjustments to the structures • Professional development programme operational • Clear accountability and transparent management arrangements • Quality PFM	• Parliament and civil society can access financial, narrative and quantitative data on policy goals, efficiency and effectiveness • High quality programmes approved and funded by MoF		

Draft: Theory of Change for ZEDP – macro level

Activity					
	• Using pro poor evidence increase learning facilities (learning spaces, equipment etc.) at all levels • Advocate for education with communities • Deploy adequate qualified staff	• Establish sector wide minimum service standards • Establish Teacher professional standards • Implement IE policy • Prepare and implement decentralization master plan	• Develop competency and skills-based curricula linked to learning materials and assessments • CPD for all staff (inset and pre-set and for instructors and lecturers) • QA with supportive inspectorate	• Strengthen EMIS • Research activity • Accountability systems • Improve efficiency • Build links to the labor market and respond to demand	• Develop capacity of MoEVT leaders, managers and inspectors to plan, review, monitor and adjust programmes • Work with partners to monitor and adjust ZEDP
	All activities are viewed through a gender and IE lens and outcomes report on gender and IE progress				

Assumptions	**For all activity and outcomes** • Quality budgeting and clear outcome projections provide for adequate recurrent and development funding supported by other partners	• Legal and regulatory norms can be established and enforced (decentralization, standards, university loans, cost sharing etc.)	• Evidence (EMIS, research, studies) base is available for review and decision-making	• Assessment system is both formal and informal. Students benefit from individual focus.	• Managers have space to implement and manage change
Intermediate outcomes	**POLICY** • Operational policy framework: 2006 policy review and update for 2030 taking account of decentralization	**ACCESS** • Improved: Gr 1 NER for children, completion rate to Form 4, transition to and completion of senior secondary, enrolment of youth in TVET and university and life long learning. Safe learning environments and disability friendly (minimum service standards)	**EQUITY** • Inclusive education policy implemented at all levels of facilities and staff trained	**QUALITY & LO** • Relevant curriculum • Teacher professionalism (TPS) • Good learning resources (incl ICT) • Formal assessment results improve (all levels) • Focused child support • Supportive inspection	**EFFICIENCY** • Revised institutional frameworks and professional leaders and managers • Engagement with all stakeholders • Planned use of manpower (teaching & non teaching staff) • Priority allocation of scarce resources through strong PBB • Quality data and research

ZEDP Outcomes	Access to PPE grows, all children have access to primary and lower secondary education in a safe environment and more children are able to access senior secondary, TVET and higher education. Improved opportunity for alternative learning and lifelong learning	Children and youth develop their full range of competencies supported by professionally proficient teachers working with a relevant curriculum and quality learning materials, measured by formal and informal assessment	The institutional architecture and the human resources are fit for purpose to deliver relevant and high quality learning in a dynamic environment of decentralization

Impact	Gender-Responsive and Equitable Access to Quality Education and Skills Training Enhances Human Capacity for Sustaining National Development

Sector Level Monitoring – The Key Performance Indicators

The MoEVT has agreed on a sector level set of key performance indicators (KPI) for monitoring sector progress for the ZSGRP. These KPIs capture the policy and strategic goals for the education sector at the highest level. They are the indicators to which all the programmes will contribute and progress in these will be reported to Parliament and to all stakeholders. The ministry will use a 'traffic light' system to report progress annually - green for on track, amber for more work needed and red meaning some serious action must be taken.

Outcomes and indicator links to core education areas (Key Performance Indicators (KPI) and programme development objectives (PDO). All indicators will be disaggregated by sex.

Access and Equity

- Net enrolment rate (KPI)
- Net attendance rate (KPI
- Basic drinking water, sanitation services (KPI)
- Percentage of schools meeting standards for accommodating children with disability
- Entry to TVET and tertiary education increase (PDO)
- Lifelong learning providing new skills and knowledge (PDO)

Learning Outcomes

- Literacy rate by sex (KPI)
- Net attendance rate (KPI)
- Pass rate by level (KPI)
- Proportion of school with access to electricity, computer, and internet (KPI)
- Percentage of youth aged 15–24 not in education, employment or training (KPI)
- Primary literacy and numeracy improves for children having PPE (PDO)
- Significant improvement in learning outcomes at all levels (PDO)
- Graduates finding appropriate further training or continuing education and industry demand being met (PDO)

Efficiency and Better Institutions

- The institutional architecture and human resources are fit for purpose to deliver relevant and high quality learning in a dynamic environment of decentralization (PDO)
- Parliament and civil society can access financial, narrative and quantitative data on policy goals, efficiency and effectiveness (PDO)

Figure 7: Education Sector Key Performance Indicators (all to be analysed by sex, District and inclusion data)

	Indicator	Baseline 2016	2017/18	2018/19	2019/ 20	Target 20/21
1	Literacy rate by sex The proportion of the population above 10 years of age who can both read and write with understanding a short simple statement on his/her everyday life	83.7 Disaggregated baselines and targets to be agreed	87.5	90.0	92.5	95%
2	Net enrolment rate					
	pre-primary	27.5	33.1	38.8	44.4	50.0%
	Primary	85.5	89.1	92.8	96.4	100%
	Lower secondary	74.4	75.8	77.2	78.6	80.0%
3	Net primary attendance rate (disaggregated by level of education and sex)					
	Kaskazani, Unguja	80.7	85.5	90.4	95.2	100%
	Kusini, Unguja	92.6	94.5	96.3	98.2	100%
	Mjini, Magharibi	91.5	93.4	95.2	97.1	100%
	Kaskazini, Pemba	77.2	82.9	88.6	94.3	100%
	Kusini, Pemba	79.1	84.8	90.5	96.2	100%
4	Pass rate by level					
	STD 6	84.5	85.9	87.3	88.6	90.0%
	Form II	69.6	71.0	72.4	73.7	75.0%
	Form IV	75.9	76.9	78.0	79.0	80.0%
	Form VI (with X at Div. 1, Y at Div. 2	97.5	97.9	98.3	98.6	99.0%
5	Proportion of schools with access to:					
	Electricity					
	Pre-primary	67	75.3	83.5	91.8	100%
	Primary	87.8	90.9	93.9	97.0	100%
	Secondary,	94.3	95.7	97.2	98.6	100%
	Computers					
	Pre-primary	0	12.5	25.0	37.5	50%
	Primary	5.2	17.7	30.2	42.7	50%
	Secondary	3.7	16.2	28.7	41.2	50%
	Basic drinking water, - sanitation services					
	Pre-primary	89	91.8	94.5	97.3	100%
	Primary	85	87.8	90.5	93.3	100%
	Secondary	87.6	90.4	93.1	95.9	100%
6	Percentage of youth aged 15–24 not in education, employment or training (SDG 8)	14.5	12.7	10.9	9.0	7.2%
7	Percentage of all schools meeting standards for accommodating children with disability (infrastructure and human resources) % children with disability in school by level	TBD EMIS to collect this during the programme				TBD

Note: Disaggregated targets will be added

Six programmes are used in the programme-based budgeting and the Medium Term Expenditure Framework for reporting to the Ministry of Finance, Cabinet and Parliament. They are:

1) Pre-primary and primary education

2) Secondary education

3) TVET, adult literacy, alternative learning and continuing education

4) Higher education

5) Quality and cross cutting issues comprising:
   - three sub-programmes- a) Inclusive education and life skills; b) ICT; c) Sports and Culture and
   - 5 Services- i) Curriculum ii) Examination iii) Inspectorate iv) Registrar of Education v) Library Services

6) Planning Management and Administration with 3 sub programmes: a) Planning b) Management c) Coordination of Pemba office

There is inevitably some overlap between the strategic responses in the different programmes. For example, quality is a concern for all the sub sectors as is better institutional organization, leadership and management.

The ministry has decided to reflect the core strategies that will impact on the expected improvements in that sub sector within each sub sector programme. Although the sub sector will be largely responsible for accountability, the strategic outcome expectations appear in the goals and the performance framework of the sub sector. However, for budget purposes, and in the operational plan, the activity has been placed within the programme budget accounting structure.

The sub sector programmes (1–4) all contain:

a) A summary situation analysis

b) The policy area

c) The problems and challenges to be addressed

d) The strategic response

e) A results chain

f) The outcome level goals to be monitored

g) The performance goals (which are more at the output or process level appear in the Performance Assessment Annex)

The generic programmes (5 & 6) contain:

a) A short situation analysis

b) The strategic response

c) The performance goals (which are then repeated in the Performance Assessment Annex)

An Appropriate Gender Filter will be Developed for all Programmes

MoEVT staff and members of civil society participated in training to explore the different areas where gender needs to be taken into account in the education sector and to consider the strategies and tools available to respond to this.

MoEVT, with support of civil society partners, will carry out a gender analysis to gather information on the differences and gaps between girls and boys, women and men in the education system, and prepare tools to ensure that all aspects of gender that might affect the learning of boys and girls are taken into account during the development of programmes and during implementation. There will be capacity building and possible technical support over the ZEDP II period for education staff to be able to apply a gender lens to their work and roles, to make sure their interventions are not leading to further exploitation or disadvantage and are increasingly gender sensitive and responsive.

There will be a specific short report on gender successes, challenges and opportunities during the Sector Joint Annual Review.

A number of actions will be taken while the broader gender response framework is being developed:

a) All data will be disaggregated by sex

b) Curriculum review will include gender review

c) All new learning materials will be subjected to gender review

d) Research will be conducted to consider the makeup of the teaching force and whether strategies might be needed to encourage more male or female teachers into the profession

An Appropriate Inclusive Education Filter will be Developed for all Programmes

Inclusive education is understood to embrace all children who are at risk at whatever level of education and so includes children who are challenged physically and with specific learning difficulty, those children not covered at all such as rural marginalized communities, the poor and girls. It also includes mechanisms to identify children at risk of falling behind in learning (and so providing teachers with strategies to identify and manage) and resources to respond effectively. An inclusive education delivered at the classroom level is understood to include effective mechanisms for early detection and monitoring of students with disabilities, accessible teaching and learning (through professional educators, well qualified to meet the needs of individual students.

The MoEVT is in the process of internalizing this definition of inclusive education into its daily work. Some aspects mentioned above such as improving the situation for children with disabilities were set as objectives for the MoEVT during previous years or are currently being addressed. Other aspects of the definition are newly adopted and will be integrated into the activities and performance framework during the period of ZEDP II.

MoEVT will closely monitor access to education for all children. At all sector levels, data will be collected from a variety of sources to develop a clear understanding of the total number of children either not accessing or unable to access learning. Indicators will be developed and disaggregated to show the numbers of children with learning challenges of any kind that are being included. EMIS will be reviewed to ensure that relevant data is being collected for percentage inclusion to be added to the annual statistical data.

Figure 8: Enrolment by pre-school type and gross enrolment ratio in pre-school
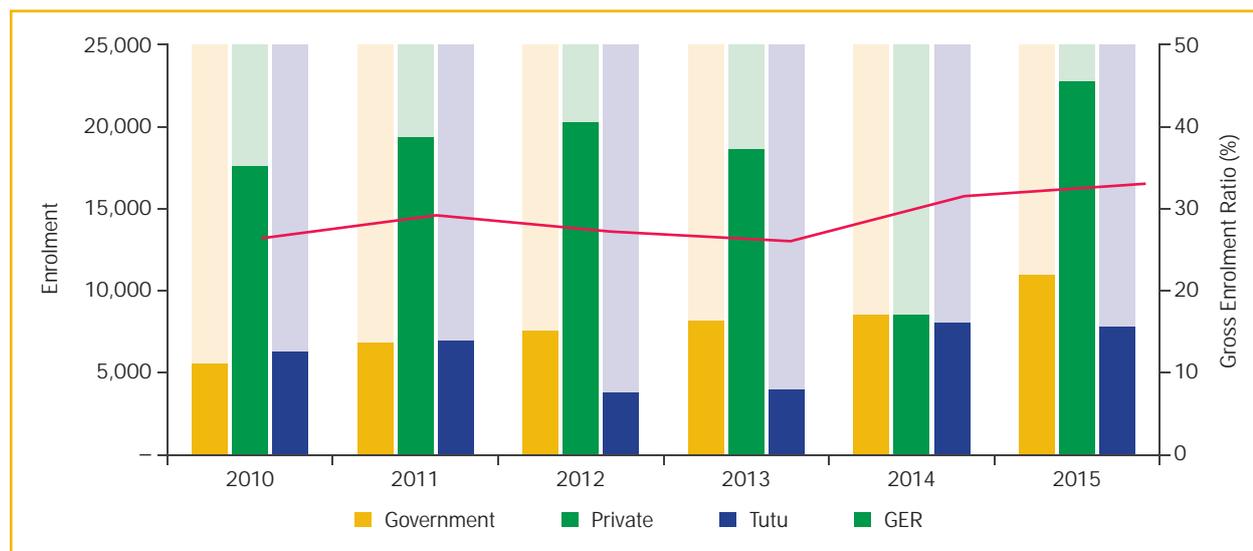
Programme 1: Pre-primary and Primary Education

The 2006 policy is for all children to access 2 years of PPE before enrolling in the first year of primary at the age of 6. This will require a continuing progressive move over several years that increases enrolment of the right-aged children. The coordination framework for ECD in Zanzibar remains fragile with unclear roles and responsibilities for the various ministries and stakeholders; however, the Ministry of Empowerment, Social Welfare, Youth, Women and Children (MESWYWC) houses the coordination of ECD. MESWCYWC initiated a review of the previous policy for children in 2012 and it is expected that an integrated Children Policy will be concluded in the near future, clarifying roles and improving coordination of early childhood issues. Nevertheless, MoEVT is accountable for the 2 years of pre-primary education.

Situation Analysis

Access

Nearly 35 per cent of Zanzibar's children have access to pre-school. Although there has been considerable improvement over the past five years, access to pre-school remains lowwith many of those enrolled being over-age. Of total enrolment in pre-primary centres, 55 per cent are enrolled in privately run pre-schools (both private schools and Madrasa community schools), and with the rest being in government schools or Tutu centres (Tucheze Tujifunze: learning through play). Access to pre-primary education is uneven across the country, in 2012 it was reported that of the children enrolled in pre-school, only 18 per cent came from rural areas. The rate of participation is consistently higher from children in the richest quintile. Projections to meet the 50 per cent GER by 2021, with the majority of children being able to attend government schools and the phasing out of Tutu centres, would require 142 new classrooms per year.

At primary level, student numbers have been increasing steadily by almost 3 per cent each year. The private sector's share of enrolment has grown modestly, from 5 per cent to 8 per cent, over the six years. The private share has crept up similarly at ordinary secondary level, which experienced slightly lower growth in student numbers, at just over 1 per cent per year on average. The survival rate to the end of primary school was 84 per cent in 2014, which means that of every 100 children entering Standard 1 dropout rates are moderate at primary level (about 16 per cent over the cycle). The primary cycle is relatively efficient (87 per cent) because of its low repetition rates and moderate dropout levels. At primary level, late entry to school is a considerable problem and puts children at risk of some of the damaging effects that this can have on learning achievement and retention, as seen from international evidence. More understanding of the causes of this phenomenon would help to inform interventions.

There is an acute shortage of primary classrooms. Currently, there are 47 students per class on average, and 39 per cent of classrooms are used for double shifting.

About 60 new primary classrooms need to be constructed per year until 2021 simply to keep up with population growth; there is wide geographical disparity in the availability of classrooms in primary schools. The pupil to classroom ratio ranges from 41:1 in South District Unguja to 92:1 in Micheweni District in Pemba (public and private combined). The total number of students with disabilities enrolled in 2014 was about 6,100 (data reported by schools), just under 2 per cent of all students in schools (public and private). The population census two years earlier found that about 3 percent–4 per cent of children aged 0–19 years have a disability which suggests that a considerable number of children with disabilities are not accessing school.

Quality

The PPE curriculum and development of teaching and learning materials are managed by the ZIE. The curriculum was developed in 2007 and revised in 2012, and is to be the standard for both public and private pre-primary schools. The curriculum covers six subjects: science and technology, mathematics, Kiswahili, religion, arts and crafts, and English. In addition to the curriculum there are pre-primary syllabuses, setting out topics, objectives, teaching/learning techniques, materials and how many periods it should take to cover different activities. Formal and approved mechanisms for assessing school readiness in all schools are yet to be agreed and will be considered as an element of the overall standards agreements to be established during ZEDP II.

The PPE pupil teacher ratio target set in ZEDP1 was 15:1 but is currently 21:1. If a PTR of 20:1 were considered acceptable then an average of 305 new staff are required each year. In government schools the majority of staff are qualified as teachers but most do not have qualifications in PPE. There are increasing opportunities for teachers to obtain a range of qualifications from Certificate to Degree, with specific training programmes for primary teachers who move to PPE. Distribution of learning resources is uneven across districts; however new books are at the printing stage and will be distributed by MoEVT.

Learning achievements of primary students have declined gradually over the past six years. More than 20 per cent of students entering secondary education have failed the Standard 7 examination and so are underprepared for the next stage of their education. Standard 7 performance in mathematics has been particularly poor and the evidence suggests that the majority of early grade students are struggling to acquire foundational numeracy skills. Performance in languages (Arabic, English and Kiswahili) is also relatively poor.

The processes for assessing teachers are seen as needing greater clarity and the recruitment process requires greater objective rigour. In-service pedagogical support through TCs and distance and e-learning courses for serving teachers all show promise but adequate resources must be provided and methods to evaluate impact and efficiency established. In 2014, for primary students averaged across all standards, there were 2.9 textbooks for every student in English, Kiswahili, mathematics, science and social science. While this is not ideal, it suggests that most students have the opportunity to at least share.

Policy Objectives

PPE Policy Objective 1: Inclusive and equitable access to PPE by 50 per cent of primary enrolees by 2021 with increased NER

Problem or cause

- Insufficient classroom space with some districts particularly disadvantaged
- Parents not convinced of need for PPE or for need of entry at right age
- Schools not friendly for children with learning challenges

Strategic Response

P1 S1 Prepare plan for expansion of access on a pro poor pro disadvantaged basis and construct learning spaces, using TuTu as an interim measure

P1 S2 Develop strategy for PPE and robust monitoring of private sector

P1 S3 Multi-year campaign to inform parents and communities of importance of starting PPE at the right age (4 years)

PPE Policy Objective 2: Consistent high quality learning; children mastering basic skills

Problem or cause

Children in the early years are not mastering basic skills

- Lack of a comprehensive policy framework for PPE and the associated curriculum
- Schools lack materials and equipment, staff lack skills to provide learning materials
- Insufficient correctly trained staff

Strategic response

P2 S1 Finalization of policy and information as well as advocacy on policy; development of the PPE minimum service standards; review curriculum competencies; agree school readiness criteria and assessment modalities

P2 S2 Coordination and coherence around teacher needs and provision, teacher standards and professional employment structures

P3 S3 Prepare guidelines for learning materials packages including BLOOM software for low/no cost development of phased and graded readers in key language areas including Kiswahili, English and Arabic, and provide learning materials to schools

PPE Policy Objective 3: Efficient and well-managed sub-sector

Problem or cause

Ineffective management, Quality Assurance and Parent Engagement and Ownership of PPE Services

- Leadership, management and skills gaps (school district and ministry)
- Inspectorate not trained in working with PPE
- Inconsistent engagement of parents and communities

Strategic response

P3 S1 Develop and deliver a Leadership and Management Training Programme to bridge skills gaps for school heads, districts, inspectors and other ministry personnel; manuals for management responsibility (community, parents, committees, school heads) reviewed and training given; identify specific skills needs and training

P3 S2 Establish inspection protocols and implement regular support inspection

P3 S3 Advocacy with communities on importance of education (linked to mother's health)

Primary Policy Objective 1: Increase and improve access levels for the most disadvantaged areas and children: improved teaching and learning environment

Problem or cause

- Insufficient classrooms particularly in some districts
- Children of the wrong age group entering

Strategic response

P1 S1 Review overall plans and prioritize areas and districts of greatest need; construction of inclusive classrooms; school repairs and WASH

P1 S2 Advocacy campaign with parents on benefits of schooling

P1 S3 School feeding for disadvantaged children

Primary Policy Objective 2: Children having core competencies and skills to successfully complete primary education

Problems

- Children not acquiring basic literacy and numeracy skills in a timely manner
- Teachers time on task insufficient, teachers lack up to date knowledge and pedagogical skills exacerbated by poor English language skills
- Curriculum not allowing for sufficient time for children to master competencies, insufficient learning resources (text books and other learning materials, ICT)

Strategic Response

P2 S1 Provide professional development opportunities for teachers in language, maths and science subjects

P2 S2 Establish teaching standards/ responsibilities and support mechanisms through an upgraded inspectorate

P2 S3 Review and modify curriculum to reflect core competencies and provide for additional support for learners falling behind

Primary Policy Objective 3: Enhanced leadership and management skills for sub sector managers, within the decentralization process as it develops

Problems or causes

- Sub-sector leaders and managers do not have leadership and management skills relevant to the changing and developing context

- Guidelines and regulations have to be reviewed and updated in the context of decentralization/ devolution

- Inspectorate has been under resourced and policing as opposed to supportive

Strategic Response

P3 S1 Review institutional framework and structures (functions, roles, skills) to make them fit for purpose in a decentralizing environment

P3 S2 Establish a facility to provide both training and on-going support to leaders and managers

P3 S3 Inspectorate reoriented (including for gender and inclusion) to support schools and teachers

Table 6: Pre-primary and Primary Programme Policy Goals (disaggregated by sex and by districts)

Goal	Baseline 2016/17	17/18	18/19	19/20	20/21	21/22
GER PPE 1 & 2	57.0	59.3	61.9	64.4	67.0	69.5
NER Standard 1						
M						
F	85.5	89.1	92.1	94,6	97,4	100
% all PPE schools with trained teachers disaggregated by district	100	100	100	100	100	100
# Pre-primary government schools meeting minimum service standards	30	40	50	60	70	80
# Government primary schools meeting minimum service standards (health, teachers, learning materials) verified by trained inspectorate	211	220	230	240	250	260
Repetition rate at Standard 4 (M/F)	TBC	TBC	TBC	TBC	TBC	TBC
Standard 6 exam pass rate (by subject)	93.1	93.7	94.3	94.9	95.5	96.1
Teaching standards established and operational with inspectorate support	N/A	TBC	TBC	TBC	TBC	TBC

Table 9: Results Chain

Policy area	Strategic Activity	Output	Outcome	Impact	Assumption
Pre-primary					
• Gradually increase access for all right aged children – plan focus on disadvantaged areas	• Multi-year development plan including all potential providers • Review minimum standards for PPE facilities • Expand access through government schools and PPP • School feeding programme for poorest areas	• Plan agreed • Standards approved • Classrooms built and equipped	• More children of the right age access PPE	• Children of the right age equipped with basic skills benefit from primary learning	• Budget support • PPP developed with effective legal and regulatory framework in place
• Quality ECE learning	• Policy completion • Teacher professional development: review TT syllabus, consolidate programmes, INSET • Terms and conditions of service formalized • Curriculum review, school readiness standards prepared and development of guidelines for approved learning packages • School inspection and support services (including health)	• Policy • Updated syllabus and pre-service and INSET • Service conditions • Curriculum and guidelines • Inspection/ support visits	• Children, supported by parents and communities, are ready to enter primary school with basic skills (and report cards)		• Financial implication of better (and more) qualified teachers budgeted
• Excellence in management and leadership	• Guidelines for all stakeholders (communities, parents, school committees, Districts) • Training opportunities • School inspection and support services	• Guidelines at all levels • Efficient cost effective learning centres	• More children enrol and complete to agreed service and learning standards		• Regulatory approval
Primary					
• Improved NER in most disadvantaged districts and for most disadvantaged children • Maintain and improve access levels for most	• Update construction master plan and prioritize most disadvantaged • Construction and renovation of classrooms and facilities	• Equity focused plan • New classrooms built • Health, nutrition and care structures	• More children of the right age in school and staying in school	• Children meet curriculum competencies and able to engage fully with secondary curriculum	• Budget resources for construction

disadvantaged areas and children: improved teaching and learning environment	• School health programmes and school feeding programme for Standards 1–3 in the poorest areas	• Renovation and child-friendly changes for children with challenges			
• Better and relevant student learning • Children having core competencies and skills to successfully complete primary education	• Professional development courses in English, maths and science and pedagogical skills • Review and reorient syllabus • Develop professional standards for teachers linked to professional support • Fund TCs	• Fit for purpose institutional structures and competent leaders and managers	• More children pass national exams and transition to next levels		• Recurrent budget for TCs
• Excellence in management and leadership, and within the decentralization process as it develops • Enhanced leadership and management skills for sub sector managers and within the decentralization process as it develops	• Review and update guidelines and regulations to reflect decentralization • Provide training • Review and adjust institutional structures • Re orient and provide skills training and resources to inspectorate	• Efficient and cost effective sub sector growth and accountability	• Efficient and cost effective sub sector growth and accountability		• Regulatory approval for changes

Programme 2: Secondary Education

Secondary education should provide all learners with the skills and competencies to proceed to institutions of higher education, to technical and vocational training or directly to the labour market for employment or self-employment, with opportunities for further learning later in life.

Secondary education consists of compulsory Ordinary Secondary Forms 1, 2, 3 and 4 and competitive Advanced Secondary Forms 5 and 6. There are national examinations after Forms 2, 4 and 6. In 2015 there were 84,925 children in Ordinary Secondary and 2,640 in advanced secondary of which 8.2 per cent and 10 per cent were in private institutions respectively.

Situation Analysis

Access rates to Form 1 are fairly high at 86 per cent; however, by Form 4 this has dropped by half to 43 per cent. In other words, considerably less than half of children have access to the final form of ordinary secondary education. This partly reflects the fact that the system is in transition to the 2006 policy of compulsory education to form 4, with the first cohort to follow the new policy having entered Form 1 in 2016.

Only 6 per cent of Form 4 public students made the transition to Form 5 in 2014 (down from about 8 per cent in 2010) – the lowest flow rate of students for several years. This transition rate between the secondary cycles is very erratic over time – being 22 per cent in 2010, in part this is a reflection of unreliable data but volatility in examination pass rates is considered a major factor. The HBS shows a very large increase in dropout for both boys and girls after Form 2 examinations jumping from 3.7 per cent to 19 per cent between 2004/5 to 2014/15, the causes given are that the majority state that school is uninteresting or useless or that they are too old. The 'not interested' causes will be considered in

more detail in the planned out of school research to be initiated in 2017. The strategic response will be reviewed in the light of the research findings in the 2017 annual review.

The access rate to Forms 5 and 6 has fluctuated in line with the Form 4 exam pass rates being as low as 4 per cent of the original cohort in 2014 to just less than 10 per cent in 2014.

Student learning outcomes are assessed at the end of Form 2, the end of Form 4 and the end of Form 6. The pass rate for Form 2 examinations has increased from 54 per cent in 2009 to 66 per cent in 2014. Currently students failing Form 2 examination either leave the system or take up vocational or continuing education courses. With the policy change of compulsory education to Form 4, the Form 3 examination should provide an opportunity to identify specific student learning needs and system challenges. The results of Form 2 examinations show that average science scores are lower than almost all the scores in arts subjects. Students appear to be struggling more with science and mathematics, a result that reflects inadequate learning at the primary level and perhaps the lack of teachers for maths and science or teachers with inappropriate skills. The Form 4 examination results have shown considerable variance over the past 5 years but with an overall downward trend (apart from 2013) from the public school students but a more than doubled pass rate from the private sector students.

Form 6 examination success across public and private schools was around 80 per cent between 2009 and 2012, increasing the number of students receiving Division I or II (required for acceptance in higher education) by 15 per cent to 96 per cent in 2013.

For secondary students averaged across Forms 1 to 4, there were textbooks for close to every student in biology, chemistry, English, geography, history, Kiswahili, mathematics, physics and civics.

At secondary level the overall supply of teachers is not a problem. However, the supply and allocation of

teachers with appropriate qualifications, particularly for mathematics and science, and with good English language skills is not adequate. Poor teaching methodology and inadequate updated subject knowledge does not allow for high quality curriculum delivery or quality learning.

While it is challenging to understand the situation for children with disabilities, in part due to defining the type of disability, the 2012 Census found that between 3 and 4 per cent of children aged 0–19 had a disability. Of children enrolled in 2014, 2 per cent were reported to have a disability, suggesting that this group is having difficulty entering or staying in school.

Policy Objectives

Policy Objective 1: Access for all children to a school environment that provides a supportive framework for learning (infrastructure, equipment and consumables, libraries, ICT)

Problem or cause

- Insufficient classroom spaces for all children, in particular in some socially and economically disadvantaged districts

- In adequate infrastructure for sciences and ICT and inadequate recurrent budget for maintenance and consumables, with some districts considerably more disadvantaged than other

- Lack of libraries and access to additional learning materials

- Infrastructure not supportive of children with specific learning challenges

Strategic Response

P1 S1 Review and prioritize classroom needs and construct in most disadvantaged areas including all facilities and providing recurrent costs

P1 S2 Establish minimum standards for classroom/ school inclusion for all children and prepare and implement a phased programme of friendly spaces

P1 S3 Roll out equipped school library and learning materials programme

Policy Objective 2: Quality and relevance of learning in order that youth and adults meet the labour market demands (immediate, post further learning or through self-employment)

Problem or cause

- Shortage of teachers with the necessary skills and competencies, particularly in maths and science and for language skills

- Limited teaching time

- Low teacher motivation

- Curriculum that is not relevant to further learning or the labour market

- An assessment system that might not be fit for purpose

Strategic response

P2 S1 Programme of continuing professional development and support for expanding teachers' knowledge and skills for competency-based learning with a focus on maths, science and languages. Resources (human and physical) are improved and maintained in the Teaching Centres

P2 S2 Curriculum monitoring, review and change to ensure relevance to society and labour market demands; provision of associated learning materials and resources (ICT)

P2 S3 Initiate a study on teacher management, remuneration and standards to provide for effective resource allocation and a transparent monitoring of teacher performance against agreed Teachers Professional Standards.

P2 S4 In light of the policy for all children to complete Form 4, evaluate the function and purpose of the Form 2 examination and shift to this being assessment to provide staff and managers to identify specific areas for curriculum focus and individual student support.

P2 S5 Research on learning assessment at Form 4 and 6 and examination development to assure that learning against the curriculum and competencies are being evaluated and the results fed back into the system as part of a virtuous monitoring, evaluation and change process

Policy Objective 3: First class leadership and management of schools with communities, students, teachers and principals having clear roles and functions, reporting and accountability

Problem or cause

- Change in fee policy requires regulatory framework and clarification of roles and responsibilities of different stakeholders to ensure quality does not suffer

- Lack of clarity around roles, functions, reporting and accountability for decentralization/devolution (and lack of resources to implement)

- Horizontal and vertical institutional arrangements lack clarity

- Leaders and managers lack knowledge, skills and resources to respond and maximize benefit from technological changes and ICT

Strategic Response

P3S1 Review regulatory, policy, financial and strategic framework for decentralization in the context of the anticipated structures and functions and the no fees policy change; establish strategic aims (roles, functions, resources, accountability) and develop manuals and guidelines. Roll these out over the first three years of the ZEDP II

P3S2 Carry out an institutional functional, accountability and operational review to respond

to decentralization and to deliver the policy and strategic goals of the ZEDP II.

P3S3 Prepare a comprehensive sector wide leadership and management development programme (in the light of P3 S1 and 2). This programme will be demand driven (see Programme 6)

P3S4 Establish an inspectorate system that is both able to monitor professional and administrative standards and provide professional support and advice to all stakeholders

Evaluate the sectoral institutional framework taking account of the decentralization policy and the socio-economic context; prepare and implement policy and structural changes

Policy Objective 4: Research

Problem or cause

- Insufficient evidence-based information on programme efficiency, effectiveness and impact prevents critical review and change, adjustment and cost savings/ value for money

Strategic Response

P4 S1 Longitudinal and action research programmes to inform and update programmes (adjustment to programmes based on research will have both an efficiency and an effectiveness dividend). This strategy is a part of the Research Programme

The strategic responses are directly linked to the following performance outcomes as referenced in the Performance Framework, the costed Operational Plan. Pass rates will be reported by district and school to allow for a targeted response during annual review discussions.

The Sector Programme Policy targets:

Table 8: Secondary Programme Policy Goals (disaggregated by sex and by districts)

Goal	Baseline 2016/17	17/18	18/19	19/20	20/21	21/22
Net enrolment rate Form 1	60.9	66.1	71.3	76.5	81.7	88,0
Form 4 English pass rates	43.3	45.5	47.7	49,9	50.1	52,3
Maths pass rates	8.8	10.3	11.8	13.3	15.0	17,2
Science pass rates (Chemistry, Biology, Physics)	56.1	58.2	60.3	62.4	64.6	66,8
Form 6 success Division I	2.8	3.7	4.6	5.5	6.4	7,3
Division II	19.3	21.5	23.7	25.9	28.1	30,3
Survival rates Form 1 - 4	N/A	TBC	TBC	TBC	TBC	TBC
Schools inspected meeting minimum service standards	57	100	143	186	230	273

Note: Survival rate targets will be added during the 2017 AJESR

Table 9: Results Chain

Policy area	Strategic Activity	Output	Outcome	Impact	Assumption
Pre-primary					
• Access for all children in a supportive learning environment to Form 4 and increased numbers completing Form 6	• Minimum service standards (MSS) revised/approved • Facility requirement plan • Construction, equipment	• Approved MSS • Classrooms, equipment, budgets	• More children can access schools meeting MSS	• All children completing 12 years' education with many completing 14 years and able to respond to demands of both formal and informal labour market • Active, informed and engaged civil society	• Capital and recurrent budget is allocated
• Quality and relevance of learning in order that youth and adults meet the labour market demands (immediate, post further learning or through self-employment)	• Teacher CPD and support • Teacher management • Curriculum renewal review • Review and change or adjust assessment procedures	• Teachers knowledge and skills increased • Correct time on task • Incentives • Relevant and competency-based curriculum • Assessment supportive to individual children, formal assessment objective and linked to curriculum outcomes	• Success rates improve in formal assessment • Increase higher, TVET and employment take-up		• Training capacity • Resources (financial and human) • HE and labour market can respond
• Leadership, management and accountability • First class leadership and management of schools with communities, students, teachers and principals having clear roles and functions, reporting and accountability	• Review and formalize function, role and responsibilities • School communities, staff and managers access training and have resources	• Approved institutional structure, function/role and responsibility articulated • All levels appropriately skilled and provided with resources • Effective and efficient institutional management	• Effective and efficient institutional management • Transparent reporting to and by all stakeholders		• Approval for institutional change • Resources (financial and human for CD) • Recurrent costs met
• Evidence-based education development	• Longitudinal and action-based research, studies	• Research results	• Quality and access improve as evidenced by assessment		• Modalities exist to make changes based on evidence (AJESR, political leadership)

Programme 3: TVET, Adult Literacy, Alternative Learning and Continuing Education

Adult literacy, alternative learning and continuing education

Providing alternative opportunities for citizens to access education and training and providing for well qualified technical members of the workforce are core elements of the growth and wealth strategies of the government. Such opportunities need to be well resourced and to be responsive to the demands of citizens and the labour market.

The HBS notes that the literacy rate for people aged 15 years and above stands at 83.6 per cent (79.4 per cent for females) which is an improvement on the findings from the surveys in 2009/10 and 2004/05 when the rates were 82.3 per cent and 75.8 per cent respectively. The MKUZA II target was 90 per cent by 2015.

The EFA assessment summarized the policy framework as having 'focus on the ability to read, write and count, control over one's environment though improving economic status, health, changing attitudes, life styles, enhance life skills and accept and accommodate national changes', giving the sub-sector a complex set of objectives covering functional literacy and economic, health and citizenship goals. There are few hard targets at the policy level for this sub-sector except for the stated aim in MKUZA II (RGoZ, 2010) to increase the overall literacy rate to 90 per cent by 2015.

Two thirds of non-literate adults are female and they are more likely to enrol in literacy classes than non-literate men, however adult literacy classes cater for only about 6 per cent of non-literate adults. Retention in adult literacy classes is a problem with the number of Final Stage learners being equivalent on only one quarter of First Stage learners. Adult literacy is a resource-constrained service; teachers are paid a small allowance and receive few teaching and learning materials. In terms of learning, the majority

of Final Stage learners reported that they can read and write letters, but struggle with understanding large numbers. Most also report that they can carry out some essential life-relevant tasks that require literacy, such as reading a doctor's prescription. Overall the provision appears very inefficient.

School-based alternative learning classes for children who have never entered school cover only 7 per cent of the target group of which about two thirds go on to join the formal system. The alternative learning programme providing pre-vocational skills for young people aged 15–22 years caters for an important need, but coverage is exceedingly low and the service is only available in one institution in Rahaleo (urban district) where many teachers do not have vocational or technical expertise and many staff are also underutilized.

The continuing education programmes cover a diverse range of small services. Enrolment is dropping and coverage of the target populations is extremely limited. Learners pay contributions for all programmes, unlike adult literacy or alternative learning students.

Overall provision remains fragmented, dominated by private providers, and difficult to manage with the existing weak management information system. The sub-sector needs a coherent strategy, informed by targeted pieces of research where information is unreliable and incomplete, so it can better utilize existing resources and attract additional funds.

TVET

The Vocational Education Training Policy of 2005 proposed the Vocational Training Authority which was established under the Vocational and Training Act No. 8 of 2006 to 'supervise vocational training through the determination of standards of training; the assessment, evaluation and registration of VET centres and the assessment, evaluation and approval of the capacity and skills of trainers and trainees'. The VTA is also mandated by the Act 'to coordinate vocational training by conducting research into the employment

market, preparing and formulating curricula, providing vocational training, enhancing the capacity and skills of VET trainers and leaders, coordinating all certificates issued by registered vocational centres, and ensuring the availability of adequate funds for operation of the vocational training system'. The VTA directly supervises the three VTCs (including paying salaries) and regulates and monitors private providers. Private providers pay to register with VTA; 36 were registered in 2015 and are fully accredited training providers. However, oversight of private providers is very limited and quality is not ensured even in the VTCs. Independent observers have reported under-qualified staff and limited equipment and workshops. Oversight of private and public providers by VTA needs to continue beyond registration. This oversight should not be 'inspectorial' but aimed at building quality.

There are six TVET institutions under the MoEVT, another five government institutions and at least 50 private providers offering TVET in Zanzibar. Of the MoEVT providers, two are technical secondary schools offering courses in a variety of hand-and-eye skills but aiming to help their students gain access to tertiary education. A third is KIST, which offers tertiary-level courses and the remaining three are the Mkokotoni, Vitongoji and Mwanakwerekwe VTCs.

Courses provided by KIST are in demand, courses in the three VTCs less so while females are under-represented in all MoEVT courses. KIST is considered, for budgetary purposes to be a Higher Education Institution and so the programme, outcomes and budget appear under programme 3.

Linkages between the VTA, VTCs and KIST, on the one hand, and employers and entrepreneurs on the other are weak and should be strengthened. The UNESCO review (2013) found:

> *A lack of evidence compiled on outcomes in terms of income supplementation, self-employment or employment is problematic for TVET programme decision-making and planning. Information about the post-training employment experiences of TVET course*

completers is either patchy or non-existent. At the micro level, there is also little follow-up information about TVET graduates. As a result, the Zanzibari TVET system lacks mechanisms to evaluate the cost–benefit, quality and outcomes of training. Tracer studies focusing on post-training employment and wages are not conducted.

It has been proposed that tracer studies of graduates be commissioned to guide programmes and content and that more employers should be included on VTC boards.

There is a skills development levy of 5 per cent of total gross monthly pay by employer but use of the levy funds is not clear to the VTS or to KIST. As finance for VTA needs to be secure, predictable and utilized in consultation with employers, the levy usage arrangements should be made clearer with MoF.

The ESA calculated the rough unit cost of a student in a VTC as TZS 938,331 or USD 434 which is high when compared to the unit cost of a secondary school student at TZS 350,000 or USD 162,   more so when there are reports that the graduates of the VTC do not easily find work as the training they receive is less than relevant to the labour market demands.

Policy Objectives

TVET Policy Objective 1: Sector responsive to labour market demands with a range of relevant programmes delivered in well-equipped facilities by well-trained instructors

Main problems to address or causes for strategic activity

- Programmes are not relevant to the needs of the labour market
- Facilities are not fit for purpose (inappropriate or out-dated equipment, lack of consumables
- Trainers lacking up to date knowledge on subject matter and pedagogical methods

- Data and information is inadequate to drive supply side response
- Very poor uptake of girls
- Inadequately oversight and support from VTA

Strategic response

TV 1 Priority strategy: Research and prepare a national TVET strategic response and road map for the sub sector that will include: updating curricula content, staff capacity and facilities and equipment. There will be a national review of funding to explore options for future TVET investments by private sector and supportive regulatory framework, oversight and accreditation by government. Establish a Task Team with members from MoEVT, VTA, VTC, KIST, industry

TV 2 Institute tracer studies on all students and use results to feed into supply side response

TV 3 Advocacy campaign to encourage girls to enter training in all subject areas

TVET Policy Objective 2: Strong and effective guidance and oversight from the VTA

Main problems to address or causes for strategic activity

- Inadequately resourced: Facilities, equipment and resources
- Inadequately staffed to fulfil a full advisory/ inspection function across a number of subject areas
- Staff require options for continual professional development in the rapidly changing environment of wok
- Need for guidelines and standards on programmes
- Strengthen mechanism for labour market engagement

Strategic response

TV 4 Develop a multi-year TVA action plan to clarify how functions and responsibility will be actioned

TV 5 Develop an institutional framework that is efficient and effective, with staff qualified to lead and guide

TV 6 Revitalize boards with membership from industry and *e*stablish quality norms and standards

TV 7 Provide a clear budget showing how the training levy will be utilized.

Adult literacy: Policy Objective – 95 per cent literacy by 2021

Main problems to address or causes for strategic activity

- Programmes not available in areas of highest need
- Teachers are poorly paid
- Inadequate resources and possibly less than effective pedagogy and learning materials

Strategies

TV 8 Review the curriculum and as necessary update learning outcomes, content, methodology, learning materials and the ways in which courses are offered and managed

TV 9 Re-skill the current teaching force and establish a fair remuneration system (for current teachers and to encourage others)

TV 10 Inspection is regular and supportive

TV 11 Develop leadership and management capacity and skills – including EMIS

Adult learning and alternative education: Policy objective – range of opportunityies for AL and AE

Main problems to address or causes for strategic activity

- Lifelong learning is an important part of human development and is also important to allow people to move in and out of the labour market. A range of courses and programmes need to be on offer but currently there are few courses, trained instructors and relevant learning materials

TV 12 Initiate a review of the programmes that are offered to make them demand responsive

TV 13 Establish the cost/fee arrangements for sustainable programme delivery

TV 14 Develop leadership and management capacity and skills – including EMIS

Table 12: TVET and literacy, adult and alternative learning policy goals (disaggregated by sex, completion and attainment)

Goal	Baseline 2016/17	17/18	18/19	19/20	20/21	21/22
Literacy rate	84.2	86.8	89.4	92.0	95.0	97,0
Enrolment number in TVET programme	730	1000	1200	1400	1500	1600
Number of graduates participating in tracer study	150	150	200	200	250	250
# Additional students enrolled in adult education	1170	1127	1084	1041	1000	1000
# Additional students enrolled in alternative learning	7423	6817	6211	5605	5000	5000
% TVET staff having PD upgrading	24	28	32	36	40	44
# Colleges with funded strategic and operational plans	-	-	-	-	-	
VTA # QA visits and reports	16	20	24	28	32	36

Table 9: Results Chain

Policy area	Strategic Activity	Output	Outcome	Impact	Assumption
Pre-primary					
• Sector responsive to labour market demands with a range of relevant programmes delivered in well-equipped facilities by well-trained instructors	• Task Team: Research and prepare a national TVET strategic response and road map for updating curricula content, staff capacity and facilities and equipment. • National review of funding Institute tracer studies • Advocacy campaign to encourage girls to enter training in all subject areas	• Sub-sector road map • Funding modalities • Campaign	• Labour market demand/ supply match • Graduates in employment • Increased % girls graduating and employed	• National growth	• Legal and regulatory changes can be adopted and implemented • Finance is available through national budget • Industry engage because they see the benefits • Courses are gender neutral and facilities are fully able to take girl students • There is a pool available to meet staff demand

• Strong and effective guidance and oversight from the VTA	• TVA develops a multiyear action plan: functions and responsibilities + institutional framework, efficient, effective, staff qualified to lead and guide • Revitalize boards with membership from industry and establish quality norms and standards • Agree how the training levy will be utilized.	• Operational plan • Boards with varied relevant members • Funding arrangements	• Institutions meeting industry demand with high quality graduates		
• Adult literacy: Policy objective – 95% literacy by 2020	• Review the curriculum, update learning outcomes, methodology, learning materials • Re skill staff, review terms of service • Agree on inspection protocols • Leadership and management capacity and skills – including EMIS	• Operational plan with agreed standards • Competent leadership	• Increased literacy for women and men		
• Range of opportunities for AL and AE	• Curriculum review, update learning outcomes, methodology, learning materials • Re-skill staff, review terms of service • Agree on inspection protocols • Leadership and management capacity and skills – including EMIS	• Operational plan with agreed standards • Competent leadership	• Institutions meeting industry demand with high quality graduates		
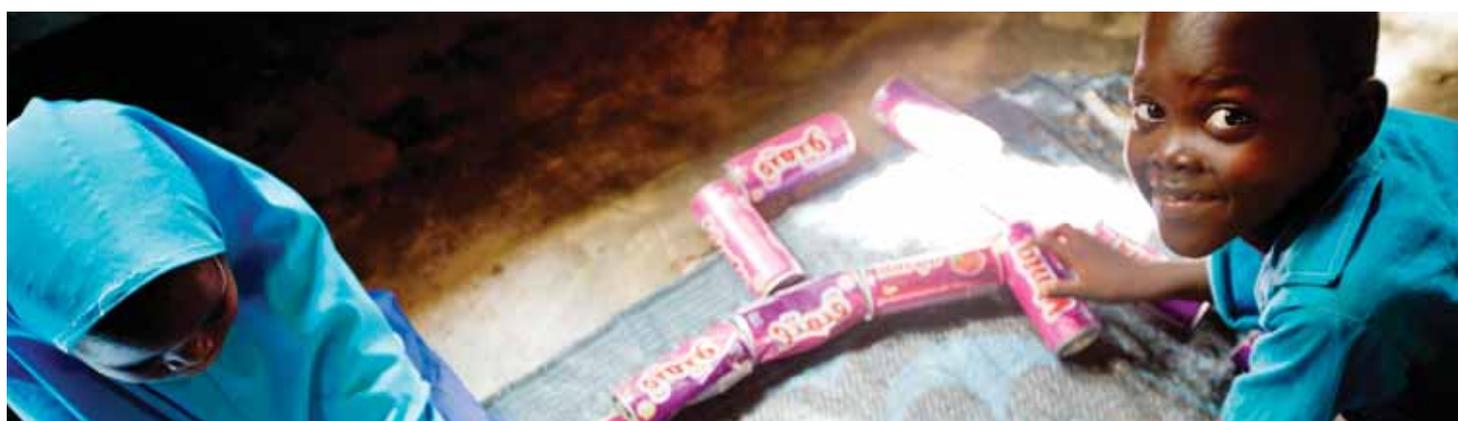
Programme 4: Tertiary Education

Situation Analysis

National planning for economic growth and prosperity and social and cultural development places a demand on the higher education institutions to provide graduates who are of a high quality and have the relevant knowledge and skills. Tertiary education in Zanzibar (referring to all post-secondary education, including but not confined to university education) is diversified and growing. In 2014, there were approximately 9,300 students enrolled in tertiary institutions and studying in Zanzibar itself. Of those for whom precise numbers are available, 60 per cent were female. In addition, a further approximately 1,600 were studying courses on the Tanzanian mainland or abroad. It is estimated that Zanzibar had approximately 11,000 students studying tertiary-level courses in 2014, almost 800 students for every 100,000 people in Zanzibar which compares very well with the cross-Africa average for low-income countries of 330 per 100,000 people (UNESCO Institute of Statistics).

It is current policy to reduce the number of institutions with SUZA absorbing the programmes and courses. It is unclear how SUZA will manage the transition of these institutions or how many of their different courses it will continue to offer.

The establishment of the Zanzibar Higher Education Loans Board, which provides loans, is a significant benefit to some Zanzibar families. During 2014/15, ZHELB provided 3,068 student loans to Zanzibari students studying in Zanzibar, on the mainland and abroad. Degrees are targeted for loans based on national priorities. Over half of the MoEVT's non-salary recurrent expenditure went to student loans in 2014/15 (TZS 5.8 billion out of TZS 10.8 billion), highlighting the need to review the costs and benefits of the scheme and examine other parameters. A full cost-benefit analysis of the current loan scheme design and of other design options would be valuable.

Higher education currently takes about 17 per cent of MoEVT expenditure and this will rise as SUZA absorbs other government training institutions. It is notable that the sector takes 11 per cent of the salary budget but 56 per cent of the non-salary recurrent which may be causing a squeeze for the other sub sectors. Unit costs per graduate for SUZA appear to be relatively high but are difficult to calculate precisely. As the institution enters a more stable growth phase these unit costs are likely to reduce.

There is little evidence on the quality of teaching and learning in the tertiary institutions and little evidence on the demand/ supply situation vis a vis the labour market. The ZEDP1 review noted that there were inadequate resources for infrastructure and staff development, a lack of alignment between the supply and demand, an overall lack of coordination across the sector and poor research outputs. However, there detailed evidence is not provided. The higher education technical working group commented on incompetent graduates, lack of coordination, inadequate compliance with conflicting regulatory frameworks and insufficient research funding and opportunities for research.

Policy Objectives

Tertiary Policy Objective 1: Graduate numbers and subject relevance meet labour market demands

Problems or causes

- Inadequate infrastructure and facilities in the face of expanding enrolments and the need to introduce new programmes
- Inadequate supply of qualified students for intake to university courses
- Programmes not relevant to the labour market needs

Strategic response

- Prepare infrastructure master plan (equipment, etc.) considering the planned rationalization

- Research options for first year preparatory programme for new intake students

- Adapt programmes to the labour market needs.

Tertiary Policy Objective 2: Pre-service teacher training and professional development reflect best pedagogical practices

Strategic response:

- Review pre-service curriculum in the light of other curriculum changes

- Prepare policy guidelines for and offer a range of in-service training programmes responding to the MoEVT institutional change and capacity demands (e.g. head teacher training, maths and science upgrading, language proficiency, preparing teachers' professional standards, teacher centre (TC) support)

Tertiary Policy Objective 3: High quality research outputs

Problems or causes

- Insufficient financial resources for research

- Lack of a research culture and staff with the experience to lead this

Strategic response:

- Identify areas for research focus and develop centres of excellence to attract funding

Tertiary Policy Objective 4: Robust institutional framework for higher education

Problems or causes

- Student loan scheme may not be sustainable

- Insufficient inter institution co-ordination particularly between state and private universities

- High cost to the state and reliance on state funding may threaten financial viability

- Institutional framework does not allow the unit to fulfil its mandate

Strategic response

- Research to inform how the loan schemes might be made viable and better support the poorest students

- Review and strengthen the existing quality and coordination structures and provide adequate resources to function effectively

Table 10: Tertiary Education Programme Policy Goals (disaggregated by sex and by districts)

Goal	Baseline 2016/17	17/18	18/19	19/20	20/21	21/22
% graduates in employment 6 months after graduating	30	35	40	45	50	55
% students from the poorest 2 quintiles receiving student loans	20	25	25	30	35	40
Number of research publications published annually	10	15	20	30	35	40
% teachers/ head teachers meeting professional standards	30	40	50	60	65	70

Note: indicator targets will be added during the 2017 AJESR

Table 9: Results Chain

Policy area	Strategic Activity	Output	Outcome	Impact	Assumption
Pre-primary					
• Graduate numbers and subject relevance meet labour market demands	• Establish formal long-term links with labour market • Increase and improve infrastructure (incl. labs, ICT) • Options for preparatory year to encourage intake • Tracer studies	• Formal dialogue links with labour market and modality to respond to demand • Facility of high quality that can meet demand	• Graduates in work	• Economic growth	• Funding modalities are developed that are a fair mix of public and private sector inputs and student fees.
• Pre-service teacher training and professional development reflect best pedagogical practices	• Review and update pre-set curriculum • Research areas of greatest need and offer training and CPD	• New teachers can operate fully (knowledge and skills) • maths, science, language and pedagogical skills upgraded on a continuing basis • TCs able to offer relevant support to teachers	• Student learning outcomes improve • Teacher satisfaction levels increase	• Improved learning outcomes and transition rates at all levels	• RGoZ can meet funding requirements • Legal and regulatory frameworks for QA and institutional organization are put in place and made to work.
• High quality research outputs	• Develop a research programme around government and private sector demands. Establish centres of expertise across institutions (teams)	• Research providing evidence for policy making and for business decision making	• Policy making is rational and realistic • Businesses able to grow and expand based on rational expectations.	• Economic growth	
• Robust institutional framework for higher education and coordination of higher learning institutions	• Research to inform how the loan schemes might be made viable and better support the poorest students • Map existing management and coordination structures and identify resource needs. Budget and priorities • Agreed coordinating authority and procedures	• Secure and financially viable loan scheme for tertiary level students • Robust QA, financial planning and priority budgeting • Rules and regulations, tools for monitoring and regulatory authority established	• More disadvantaged students able to complete tertiary education • Institutions able to provide excellence in learning Relevance and quality of higher learning provision is improved	• Economic growth • Economic growth as better labour market and education match	

Programme 5: Quality and Quality Assurance

Both the Zanzibar Household Budget Survey and the Integrated Labour Force Survey present data to show that poverty declines with education while wealth, employment and standard of living all increase.

The economic development, planning and projection are all predicated on there being a well-educated labour force that has the necessary basic knowledge, skills and competencies to drive forward economic growth.

Sector analyses have shown that there is a need to continually improve the relevance and the quality of education, both of which have been prioritized and made the focus of many activities in the ZEDP.

As the priority programmes are relevant in all levels of education, and as there are sub sector programmes, the quality issues and the improvements in quality outputs and outcomes are included there. However, in order to assure all the cross-sectoral implication are accounted for, to maximize the professional skills base in specialist departments, and to be efficient and effective, the programmes will be based with the relevant MoEVT Departments. The Technical Task Teams (see Chapter 6) will support engagement of all the relevant actors in each of the quality programmes.

For the purpose of programme monitoring, many of the indicators will be at the process and output level and not at the outcome level as the programmes contribute to the outcome changes anticipated in the sub-sectors.

The programmes are briefly described below and the performance indicators are given at the end of the section. Each of the programmes developed a detailed theory of change which will be used at the department level for monitoring and future planning and will be discussed during the annual reviews. It was decided by MoEVT and partners not to try and have an overall ToC as it would become too complex and repeat what is better presented in the sub-sector programmes.

A. Curriculum

In Zanzibar, the curriculum for pre-primary and primary level is developed by the Zanzibar Institute of Education and used by both public and private schools. The Curriculum for secondary education is prepared by Tanzania Institute of Education. Current assessment suggests that the curriculum is overloaded in term of the number of subjects and content at all levels (Educational Policy, 2006). School leavers lack appropriate skills relevant to labour market demand (Zanzibar Education Situation Analysis, 2015).

The curriculum needs to be continuously reviewed and updated which has implications for teacher training and professional development, provision of learning materials, and school and national assessments. All these stakeholders will be involved in the curriculum programme.

Strategic response to improve the curriculum

- Sector-wide curriculum review to a) specify context, b) consider number of subjects, c) review content, and d) revisit learning outcome competencies by level

- Establish subject panels to continually review and update content and methodology (including the use of ICT)

- Revise and update learning materials and resources (text books, on line resources, ICT techniques and safety, use of libraries and consider 'universal design' principles, costs and benefits for learning materials to make them accessible for a range of learners)

- Input to the teacher in-service and pre-service curricula

- In-class learning assessment and individual support

B. Teacher Quality and Professional Development

Currently, teaching is characterized by poor teacher quality at both primary and secondary levels in almost all subjects. Science and mathematics are severely affected and language skills need to be upgraded. Deployment does not match with school demand and results in insufficient utilization of schools. In-service pedagogical support is available, but is unsystematic and underfunded. There is no professional ethics overseer and no teachers' professional standards. Teaching is not a high-profile profession. (Zanzibar Sector Analysis 2015, and Zanzibar Educational Policy, 2006).

Strategic response

Teacher professional development

- Finalize professional policy and ethics and develop standards and guidelines

- Intensive focussed training in maths and science subjects, language skills and pedagogical methods (to link to the curriculum programmes)

- Provide in-service training on student assessment processes so that specific problems and relevant support are provided (including for children with specific learning challenges)

- Provide TCs with resources

- Evaluate curricula and build professional capacity and skills of tutors

Teacher motivation

- Establish Teacher Service Commission, review and implement schemes of service, promotion and demand led transparent appointment, performance assessment, professional development, transfers and promotion

C. Examinations and Assessment

The ZEDP Review found that overall the Examination Council was severely under resourced in terms of accommodation, knowledge, skills and resources to develop and run an examinations system that is evaluating the expected learning outcomes. The ESA noted that the assessment system itself is problematic. 'The volatility in the externally set examination pass rates and pass rates by division over time, when access has not been shifting dramatically, raises questions about the validity and reliability of the test instruments over time. It seems unlikely that there is such volatility in the underlying skills and knowledge of students. The large variations in average scores in the internally set examinations in some subjects raise similar concern. This merits further investigation, as it raises the fundamental question of what the assessments are currently measuring'.

Strategic response:

- ZEC commission an independent review of the assessment system, processes, management and resources and implement the findings

- Provide printing facilities and storage (for exams)

D. Library Services

Zanzibar Library Services Board is responsible to ensure that well stocked and functioning libraries (including ICT) provide opportunities for independent and teacher directed learning, information seeking, developing inquisitive minds and research skills, and benefit all community members. There is currently no clear library services policy, inadequate public and school libraries and lack of a reading culture. Libraries have no library management information services, unqualified librarians and staff, inadequate reading materials (books, newspapers, journal, articles and other learning materials) and a shortage of transport and buildings.

Strategic response:

- Develop a comprehensive library services policy and a master plan for expansion including the information system and awareness campaign

- Open new well equipped district libraries with trained staff
- Equip public and community libraries

E. Inclusive Education

There is considerable inequality in learning achievements and access to and resourcing of education at all levels. Gender disparities are evident in learning outcomes and in rates of exclusion from school, but the picture is inconsistent. Systematic qualitative research in classrooms would be useful in trying to understand the causes of this.

There are large geographical differences in examination performance. Children of primary- and secondary-age are much more likely to be out-of-school if they live in a rural area.

Removing voluntary contributions at the pre-primary level should mean that children from poorer families can more easily access pre-primary education and enter primary school, however, parental contributions remain at the secondary level which may contribute to drop-outs after the final year of primary and beyond.

Children with disabilities have considerably higher rates of school exclusion than average, and it is likely that there are other groups of marginalized children who are not visible in the available statistics. Barriers facing children with special educational needs are the lack of appropriate physical infrastructure and shortages of teaching and learning materials, although it is positive to see 42 candidates on the Certificate in Inclusive Education in 2015. The scale of the problem is not clear, and it would be useful to have more systematic data on material needs and current provision in order to prioritize resources to meet inclusive education goals.

Strategic response:

- Approval of the IE Policy on Inclusive Education and dissemination

- Provide in-service training for all teachers and inspectors on IE strategies (inter alia updating curriculum, engagement with communities, specific learning materials developed)
- Develop database on structural and materials, etc., as a basis for provision

F. Student Health and Protection, and Life Skills

i.   Health and nutrition

ii.   Reproductive health & HIV/AIDS

iii. School water, sanitation and hygiene (SWASH)

iv.   Child protection

v.   Substance abuse

vi.   Sports and culture

vii. Effective emergency preparedness

Health and Nutrition

Health and nutrition are essential for students both for learning and for maintaining a healthy life. Currently, 24 per cent of children are stunted, 7.1 per cent are wasted, 14 per cent are underweight and 65 per cent are anaemic (DHS, 2015), which impairs school readiness of children under the age of five years. Zanzibar's population is 24 per cent adolescent of which 57 percent are girls. In Zanzibar 60 per cent of women of reproductive age are anemic among them are adolescent aged 15 to 19. Adolescent health and nutrition is important for better reproductive health, especially for girls. There are currently few health interventions at school to address different health problems in children. Having more interventions will be ideal to identify children with health and nutrition problems and to design appropriate interventions to address them.

Sexual Reproductive Health

Sexual and reproductive health for adolescents is becoming a critical issue. Evidence shows that by the age of 19, 8.2 per cent of females have begun child

bearing. This is an increase of 6 per cent from 2009–2010. The number in Pemba has increased from 4.5 per cent in 2009–2010 to 11.2 per cent in 2015–2016. Twenty-three per cent of girls have had sex before the age of 18 and 4 per cent have had sex before the age of 15 while 17 per cent of females have given birth before the age of 18. Early sexual intercourse increases the chances of children contracting infections and sexually transmitted diseases, and of early pregnancies which interfere with school continuation and survival. Adolescent sexual and reproductive health interventions in school are limited and hindered by social and cultural practices.

Water Coverage and School WASH

Access to running water increased between 2004–2005 (85.8 per cent) and 2014–2015 (90.5 per cent), while access to improved sanitation increased from 37.7 per cent in 2002 to 68.3 per cent in 2012 (National Census, 2012).   School WASH status is very low with average pupil latrine ratios at primary education level of 168 and 161 toilets for boys and girls respectively in 2015. In secondary education ratios are somewhat better with 62 boys and 72 girls per toilet (EMIS 2015). Water supply in school is good at 85 per cent but the flow is quite intermittent, compounded by poor quality and lack of chlorination.

Child Protection

The first household survey on violence against children (VAC) was conducted in Zanzibar in 2009. The VAC Survey reported that 1 in 20 girls and 1 in 10 boys experience sexual violence before the age of 18 and 2 out of 3 girls and boys experience physical violence before the age of 18. Of those who reported sexual violence, 40 per cent of girls and 28 per cent of boys reported that it happened at school or while travelling to and from school. The WB ZISP survey (2014) found 7 per cent of teachers cited sexual abuse as the main factor driving secondary students out of school. 7 out of 10 girls and 6 out of 10 boys reported experiencing physical violence by a teacher.

There are no programmes directly addressing violence against children in schools, either by engaging with children on protective practices or encouraging the adoption of safe schools' strategies. Under the Children's Act, 2011, teachers have a statutory responsibility to identity children in need of care and protection and report cases to the Department of Social Welfare. In practice, referrals are not made and no working case management protocols exist between the Ministry of Education and the Department of Social Welfare.

Corporal punishment is lawful in schools in Zanzibar under the Education Act Regulations, 1988. The 2016 EGRA/EGMA Assessment supported by USAID showed a positive correlation between corporal punishment and learners' poor performance. Reasons cited for the on-going use of corporal punishment in Zanzibar schools include overcrowded classes, double shifts, inadequate community support, a lack of knowledge of positive forms of discipline and a perception among teachers and communities that corporal punishment is a part of the local culture.

Substance abuse

Cases of substance abuse are likely to be under reported by children, their peers or parents due to the attached stigma. While a number of awareness campaigns have been conducted around the issue of substance abuse further evidence is needed on the extent of the problem and the types of abuse, which will allow for targeted interventions and a programme to be developed to aid teachers in early detection and response.

Effective emergency preparedness

Zanzibar is prone to natural emergencies due to floods and epidemics and there is need for schools, teachers and students to increase their knowledge and response capacity to face emergencies (for example, the recent cholera epidemic of 2015–2016 forced MoEVT to close schools for several weeks,

triggering delays in the school programme). A training programme for teachers and students on emergency management procedures in case of fire, earthquake, drowning, floods, epidemics, etc. is needed.

Strategic response:

- Percentage of children (by age and sex) benefitting from a comprehensive age-appropriate life skills programme with focus on child protection (banning corporal punishment), gender equality, sexual and reproductive health, effective conflict negotiation, and violence prevention skills

- A comprehensive, integrated and multi-sectoral strategy led by MoEVT on life skills and school health, nutrition, WASH, RH, and protection developed and implemented

- Number of children benefitting from a comprehensive age-appropriate school health education and nutrition services package for pre-primary, primary and secondary schools

- Number of schools with inclusive and gender-appropriate sanitation facilities (including water supply and hand washing) constructed and supported by SBCC activities

- Number of interventions for expanding existing sport facilities and equipment

G. Information and Communication Technology

Although a number of national-level initiatives have been taken by the Government of Zanzibar in the area of ICT, including installation of fibre optics, development of Zanzibar ICT Policy, E-Government Policy, draft of ICT Policy in Education, establishment of ICT courses in primary and selected secondary schools, etc., the real integration of ICT in education remains a challenge. The main problems are a lack of ICT infrastructure in schools, no network and connectivity, limited number of teachers with ICT skills, lack of digital content for teaching/learning, lack of ICT standards and lack of an effective

management information system to support better education delivery in Zanzibar.

Strategy

- Finalize ICT policy and prepare the strategic plan for the use of ICT as a teaching and learning platform in schools, curriculum in TTI

- Improve learning and teaching tools using ICT [curriculum development and the teacher training initiatives (in-service and pre-service) to embed ICT understanding and use and to develop relevant materials]

- Holistic communication network to ensure EMIS, HRMIS, etc.

H. Inspectorate Reform

The Office of the Chief Inspector of Schools was established in February 2011. The legal and regulatory framework for the Inspectorate will be reviewed during the ZEDP II to provide a sound independent base for school support.

Currently, the Inspectorate carries out different types of inspections: visiting inspections, basic inspections, follow-up inspection and special case inspection. Visiting inspections take less than a day, usually a few hours, and involve seeing that the processes are being followed and that attendance records of pupils and teachers are current; they also check physical facilities including textbooks and school tidiness. A basic inspection takes three to four days; a number of inspectors with the DEO are invited to the last day, and a report is made to the SMC and then shared with the DEO.

The challenges for inspection are: a lack of specific skills and knowledge to make inspection effective, limited resources for staff to carry out inspections and very limited follow-up to inspection findings. The number of inspectors is low compared to the ever- growing number of schools, both public and private. There is a shortage of the technical knowledge needed to

translate key findings into strategic action, which would allow inspectors themselves to help schools. The ZEDP I Review noted that limited engagement of parents and community and an effective strategy to build community and parental engagement would be important, to enhance transparency and accountability and ultimately for ZEDP II to be successful.

Based on the M. C. M Ehen (2012) report, the current strategy is to restructure the Inspectorate, currently comprising 42 staff (18 in Pemba), none of whom have received training as an Inspector of Schools. The restructuring focuses on: (i) capacity building; (ii) improving teaching; (iii) QA in the inspection process; and (iv) developing a framework for inspection.

The report recommended a two-step approach. The first step involves: ensuring autonomy of the Inspectorate, increasing accountability; providing training; developing a structured observation and feedback form; targeting feedback to relevant stakeholders; and developing a framework of inspections standards.

The second step involves: improvements towards a full-fledged inspection system for Zanzibar, which includes centrally organized bi-annual inspection visits to schools (with a reduced inspection team), in which school-level conditions are evaluated as well as targeted additional assessments of individual teachers. These regular visits are used to inform more customized visits to failing schools in which specific areas needing improvement are targeted (Ehren, 2012).

Strategic response

- Develop the new inspection framework (including standard-setting and monitoring) and provide inspectors with the skills, knowledge and resources to be effective

- Advocacy with teachers, schools and parents so they understand the supportive nature and the importance of standards

- Provide adequate operational resources for inspection and follow up recommendations

I. Department of Sport and Culture

Physical education and sports have intrinsic educational value. They contribute to students' physical and social well-being and therefore warrant their inclusion in school programmes. They afford opportunities for children to learn, to work with others as a team, to meet new people, to forge new friendships and to explore additional talents. They provide opportunity for individual and national recognition.

In addition, cultural heritage, both tangible and intangible, is recognized as a vital factor for identity, promotion of creativity and preservation of cultural diversity. Quality education therefore calls for programmes that will respect and preserve local communities and their prevalent cultures. In other words, education must recognize the importance of culture in shaping learners' up-bringing morally, physically, intellectually and aesthetically. It must take into consideration that learning must ultimately and deliberately lead to a better and richer understanding of ourselves and empower people to participate fully in national development.

Strategic response

- Schools have agreed minimum services for sports and cultural activity

- Talent identification and development programme for school sports established

Programme 6: Institutional Reform, Leadership, Management and Professional Skills Development

Education development, provision, monitoring, funding and accountability, with focus on relevance, quality and inclusion in a devolved environment, will require the right institutional structure in addition to strong and effective leadership at all levels of the system and supported by transparent and effective management from staff who have the specific skills and resources.

Strong leadership is needed at the national level in MoEVT, in the education institutions and the quality assurance bodies as well as from the regions, districts and schools.

In Zanzibar, the Education Act (1982, amended in 1993) regulates the education system. Also the Children's Act (2011) guarantees children the right to education under Article 10(1)(e). Vision 2020 is Zanzibar's long term development plan, the main objectives being to eradicate absolute poverty and attain sustainable human development. Education is a key part of Vision 2020, the main targets of which are to eradicate illiteracy, attain universal basic education by 2005, increase the transition rate to the second cycle of secondary education to 100 per cent, and establish vocational training in all districts. Policy objectives include: increasing access to education for marginalized groups, including girls, persons with disabilities and poor household members; promoting higher education; and establishing viable alternative education, including adult education.

The Zanzibar Strategy for Growth and Reduction of Poverty implements Vision 2020. The first phase, MKUZA I (2007–2010), like its Tanzanian equivalent, was based on three clusters: growth and reduction of income poverty; social services and well-being; and good governance and national unity. Education was part of the social services and well-being cluster, the main goal was to ensure equitable access to demand driven quality education, which is gender

and environmentally responsive. The second phase, MKUZA II (2010 – 2015) reaffirms the goal to ensure equitable access to quality education.

The Zanzibar Education Policy, 2006, translates the goals and strategies of Vision 2020 and MKUZA into a concrete comprehensive education policy. It replaces the Zanzibar Education Policy of 1991 (amended 1995) which itself concretized the Zanzibar Education Master Plan (1996 – 2006). Its mission is: to strive for equitable access, quality education for all and promotion of life-long learning. The key education objectives are: expand access and equity; improve quality and effectiveness of the education system; ensure access to ICT for teachers, students and education staff; develop scientific and technological competence; expand tertiary education; promote good governance of education, including the expansion of private and public partnership; provide a safe and healthy environment for teaching and learning; and make the best and most efficient use of resources. The Zanzibar Education Policy is further implemented by the Zanzibar Education Development Programme (ZEDP I) (2008–2015).

The box summarizes the challenges that have emerged from the ESA and the ZEDP analysis. Taken together they suggest that a holistic review of the organizational and management structures of the sector is needed. Such a review would consider the internal MoEVT operational structure and the ways that this interfaces with external accountabilities to the public and parliament. A functional analysis will provide information on the roles and responsibilities of the changed or adjusted structures and will provide for an analysis of the skills gaps and proposal on how these might be filled. An accountability and reporting analysis will allow for transparency and clarity for all stakeholders.

An integral part of sector management is the need for high quality information that is available in a timely manner. The EMIS and the research functions of the ministry underpin the decision making at all levels and data and results need to be available in the right format at the right level (from schools to policy makers).

Box1 Institutional and capacity challenges

Overall sub-sector

Provision is fragmented, dominated by public providers, and difficult to manage with the existing weak management information system. The sub-sector needs a coherent strategy, informed by targeted pieces of research where information is reliable and complete, so it can better utilize existing resources and attract additional funds.

System Capacity: Many established autonomous agencies have clearly defined functions and even staff but very limited other resources to perform their functions.

The process of discussing and planning desirable policy measures, such as establishing autonomous agencies or extending the years of compulsory schooling, may not have included a medium-term analysis of the finance needed or affordability.

The decentralization modalities involving regional and district education offices are not well understood even by REOs and DEOs.

The planned enactment of the Local Authority Act could have a profound effect on responsibility for education delivery. This will need analysis and discussion and the impact on each agency will need to be determined.

School level supports for teachers are functioning and could function well. Greater community involvement could get more children enrolled at the appropriate age. Head teachers would benefit from more direct support.

ZEDP Review blocking factors

- Inadequate coordination and effort to mobilize resources for the plan's implementation, particularly in terms of government funding;

- Lack of comprehensive monitoring and evaluation;

- Inadequate capacity of actors;

- Weak community involvement in implementation; and

- Lack of a structured process for translating the plan into clear day-to-day implementation roles for key internal and external stakeholders. (ZEDP Review)

6A. Institutional Development

MoEVT is concerned that there should not be a fragmented response to institutional change and professional development. Institutional change requires a clear understanding of the national context and the way that the education sector can best respond to this while maintaining education policy priorities. Building the knowledge and skills needed and identifying and securing resources is not a one off activity but neither does it entail starting from scratch.

MoEVT staff will already have much of the knowledge and many of the skills needed.

The responsibility for leading institutional reform and developing leadership and management resources lies with the permanent secretary and the deputy PS for administration and planning. Under their guidance, a comprehensive institutional review will be carried out to provide options and ideas for consideration as to the most efficient and most flexible institutional architecture in the context of decentralization and the

other rapidly changing demands on the education sector. The review will include a functional and roles analysis and provide inputs for discussion and options for structuring a demand-led, needs-based professional development programme.

The first steps for this will be the establishment of a high-level task force under the chair of the PS, whose initial task will be to prepare the terms of reference for the review, to contract consultants and to act as the reference group during the review.

At the same time, and recognizing the importance of the highest level of leadership, a short review will be undertaken to identify the most appropriate modalities to extend the leadership skills of the senior education managers.

6B. Professional Development

The context of professional development will be the agreed institutional architecture. Considerable capacity building has been provided to the ministry over the past few years and this has resulted in individuals having some new skills. However, as evidence from the sector analyses and reviews suggests, there now needs to be a model which will provide space for individuals to activate the skills they have, that will allow leaders to develop and implement policy and strategy that is fit for purpose and managers to have the necessary degree of autonomy within a joined up knowledge and information-based framework. The mode has to provide an agreed operational modality that will be demand driven and will have clear priorities. The establishment of a professional development fund with a small committee to lead may be considered.

6C. Research

Research provides the ministry with data and information on the success of the different policy choices allows for discussion and debate on options and helps decision making in setting priorities. On

the basis of evidence the strategic plans can be adjusted or elements can be added. Of particular relevance will be the identification of where further data needs to be regularly collected by EMIS.

MoEVT is able to collect information through the school information systems and the data collection activities that take place throughout the year. This information provides useful data on progress but does not provide the in-depth focus and analysis that comes with specific research activity. MoEVT intends to develop and manage a research programme, identifying the research areas and reviewing the results while contracting in expertise to actually carry out the research. The research will include longitudinal studies, action research on programmes and possible pilot studies. In addition, there will be a specific research exercise prior to the annual Joint Sector Review to provide focus on one specific topic.

The research programme will be under the direction of the DPS Planning and Administration and will be managed by the Department of Policy, Planning and Research

The research programme will be reviewed annually during the AJESR – research undertaken or being undertaken will be presented and discussed and new research areas will be presented for approval.

An initial list of research topics includes:

a) **Out-of-School Children Study:** has been commissioned and will commence in the first quarter of 2017

b) **Education Research Review:** to consolidate findings and recommendations of education research since 2000

c) **Inclusive Education:** review and updation of the 2006 assessment in order to better inform programmes and strategies for this critical cross cutting component

d) **Education Policy 2006 appraisal:** for preparation of further policy documentation

e) **An evaluation of the current provision of teacher education:** including pre-service and in-service, covering quality at entry and graduation

f) Study of the **time teachers spend in class teaching** and the methodologies that are used

g) **g) Institutional structure and functional analysis:** in the light of decentralization. To include proposals for all staff to have the right professional skills, knowledge and resources and establish a demand led capacity response facility.

h) Study on **reinstatement of teenage mothers in schools**

In addition, DPPS will act as research support and coordinators to other departments where research or studies are taking place. This will include:

a) The examination systems

b) Establishing professional standards for teachers

c) Reviewing and adjusting the minimum service standards for all schools

6D. EMIS

The education management information system (EMIS) is critically important for the Revolutionary Government of Zanzibar to leverage better data for decision-making. The current monitoring and evaluation (M&E) system has placed more emphasis on the collection of data than on systematically processing and analysing the collected data and packaging and disseminating them for evidence-based decision making by internal and external stakeholders. The MoEVT intends to transform its existing education management information system through the development and deployment of a customized school-based digital information system.

School Information System Plus (+). The School Information System (SIS) will serve as the principal component of the new EMIS. All government and private pre-primary, primary, and secondary schools will use the system for their primary reporting responsibilities. An SIS has been developed for the Tanzania mainland under the leadership of the Prime Minister's Office for Regional Affairs and Local Government (PO-RALG). For deployment by the Zanzibar MoEVT, the SIS must be customized to meet the unique context and needs of Zanzibar schools, districts and the ministry.

The SIS is a sub-national school-based information capture and data management system that supports schools, teacher centres and district delivery and management of education services. Through the SIS, head teachers will submit annual and continuous monitoring (monthly, termly) data on individual students, individual teachers and their schools' details through Android-powered tablets. The SIS will support the manipulation of this information to provide user-friendly data for each level to improve school and educational performance. The SIS is not just a data entry platform: it is a work-flow process that governs the interactions for and between schools, communities, districts, teacher centres and the ministry to enable a data-driven planning, monitoring, evaluation and learning environment. Additional modules will be developed for supervision, inspection, teacher education, examinations, primary and secondary education, and administration.

Partners have provided the ministry with multiple inputs for this system and the challenge is to ensure complete coordination and coherence between all the inputs. DPPR is aware of the need to have a system that works to provide relevant information at each demand level but also of the importance of making sure that receivers can interpret and analyse information using the data as a tool and not as an end in itself.

4 Financing the Programmes

This chapter presents the quantitative scenario for ZEDP II, starting with the demographic perspective and the projected enrolment resulting from the MoEVT objectives that are set for a long-term vision.

The resources required and the programmes foreseen for ZEDP II are then translated into financial resources. The projected costs include all recurrent and development expenditures to be funded through MoEVT Budget or its development partners.

Demographics

Population projections are based on the recent 2012 Population Census. While the population projections for Zanzibar are not yet available, the demographic perspectives were discussed with the Government Statistician Office and the assumption of a 2.6 per cent annual increase set for the situation analysis has been extended for the growth of the age zero population during the ZEDP II period and after. Estimates for other ages are based on survival rates from national projections by the National Bureau of Statistics.

The uncertainties derived from those assumptions on the school age population during ZEDP II, are limited to the pre-primary level and to the first grades of primary as children aged zero at the time of the 2012 Census will start being enrolled at Standard 1 only in 2018.

Table 13: School age population estimates

Reference age groups	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Age 4–5 (Pre-primary)	80,653	81,891	83,549	85,721	87,951	90,238	92,582	94,990	97,459	99,992	102,593
Age 6–11 (Primary)	224,768	228,286	231,897	235,506	239,560	244,172	249,299	254,934	261,098	267,886	274,851
Age 12–15 (Ordinary Secondary)	137,142	139,302	141,378	143,554	145,828	148,081	150,384	152,743	155,129	157,564	160,447
Age 16–17 (Advance Secondary)	63,559	65,477	66,982	68,073	69,051	70,102	71,182	72,292	73,465	74,588	75,700
VET - VTC 14–16	99,718	101,697	103,308	104,830	106,430	108,085	109,810	111,508	113,233	114,974	116,831
Technical - NTA 16–18	93,656	96,592	99,131	101,097	102,698	104,212	105,803	107,447	109,161	110,849	112,564
Higher Education 18–22	140,793	144,978	149,632	154,466	159,012	162,994	166,472	169,456	172,111	174,708	177,444

Figure 9: Trend in school-age population

Trend in the school-age population

Legend: 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025
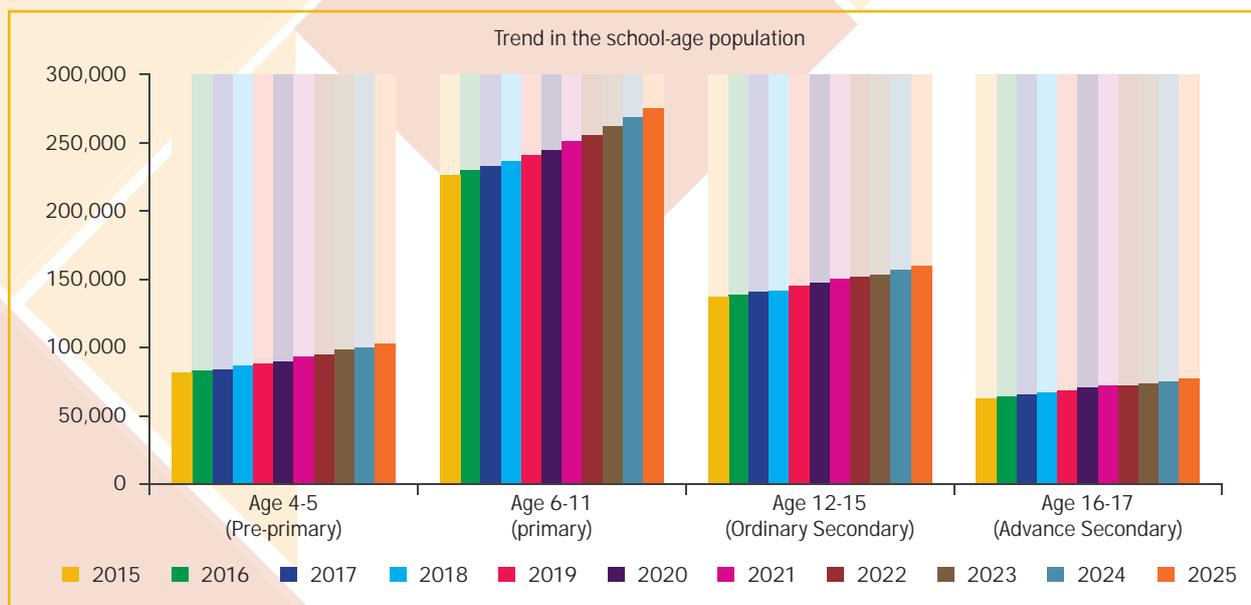
Access to School: Age 6 as the Entrance Age at Standard 1

The Ministry intends to establish the age of entry to primary education as 6 years from 2017.

In 2016, the age of entrance at Standard 1 was still predominantly 7 years. There has been an increase in the access rates at age 6 and other ages, because of efforts to enforce age 6. The newly enrolled students constitute 46.5 per cent 7-year-olds, 31.6 per cent 8-year-olds, 25.5 per cent 6-year-olds and 24.8 per cent 9-year-olds or older. The enforcement entry at age 6 assumes progressively absorbing a significant backlog of children and the policy is expected to be complete by the end of the 2020s with the goal for ZEDP II to enrol 50 per cent of age 6 children in Standard 1 by the end of the plan.

Figure 10: Intake rates at standard 1 by age

Intake rate at Standard 1 by age

Legend: 2016, 2021, 2026, 2031
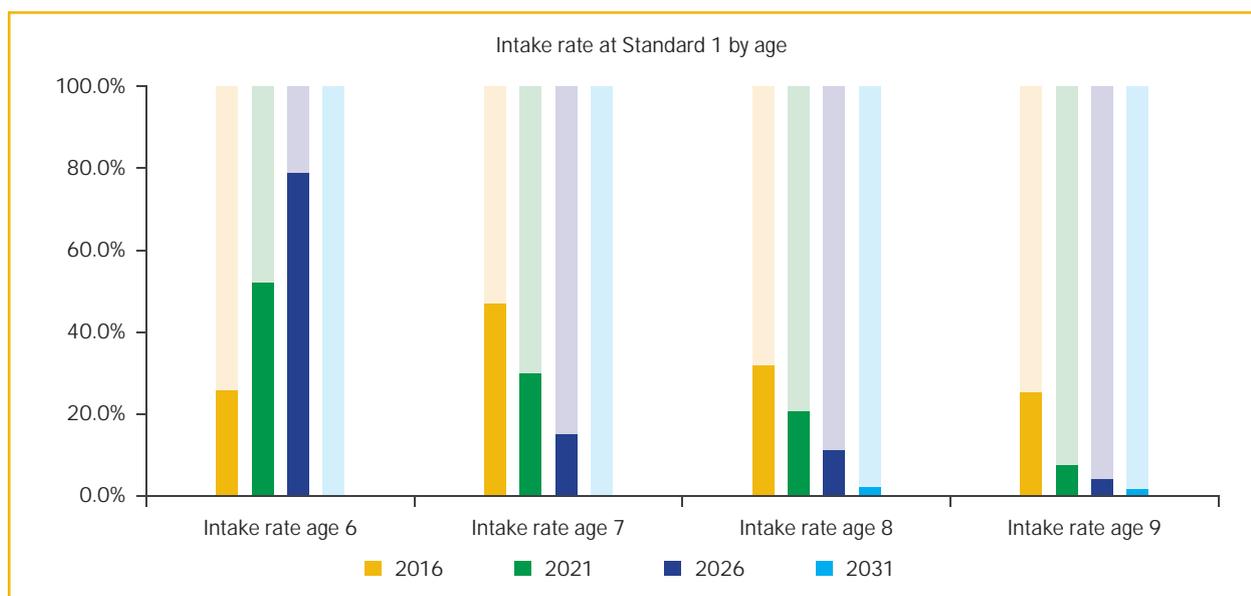
Table 14: New intake at Standard 1 by age

	2015	2016	2017	2018	2019	2020	2021	2026	2030
Population age 6	39,142	39,776	40,428	41,008	42,075	43,168	44,293	50,356	55,801
Population age 7	38,440	39,049	39,682	40,332	40,911	41,975	43,065	48,962	54,258
Population age 8	37,819	38,348	38,955	39,587	40,235	40,813	41,874	47,609	52,756
Population age 9	37,110	37,729	38,256	38,861	39,493	40,138	40,715	46,291	51,295
New intake age 6	6,049	10,138	12,453	14,813	17,438	20,189	23,073	39,634	55,801
New intake age 7	16,422	18,174	16,276	15,361	14,383	13,528	12,617	7,173	1,590
New intake age 8	11,079	12,115	11,318	10,137	9,568	8,959	8,426	5,226	1,930
New intake age 9	7,780	9,375	3,726	3,478	3,117	2,942	2,756	1,828	868
Total new intake Standard 1	41,369	49,767	43,773	43,789	44,506	45,618	46,872	53,861	60,189
Intake rate age 6	15.5%	25.5%	30.8%	36.1%	41.4%	46.8%	52.1%	78.7%	100.0%
Intake rate age 7	42.7%	46.5%	41.0%	38.1%	35.2%	32.2%	29.3%	14.7%	2.9%
Intake rate age 8	29.3%	31.6%	29.1%	25.6%	23.8%	22.0%	20.1%	11.0%	3.7%
Intake rate age 9	21.0%	24.8%	9.7%	8.9%	7.9%	7.3%	6.8%	3.9%	1.7%
Gross Intake rate Standard 1	105.7%	125.1%	108.3%	106.8%	105.8%	105.7%	105.8%	107.0%	107.9%

Expected enrolment at various levels

Enrolment perspectives at the various levels result mainly from three strategic decisions:

- The generalization of pre-primary schooling at age 4–5 years

- The reduction in the duration of the primary cycle from 7 to 6 years

- The objective of ensuring 12 years of education to all children

Pre-primary level: increased access for children age 4 and 5 years. The objective of generalizing pre-primary schooling by 2030 is understood as having 90 per cent of children aged 4 and 5 enrolled in pre-primary classes with enrolment capacity at 100,000 places.

The strategic goal for ZEDP II is to raise the enrolment capacity to 58,000. As 30 per cent of age 6 students will still be enrolled at this level, the goal will be to enrol one half of children aged 4 and 5 years by 2020. One enrolment element continues to be Tutu Centres where enrolment will increase slightly during the plan period.

The double cohort resulting from the removal of Standard 7 will continue to move through the system. The final cohort following the old curriculum was in Standard 7 in 2015–2016 and the first cohort under the new curriculum was in Standard 6 in 2015–2016. Both cohorts are in Form 1 of ordinary secondary in 2016–2017. Ordinary secondary will be mainly affected during the ZEDP period with the double cohort reaching form 5 in 2020 (Table 3 and chart).

Both decisions, on the age of entrance and the reduction of the primary cycle, have consequences on all indicators of access and enrolment as the reference age groups are changing. The enrolment ratio at primary level is now calculated on 6–11 years age group rather than the 7–13 years range before the reform. The completion rate of primary cycle is now calculated at age 11 years, whereas it was 13 years earlier.

Student flows after form 2: developing a vocational stream. The policy of 12 years' education for all from pre-primary up to form 4, supposes that all children stay within the education system up to the equivalent of Form 4.

One major issue for ensuring 12 years' education for all is what will be on offer after Form 2. The Form 2 exam has been and remains the basis for monitoring access to Form 3 and ensuring the education levels required. One consequence has been a high level of dropouts after form 2: 36.6 per cent of male students and 26 per cent of female students have been leaving the education system at this level.

The development of a strong vocational stream will provide an alternative to general education and meet the objective of a relevant education contributing to growth. Currently vocational education is limited to a small number of VTCs that are neither attractive for students and nor have easy enrolment processes. One goal of ZEDP II is to prepare the policy and strategy for a renovated vocational stream able to enrol about 30 per cent of the age cohort by 2030.

The issues on student flows can only be solved in the long term. The policy objectives are set for the target year 2030, and ZEDP II constitutes a step towards those objectives.

Table 15: Projection of enrolment by level of education

	2015	2016	2017	2018	2019	2020	2021	2026	2030
Pre-primary	42,037	55,773	58 722	62 043	65 681	69 467	73 402	95 568	116 641
Primary	261,212	249,143	254,966	258,993	262,989	267,802	272,698	304 827	344 631
Ordinary Secondary	84,211	115,352	118,921	116,118	120,641	109,631	113,705	134 730	159 520
Advanced Secondary	2,647	3,848	4,079	5,207	6,428	10,990	12,263	17 795	24 424
Technical Vocational	902	1,123	1,904	4,447	5,996	7,954	9,263	21 235	33 119
Higher Education	7,315	8,260	8,866	9,472	10,078	10,684	11,290	19 972	32 509
All levels	398,324	433,499	447 458	456 280	471 814	476 529	492 621	594 127	710 844

Figure 11: Enrolment over time in PPE, Primary and Secondary
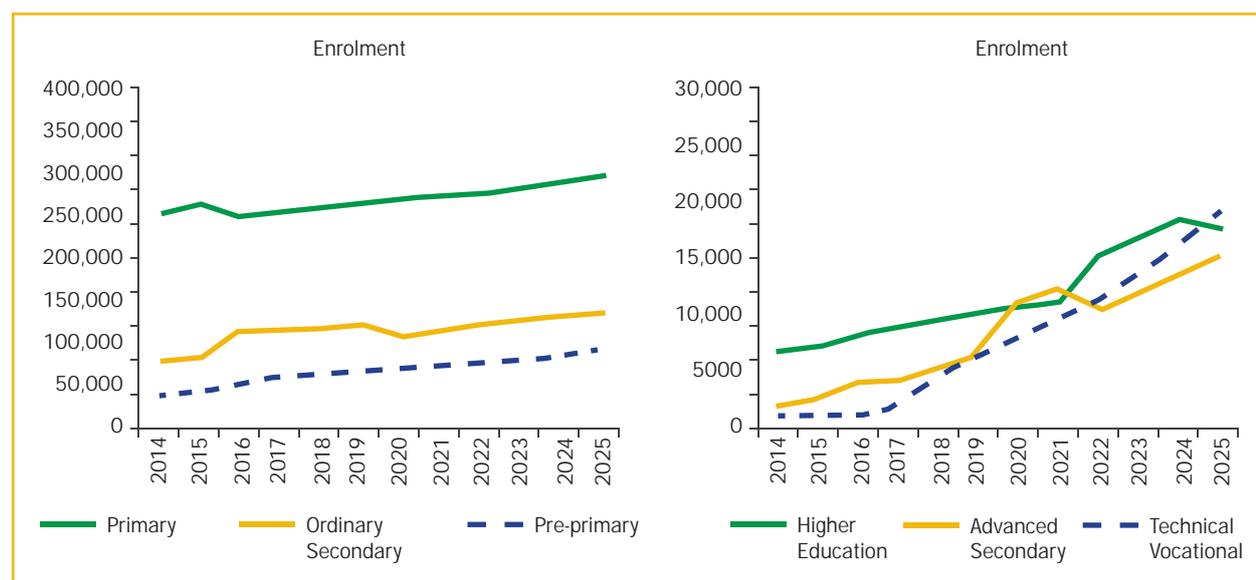
Developments are translated into improved schooling indicators. The final objective for 2030 would result in almost all children reaching Form 4 or its equivalent in the vocational stream.

Table 16: Schooling indicators of participation, access and completion

	2015	2016	2017	2018	2019	2020	2021	2026	2030
GER pre-primary (including Tu-Tu)	52,1%	68,1%	70,3%	72,4%	74,7%	77,0%	79,3%	90.8%	100.0%
GER Primary	102.3%	109.1%	109.9%	110.0%	109.8%	109.7%	109.4%	108.1%	110.3%
GER Ordinary Secondary	64.3%	68.2%	69.1%	66.4%	68.0%	74.0%	75.6%	82.3%	88.1%
GER Advanced Secondary	3.8%	5.4%	5.5%	6.8%	8.2%	13.7%	9.9%	30.6%	41.2%
Students for 100,000 inhabitants	395	483	515	566	590	613	634	998	1,286
Access rate standard 1 (admission)	107.6%	125.1%	108.3%	106.8%	105.8%	105.7%	105.8%	107.0%	107.9%
Access rate Standard 6 (completion)	83.9%	91.4%	96.4%	97.5%	97.5%	99.6%	113.3%	102.0%	106.5%
Access rate Form 1	84.5%	80.7%	87.5%	91.9%	93.6%	92.5%	95.0%	99.0%	105.5%
Access rate Form 4 and VTC 2	44.9%	45.0%	51.2%	53.3%	54.9%	61.2%	64.4%	82.0%	93.2%
Access rate Form 5	6.1%	5.8%	6.9%	9.0%	10.3%	10.8%	13.8%	25.6%	30.4%
Access rate Form 6 (completion)	2.4%	6.3%	5.6%	6.6%	8.6%	9.9%	10.5%	20.6%	28.4%
Transition rate Standard 6 to Form 1	98.7%	91.6%	93.1%	92.7%	93.2%	93.7%	94.3%	96.9%	99.1%
Transition rate Form 4 to Form 5	14.3%	13.5%	15.9%	18.0%	20.3%	22.5%	24.8%	36.1%	45.0%

Figure 12: Schooling profile
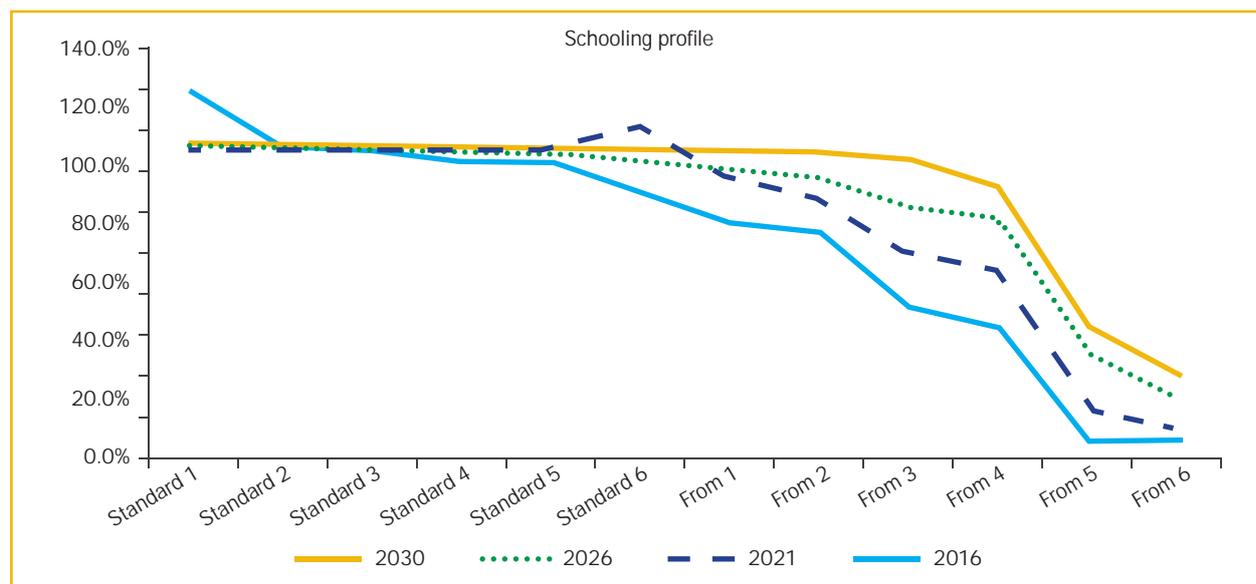
Resources Required

The current conditions of learning are unsatisfactory, with high class sizes exceeding the norms set by the ministry and a shortage of infrastructure, as 32.4 per cent of the classrooms are currently utilized twice during the day.

The objectives used for the scenario are to decrease the average class size in conformity with the norms

by 2030 (25 in pre-primary, 45 in primary and ordinary secondary, 40 in advance secondary). ZEDP II represents about one third of the efforts towards the long-term objectives.

The number of teachers will increase to respond to the increased enrolment and the reduction in the class size. The increased annual need of 500 additional teachers during ZEDP II will increase to 1,000 during the 2020s.

Regarding infrastructure, the scenario maintains the utilization of classrooms for a second shift at the current level in order to limit the need for additional rooms to 170 per year during the ZEDP II period and a total of 4,000 classrooms between 2015 and 2030. To eliminate the second shift would have led to a need of 6,800 additional classrooms over 15 years.

Table 17: Requirements of teachers and general classrooms for Government schools

	2016	2017	2018	2019	2020	2021	2026	2030
Class size								
Pre-primary	40.9	39.8	38.6	37.5	36.4	35.2	29.5	25.0
Primary	60.5	59.4	58.3	57.2	56.1	55.0	49.4	45.0
Ordinary secondary	50.4	50.0	49.7	49.3	48.9	48.5	46.6	45.0
Advanced secondary	46.1	45.7	45.3	44.8	44.4	43.9	41.8	40.0
Number of teachers								
Pre-primary	1,028	1,132	1,250	1,384	1,532	1,694	2,794	4,200
Primary	5,342	5,569	5,765	5,967	6,196	6,436	8,001	9,935
Secondary	4,054	4,065	4,000	4,189	3,838	4,011	4,953	6,066
Technical Education	110	198	501	689	909	1,066	2,541	3,998
Total	**10,534**	**10,964**	**11,516**	**12,229**	**12,475**	**13,207**	**18,289**	**24,199**
Students/teacher								
Pre-primary	20.5	19.9	19.3	18.8	18.2	17.6	14.8	12.5
Primary	42.1	41.3	40.6	39.8	39.0	38.2	34.4	31.3
Secondary	27.2	28.0	28.0	28.0	29.0	29.0	28.4	28.
Technical Education	10.2	9.6	8.9	8.7	8.8	8.7	8.4	8.3
Additional general classrooms to build								
Pre-primary	32	42	38	55	45	57	93	30
Primary	89	104	56	142	63	57	187	78
Secondary	48	0	64	0	54	96	99	114
Total	**169**	**146**	**158**	**197**	**162**	**210**	**379**	**222**

Cost of the Action Plan

In order to reach the broader objectives of better learning outcomes for students, increased equitable access to education and improved efficiency, the ministry and its partners have defined a series of actions to be implemented during the five years of the plan. Actions to be undertaken are structured into 6 programmes, details of which are provided in chapter 3.

The cost of those actions amounts to a total of TZS 280 billion over 5 years, an average of 56 billion per year.

The cost of the action plan does not represent the total expenditure for education during the period which

will be addressed later in the chapter. In particular, it neither includes staff costs that constitute the major component of the expenditure, nor the majority of the regular recurrent costs of the system.

The cost of the action plan is closer to the framework of the development budget. However:

- Some actions foreseen in the action plan are expected to be funded from the regular budget;

- Some actions foreseen in the action plan would be implemented through off-budget projects funded by Development Partners;

- A few items of development expenditure are not mentioned as an activity in the action plan. They are accounted for in the total expenditure for education.

The summary of costs of the programmes and activities of the action plan are provided in the following table. Programmes 1 and 5 related to pre-primary and primary education and to quality and cross cutting issues that represent more than one half of the total costs, at TZS 147 billion.

Table 18: Cost of the Action Plan

	Total 2017-2022	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Programme 1. Pre-Primary and Primary Education						
PPE Policy Objective 1: Inclusive and equitable access to PPE by 50% of primary enrolees by 2021 with increased NER						
PPE1 S1 Prepare plan for expansion of access on a pro poor pro disadvantaged basis and construct learning spaces, using TuTu as an interim measure	3,792	405	432	1,097	1,124	735
PPE1 S2 Develop strategy for PPE and robust monitoring of private sector	1,648	12	409	409	409	409
PPE1 S3 Multiyear campaign to inform parents and communities of importance of PPE to start at the right age (4 years)	260	64	66	64	66	0
Total Objective PPE1	**5,700**	**481**	**907**	**1,570**	**1,599**	**1,144**
PPE Policy Objective 2: Consistent high quality learning; children mastering basic skills						
PPE2 S1 Finalization of policy and information and advocacy on policy; development of the PPE minimum service standards; review curriculum competencies; agree on school readiness criteria and assessment modalities	400	0	0	400	0	0
PPE2 S2 Coordination and coherence around teacher needs and provision, teacher standards and professional employment structures	430	66	66	100	99	99
PPE3 S3 Prepare guidelines for learning materials packages including BLOOM software for low/no cost development of phased and graded readers in key language areas including Kiswahili, English and Arabic, and provide learning materials to schools	1,100	220	220	220	220	220
Total Objective PPE2	**1,930**	**286**	**286**	**720**	**319**	**319**

PPE Policy Objective 3: Efficient and well managed sub sector Problem or cause						
PPE3 S1 Develop and deliver a Leadership and Management Training Programme to bridge skills gaps for school heads, districts, inspectors and other ministry personnel; review manuals for management responsibility (community, parents, committees, school heads) and impart training; identify specific skills needs and training	1,050	210	210	210	210	210
PPE3 S2 Establish inspection protocols and implement regular support inspection	595	0	75	135	195	190
PPE3 S3 Advocacy with communities on importance of education (linked to mother's health)	260	64	66	64	66	0
Total Objective PPE3	**1,905**	**274**	**351**	**409**	**471**	**400**
Primary Policy Objective 1: Increase access levels and improve for most disadvantaged areas and children: improved teaching and learning environment						
P1 S1 Review overall plans and prioritize areas and districts of greatest need; construction of inclusive classrooms; school repairs and WASH	14,580	2,754	2,754	2,700	2,754	3,618
P1 S2 Advocacy campaign with parents on benefits of schooling	0	0	0	0	0	0
P1 S3 School feeding for disadvantaged children	0	0	0	0	0	0
Total Objective P1	**14,580**	**2,754**	**2,754**	**2,700**	**2,754**	**3,618**
Primary Policy Objective 2: Children having core competencies and skills to successfully complete primary education						
P2 S1 Provide professional development opportunities for teachers in language, math and science subjects	2,200	440	440	440	440	440
P2 S2 Establish teaching standards/ responsibilities and support mechanisms through an upgraded inspectorate	0	0	0	0	0	0
P2 S3 Review and modify curriculum to reflect core competencies and provide for additional support for learners falling behind	475	35	35	137	134	134
Total Objective P2	**2,675**	**475**	**475**	**577**	**574**	**574**
Primary Policy Objective 3: Enhanced leadership and management skills for sub sector managers and within the decentralization process as it develops						
P3 S1 Review institutional framework and structures (functions, roles, skills) to make fit for purpose in decentralizing environment	0	0	0	0	0	0
P3 S2 Establish a facility to provide both training and on-going support to leaders and managers	55	0	15	15	15	10
P3 S3 Inspectorate reoriented (including for gender and inclusion) to support schools and teachers	0	0	0	0	0	0
Total Objective P3	**55**	**0**	**15**	**15**	**15**	**10**
Total Programme 1	**26,845**	**4,270**	**4,788**	**5,991**	**5,732**	**6,065**

Programme 2. Secondary Education

Policy Objective 1: Access for all children to a school environment that provides a supportive framework for learning (infrastructure, equipment and consumables, libraries, ICT)						
S1 S1 Review and prioritize classroom needs and construct in most disadvantaged areas including all facilities and providing recurrent costs	9,127	1,620	2,566	1,539	1,458	1,944
S1 S2 Establish minimum standards for classroom/ school inclusion for all children and prepare and implement a phased programme of friendly spaces	27,807	5,604	5,566	5,594	5,511	5,532
S1 S3 Roll out equipped school library and learning materials programme	9,487	1,948	1,903	1,977	1,796	1,863
Total Objective S1	**46,421**	**9,172**	**10,034**	**9,109**	**8,765**	**9,339**
Policy Objective 2: Quality and relevance of learning in order that youth and adults meeting the labour market demands (immediate, post further learning or through self-employment)						
S2 S1 Programme of continuing professional development and support for expanding teachers' knowledge and skills for competency-based learning with a focus on maths, science and languages. Resources (human and physical) are improved and maintained in the Teaching Centres	1,125	243	248	228	228	178
S2 S2 Curriculum monitoring, review and change to ensure relevance to society and labour market demands; associated learning materials and resources (ICT)	0	0	0	0	0	0
S2 S3 Initiate a study on teacher management, remuneration and standards to provide for effective resource allocation and transparent monitoring of teacher performance against agreed Teachers Professional Standards.	0	0	0	0	0	0
S2 S4 In light of the policy for all children to complete Form 4, evaluate the function and the purpose of the Form 2 examination and shift to this being an assessment to provide staff and managers to identify specific areas for curriculum focus and individual student support.	30	6	6	6	6	6
S2 S5 Research on learning assessment at Form 4 and 6 and examination development to assure that learning against the curriculum and competencies are being evaluated and the results fed back into the system as a part of a virtuous monitoring, evaluation and change process	0	0	0	0	0	0
Total Objective S2	**1,155**	**249**	**254**	**234**	**234**	**184**
Policy Objective 3: First class leadership and management of schools with communities, students, teachers and principals having clear roles and functions, reporting and accountability						
S3 S1 Review regulatory, policy, financial and strategic framework for decentralization in the context of the anticipated structures and functions and the no fees policy change; establish strategic aims (roles, functions, resources, accountability) and develop manuals and guidelines. Roll these out over the first 3 years of ZEDP II	0	0	0	0	0	0

S3 S2 Carry out an institutional functional, accountability and operational review to respond to decentralization and to deliver the policy and strategic goals of the ZEDP II.	0	0	0	0	0	0
S3 S3 Prepare a comprehensive sector-wide leadership and management development programme (in the light of P3 S1 and 2). This programme will be demand driven (see Programme 6)	0	0	0	0	0	0
S3 S4 Establish an inspectorate system that is both able to monitor professional and administrative standards and provide professional support and advice to all stakeholders	550	110	110	110	110	110
Total Objective S3	**550**	**110**	**110**	**110**	**110**	**110**
Total Programme 2	**48,126**	**9,531**	**10,398**	**9,453**	**9,109**	**9,633**
Programme 3. Tertiary Education						
Tertiary Policy Objective 1: Graduate numbers and subject relevance meet labour market demands						
TE1 S1 Prepare infrastructure master plan (equipment, etc.) considering the planned rationalization	1,959	332	374	416	418	420
TE1 S2 Research options for first year preparatory programme for new intake students	39,289	6,628	7,251	7,860	8,470	9,080
TE1 S3 Adapt programmes to the labour market needs	5,016	305	357	392	3,800	162
Total Objective TE1	**46,265**	**7,265**	**7,982**	**8,669**	**12,688**	**9,662**
Tertiary Policy Objective 2: Pre-service teacher training and professional development reflect best pedagogical practices						
TE2 S1 Review pre-service curriculum in the light of other curriculum changes	187	69	118	0	0	0
TE2 S2 Prepare policy guidelines for and offer a range of in-service training programmes responding to the MoEVT institutional change and capacity demands (e.g. head teacher training, maths and science upgrading, language proficiency, preparing teachers professional standards, teacher centre support)	8,161	1,219	1,623	1,818	1,818	1,684
Total Objectve TE2	**8,348**	**1,288**	**1,741**	**1,818**	**1,818**	**1,684**
Tertiary Policy Objective 3: High quality research output Objective 3.4 Increased research into higher education policies and strategies						
TE3 S1 Identify areas for research focus and develop centres of excellence to attract funding	1,200	160	260	260	260	260
Total Objective TE3	**1,200**	**160**	**260**	**260**	**260**	**260**
Tertiary Policy Objective 4: Robust institutional framework for higher education						
TE4 S1 Research to inform how the loan schemes might be made viable and better support the poorest students	318	309	9	0	0	0
TE4 S2 Review and strengthen the existing quality and coordination structures and provide adequate resources to function effectively	0	0	0	0	0	0
Total Objective TE4	**318**	**309**	**9**	**0**	**0**	**0**
Total Programme 3	**56,131**	**9,022**	**9,992**	**10,746**	**14,765**	**11,606**

Programme 4: Technical & Vocational Education						
TVET Policy Objective 1: Sector responsive to labour market demands with a range of relevant programmes delivered in well-equipped facilities by well-trained instructors						
TV 1 Priority strategy: Research and prepare a national TVET strategic response and road map for the sub sector that will include: updating curricula content, staff capacity and facilities and equipment. There will be a national review of funding to explore options for future TVET investments by private sector and supportive regulatory framework, oversight and accreditation by government. Establish a Task Team with members from MoEVT, VTA, VTC, KIST, industry	3	3	0	0	0	0
TV 2 Institute tracer studies on all students and use results to feed into supply-side response	45	0	0	45	0	0
TV 3 Advocacy campaign to encourage girls to enter training in all subject areas	0	0	0	0	0	0
Total Objective 4.A	**48**	**3**	**0**	**45**	**0**	**0**
TVET Policy Objective 2: Strong and effective guidance and oversight from the VTA						
TV 4 Develop a multiyear TVA action plan to clarify how functions and responsibilities will be actioned	3	3	0	0	0	0
TV 5 Develop an institutional framework that is efficient and effective, with staff qualified to lead and guide	2,124	416	656	632	348	72
TV 6 Revitalize boards with membership from industry and establish quality norms and standards	13,530	1,070	5,110	5,130	1,130	1,090
TV 7 Provide a clear budget showing how the training levy will be utilized	0	0	0	0	0	0
Total Objective 4.B	**15,657**	**1,489**	**5,766**	**5,762**	**1,478**	**1,162**
Adult literacy: Policy Objective – 95% literacy by 2021						
TV 8 Review the curriculum and as necessary update learning outcomes, content, methodology, learning materials and the ways in which courses are offered and managed	94	19	19	19	19	17
TV 9 Re-skill the current teaching force and establish a fair remuneration system (for current teachers and to encourage others)	444	72	84	96	96	96
TV 10 Ensure regular and supportive inspection	0	0	0	0	0	0
TV 11 Develop leadership and management capacity and skills – including EMIS	0	0	0	0	0	0
Total Objective 4.C	**538**	**91**	**103**	**115**	**115**	**113**
Adult learning and alternative education: Policy Objective – range of opportunity for AL and AE						
TV 12 Initiate a review of the programmes that are offered to make them demand-responsive	275	55	55	55	55	55
TV 13 Establish the cost/fee arrangements for sustainable programme delivery	725	190	165	190	90	90

TV 11 Develop leadership and management capacity and skills – including EMIS	42	42	0	0	0	0
Total Objective 4D	**1,042**	**287**	**220**	**245**	**145**	**145**
Total Programme 4	**17,285**	**1,870**	**6,089**	**6,167**	**1,738**	**1,420**
Programme 5: Quality and Quality Assurance						
5A Curriculum						
5A.1 Reviewed curricula based on approved learning outcomes	83,025	14,598	15,523	17,096	17,396	18,413
Total Objective 5A	**83,025**	**14,598**	**15,523**	**17,096**	**17,396**	**18,413**
5B Teacher Quality and Professionnal Development						
5B.1 Teacher Professional Development	0	0	0	0	0	0
5B.2 Teacher motivation	0	0	0	0	0	0
Total Oobjective 5B	**0**	**0**	**0**	**0**	**0**	**0**
Objective 5C Examination and assessment						
5C.1 Assessment system put into practice	664	226	148	145	145	0
Total Objective 5C	**664**	**226**	**148**	**145**	**145**	**0**
5.D Library services						
5D.1 Schools libraries strengthened and increased	5,971	1,560	1,476	1,463	1,471	0
Total Objective 5D	**5,971**	**1,560**	**1,476**	**1,463**	**1,471**	**0**
5.E Inclusive Education						
5E.1 A finally approved and disseminated IE policy for inclusive education	33	7	4	14	4	4
5E.2 The provision of necessary physical infrastructure and relevant materials	628	206	116	106	100	100
5E.3 An agreed reformed pre-service teacher curriculum to support effective IE in schools and classrooms	75	8	58	3	3	3
5E.4 In-class learning assessment standards reviewed or developed so that assessment is sensitive to each child's capacities and potential and is used to identify and provide for specific learning support if needed	25	5	15	5	0	0
Total Objective 5E	**761**	**226**	**193**	**128**	**107**	**107**
5 F Student Health and Protection and Life Skills						
5F.1 A school health check system developed and implemented in all pre-primary, primary and secondary schools	1,130	95	183	852	0	0
5.F.2 A targeted, sustainable school feeding and nutrition programme	3,022	771	743	743	743	20
5F.3 All school communities implementing a SWASH programme	11,696	2,318	2,367	2,337	2,337	2,337
5F.4 Act approved by RGoZ and disseminated at all levels of the system	1,040	130	130	480	300	0
5F.5 Public awareness campaign on the provisions of the Act	1,210	0	250	550	410	0
5F.6 An effective substance abuse education programme developed, disseminated and monitored	32	8	8	8	8	0

5F.7 Continuing and strengthening SRH and life skills at all levels of the system	32	8	8	8	8	0
Total Objective 5.F	**18,161**	**3,330**	**3,689**	**4,978**	**3,806**	**2,357**
5.G ICT						
5G.1 A comprehensive ICT programme implemented at all levels of the education system	10,858	2,797	2,680	2,680	2,680	20
5G.2 Internet connection established for all education sectors programme implemented	240	60	60	60	60	0
Total Objective 5G.	**11,098**	**2,857**	**2,740**	**2,740**	**2,740**	**20**
5H Inspectorate reform						
5H.1 Schools' Advisory System in practice	73	73	0	0	0	0
Total Objective 5H	**73**	**73**	**0**	**0**	**0**	**0**
5 I Department of Sport and Culture						
5I.1 All schools provided with minimum sports facilities and all schools engaging in organized school sports activities	2,924	676	676	626	566	380
Total Objective 5I	**2,924**	**676**	**676**	**626**	**566**	**380**
Total Programme 5	**122,676**	**23,546**	**24,446**	**27,177**	**26,232**	**21,277**
Programme 6: Institutional Reform, Leadership, Management and Professional Skills Development						
6.A Institutional development						
6A.1 A more effective Ministry of Education	4,960	1,200	1,360	1,200	1,200	0
6A.2 A decentralized education system aimed at achieving greater accountability at all levels	0	0	0	0	0	0
Total Objective 6.A	**4,960**	**1,200**	**1,360**	**1,200**	**1,200**	**0**
6.B Professional Development						
6B.1 An explicit inter-ministerial strategy for emergencies	120	30	30	30	30	0
6B.2 Strengthened capacity to deliver quality primary education	200	40	40	40	40	40
6B.3 School management improvement in secondary school	30	0	0	30	0	0
6B.4 Strengthened management in tertiary Institutions	18	18	0	0	0	0
Total Objective 6B	**368**	**88**	**70**	**100**	**70**	**40**
6C Research						
6C.1 A better evidence base for future priority setting and implementation	1,690	689	729	236	36	0
Total Objective 6C	**1,690**	**689**	**729**	**236**	**36**	**0**
6 D EMIS						
6D.1 A better evidence base for future education planning through improved EMIS and a strategic research plan	2,720	100	700	600	720	600
Total Objective 6D	**2,720**	**100**	**700**	**600**	**720**	**600**
Total Programme 6	**9,738**	**2,077**	**2,859**	**2,136**	**2,026**	**640**
Total programmes du Plan d'Action	**280,801**	**50,316**	**58,572**	**61,670**	**59,603**	**50,641**

Total Education Expenditure

The total projected expenditures for education include all staff costs, recurrent expenditures and development expenditures and include programmes and activities foreseen in the action plan.

The total for 2016–2017 fiscal years corresponds to the allocations to MoEVT in the current government budget. The total expenditure for education should increase to TZS 180 billion in 2021–22 to finance all activities.

This expenditure should continue to increase after 2022 in order to facilitate the long-term development of the system (chart below).

Table 19: Projected Government expenditure for Education   *(in million TZS)*

	2017–2018	2018–2019	2019–2020	2020–2021	2021–2022
Regular Expenditures					
Pre-primary and primary	42,518	44,426	46,465	48,750	51,181
Secondary	27,916	27,474	28,743	26,384	27,520
Tertiary	16,393	18,312	19,787	22,339	23,828
Alternative education	894	928	822	822	822
Vocational	2,885	9,317	13,407	17,480	20,869
Quality of education	2,397	2,447	2,499	2,558	2,619
Administration	4,249	4,748	5,042	5,163	5,175
Total	**97,252**	**107,651**	**116,764**	**123,495**	**132,015**
Development expenditures					
Pre-primary and primary	7,173	7,712	8,896	8,686	9,008
Secondary	10,675	11,521	10,619	10,226	10,812
Tertiary	4,365	4,699	2,618	6,025	2,254
Alternative education	2,378	2,323	2,360	2,260	2,258
Vocational	1,492	5,793	5,861	1,559	1,297
Quality of education	23,546	24,446	27,177	26,232	21,277
Administration	2,059	2,699	2,136	2,026	640
Total	**51,688**	**59,193**	**59,667**	**57,015**	**47,546**
Total regular + development					
Pre-primary and primary	49,691	52,137	55,361	57,437	60,189
Secondary	38,591	38,995	39,363	36,610	38,332
Tertiary	20,758	23,011	22,405	28,364	26,082
Alternative education	3,272	3,251	3,182	3,082	3,080
Vocational	4,377	15,110	19,268	19,039	22,166
Quality of education	25,943	26,893	29,675	28,790	23,895
Administration	6,308	7,447	7,178	7,189	5,815
Total	**148,940**	**166,844**	**176,431**	**180,510**	**179,560**
Staff costs	68,658	70,254	73,431	73,303	76,673
Activities of the action plan on regular budget	6,894	7,771	8,222	8,834	9,396

Other expenditures on regular budget	21,701	29,626	35,110	41,358	45,945
Total Regular expenditures	97,252	107,651	116,764	123,495	132,015
Activities of the action plan on development budget	43,422	50,800	53,448	50,768	41,245
Other expenditures on development budget	8,266	8,393	6,220	6,247	6,301
Total development expenditures	**51,688**	**59,193**	**59,667**	**57,015**	**47,546**
Total projected cost	**148,940**	**166,844**	**176,431**	**180,510**	**179,560**
of which for Action Plan	50,316	58,572	61,670	59,603	50,641

Figure 13: Projected GvT Education Expenditure
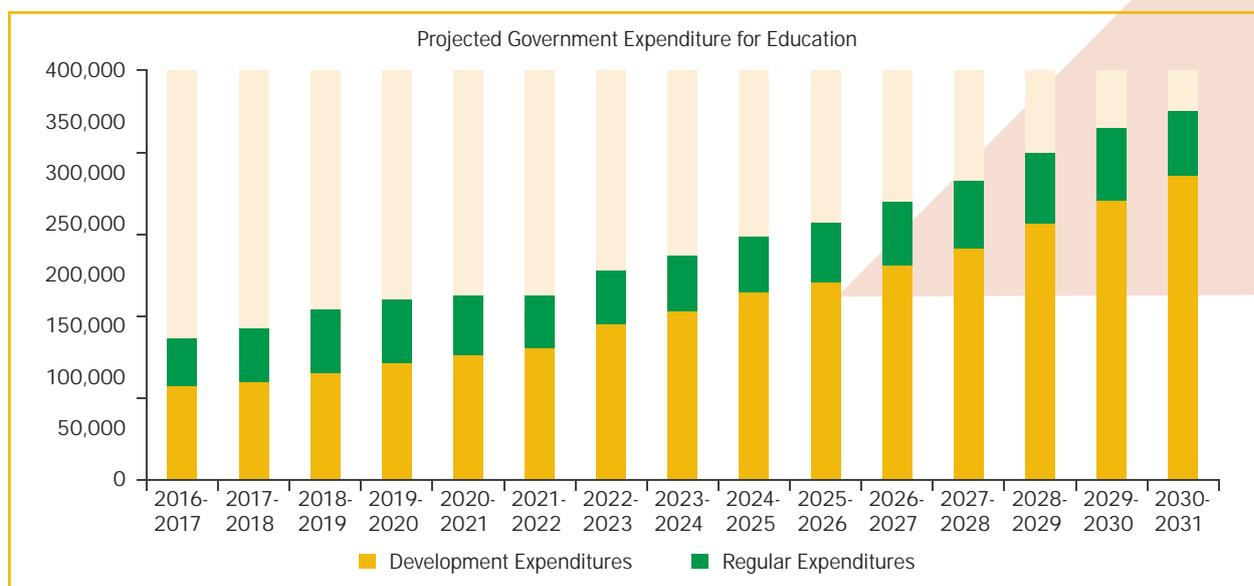
Figure 14: Required budget per programme
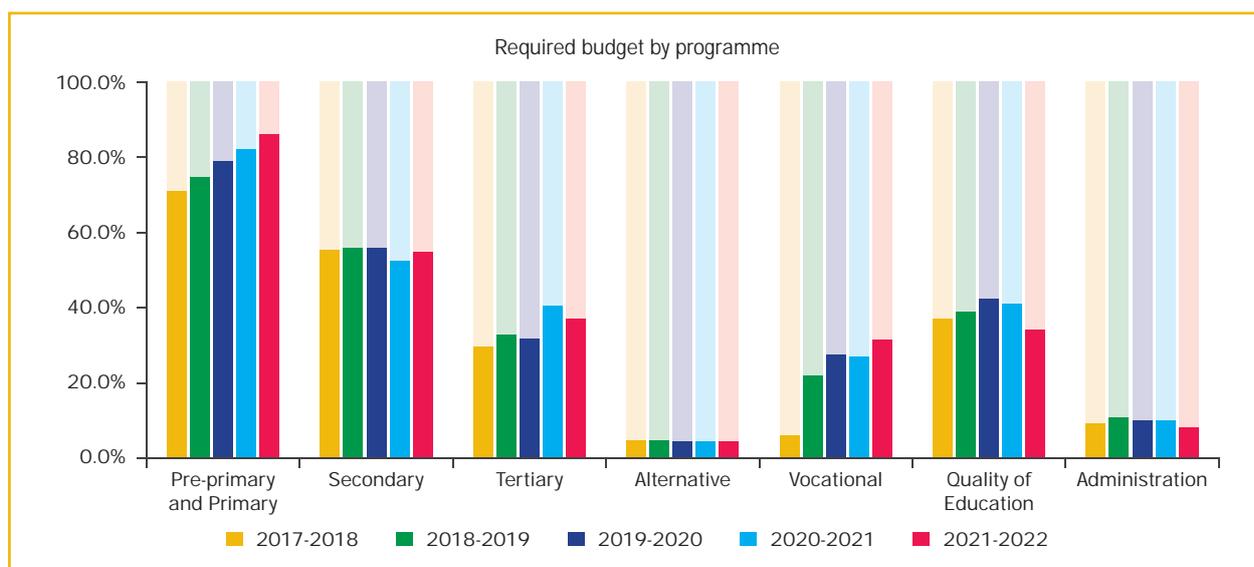
The distribution by budget programmes reflects the priorities during the ZEDP II period for Pre-primary and primary education, quality of education and vocational education.

Financing of ZEDP II

The total projected expenditure for education has been linked to a projection of a potential budget for education.

The assumptions for the next three years are conservative and are based on the stability of macro-economic indicators. Longer term financial requirements for education could be ensured with:

- An economic growth of 5 per cent during the ZEDP II period, followed by a progressive increase up to 7 per cent during the 2026–2030 period;

- Government income resulting from an increased domestic funding of 21 per cent of GDP in 2030 (currently 19.2 per cent) and a decrease of the per cent of income received through budget support and programme funding;

- A recurrent allocation to education representing 22 per cent of government recurrent budget after 2021 (20.5 per cent in 2016–2017).

The projected costs exceed the potential budget that could be allocated from domestic resources by TZS 46 to 57 billion per year.

Table 20: Potential budget, projected costs and financing gap   *(in million TZS)*

	2017–2018	2018–2019	2019–2020	2020–2021	2021–2022	2025–2026
Macro-economic framework						
Economic growth	5%	5%	5%	6%	6%	7%
Govt domestic income as % of GDP	19.2%	19.2%	19.3%	19.5%	19.7%	20.3%
Budget & programme support as % Domestic	96.9%	93.4%	89.1%	84.5%	80.3%	63.4%
Total Govt income	**990**	**1,022**	**1,060**	**1,103**	**1,147**	**1,379**
Education as % of Govt regular budget	20.9%	21.3%	21.6%	22.0%	22.0%	22.0%
Education as % of Govt development budget	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
MoEVT Potential budget						
MoEVT potential recurrent budget	99,363	106,177	115,025	125,082	133,751	179,444
MoEVT potential development budget	47,310	47,391	48,046	48,731	49,439	52,639
of which funding by development partners	45,682	45,682	46,139	46,600	47,066	48,977
MoEVT potential budget	146,672	153,567	163,071	173,813	183,190	232,083
Projected expenditures						
ZESDP recurrent projected costs	97,252	107,651	116,764	123,495	132,015	195,192
ZESDP development projected costs	51,688	59,193	59,667	57,015	47,546	57,178
ZESDP projected costs	148,940	166,844	176,431	180,510	179,560	252,370
Financing gap						
Financing gap on recurrent budget	2,111	-1,475	-1,738	1,587	1,736	-15,748
Financing gap on development budget, domestic resources only	-50,060	-57,484	-57,760	-54,885	-45,173	-53,517
Expected financing of development budget by development partners	45,682	45,682	46,139	46,600	47,066	48,977
Remaining financing gap total	-2,268	-13,277	-13,360	-6,698	3,630	-20,288
Financing gap as % of potential budget	-1.5%	-8.6%	-8.2%	-3.9%	2.0%	-8.7%

Figure 15: ZEDP II projected costs and budget

ZESDP 2 projected cost and potential budget

Legend: ZESDP Development projected costs · ZESDP recurrent projected costs · MoEVT potential Development budget · MoEVT potential recurrent budget

Long-term projected cost and potential budget

Legend: ZESDP Development projected costs · ZESDP recurrent projected costs · MoEVT potential recurrent budget
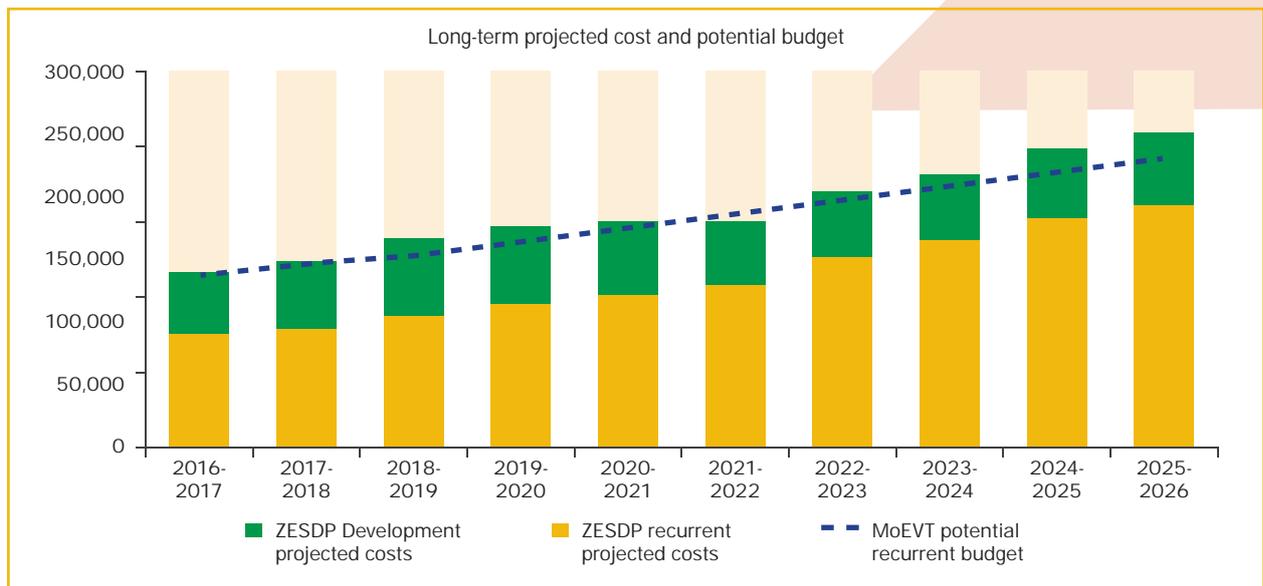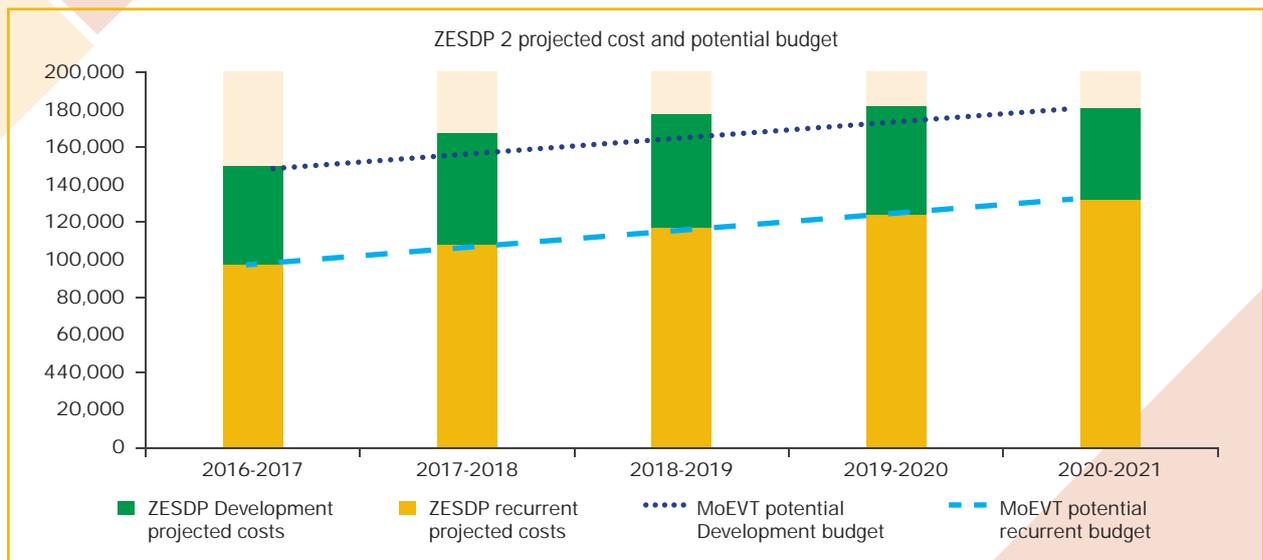
Support from External Partners

This gap is currently covered by financing provided to the MoEVT development budget by its development partners. The Development Budget for Education is mainly funded by development partners, with TZS 45.7 billion in the current 2016–2017 budget from a total of TZS 47.2 billion. This level of financing could be expected to continue at a similar level of TZS 46 billion during the ZEDP II period.

These figures do not include off-budget funding. It was not possible to get the full statistical picture of off-budget projects. This type of support could however fund part of the activities included in the action plan.

The remaining financing gap after deduction of on-budget support amounts at between 3 billion and 13 billion TZS per year, representing 2 per cent to 8 per cent of the potential budget for education. The real gap after deduction of activities funded through off-budget support should be lower.

The projected expenditure for education, resulting from the objectives set for the development of the education system, could be funded both for the five years of ZEDP II and beyond.

MoEVT can access funding from a variety of sources:

a) The government recurrent budget for salaries and other non-salary recurrent cost items such as utilities and consumables.

b) The government development budget

c) Development partner grant funds that are disbursed either through the government budget or as project funds using donors own systems (see Annex 3)

In addition, MoEVT has a strong partnership with a number of national and international non-governmental organizations and UN agencies.

Salaries dominate the MoEVT's recurrent spending, and in 2014–2015 they accounted for TZS 70 billion, 90 per cent of the total recurrent spending of TZS 80 billion. The remaining TZS 10 billion went to non-salary items, but this was only 68 per cent of what had originally been approved in the budget for these items. This has implications for the planning and implementation of activities - MoEVT constantly has to re-prioritize and make decisions on where to spend and what to postpone or suspend. Development expenditure has fallen quite substantially during 2015. Development projects currently include activities which should be considered on-going – such as teacher training and the provision of learning materials. Ideally, these costs should be moved into the recurrent budget and covered by government. Low execution rates of donor funds against the budget suggest challenges in accurate planning and implementation of activities, as well as some procedural hurdles.

In response to the needs to better finance the sector, to make sure there is a high degree of efficiency and good value for money and very clear accountability, MoEVT intends to develop two strategies.

Firstly, it is the intention of MoEVT, as a part of institutional review and development, to explore the possibility of building the public finance management capacity of the ministry (as opposed to just having accounting capacity). This would allow MoEVT to have a good understanding of what resources are available, how the finances are being allocated and expended but more importantly better project what public finances will be needed over the medium term to realize the education development ambitions. A more robust analysis of programmes and the ways in which they interlink will enable MoEVT to better prepare documentation and arguments to underpin the negotiations with the MoF and present to potential donors. The opportunity for some long term but intermittent external support may be considered.

Secondly, MoPSE will encourage the continuing development of private public partnership

arrangements. This will be done by reviewing the legal and regulatory environments, making proposals for any changes needed based on clear and transparent minimum operational and service standards, facilitating registration of private institutions, and strengthening the supporting inspection capacity of MoEVT.

The Innovation Study provided a number of ideas for the NGO sector to increase sector engagement and funding and these will be explored in 2017–2018.

5 Accountability, Implementation and Monitoring
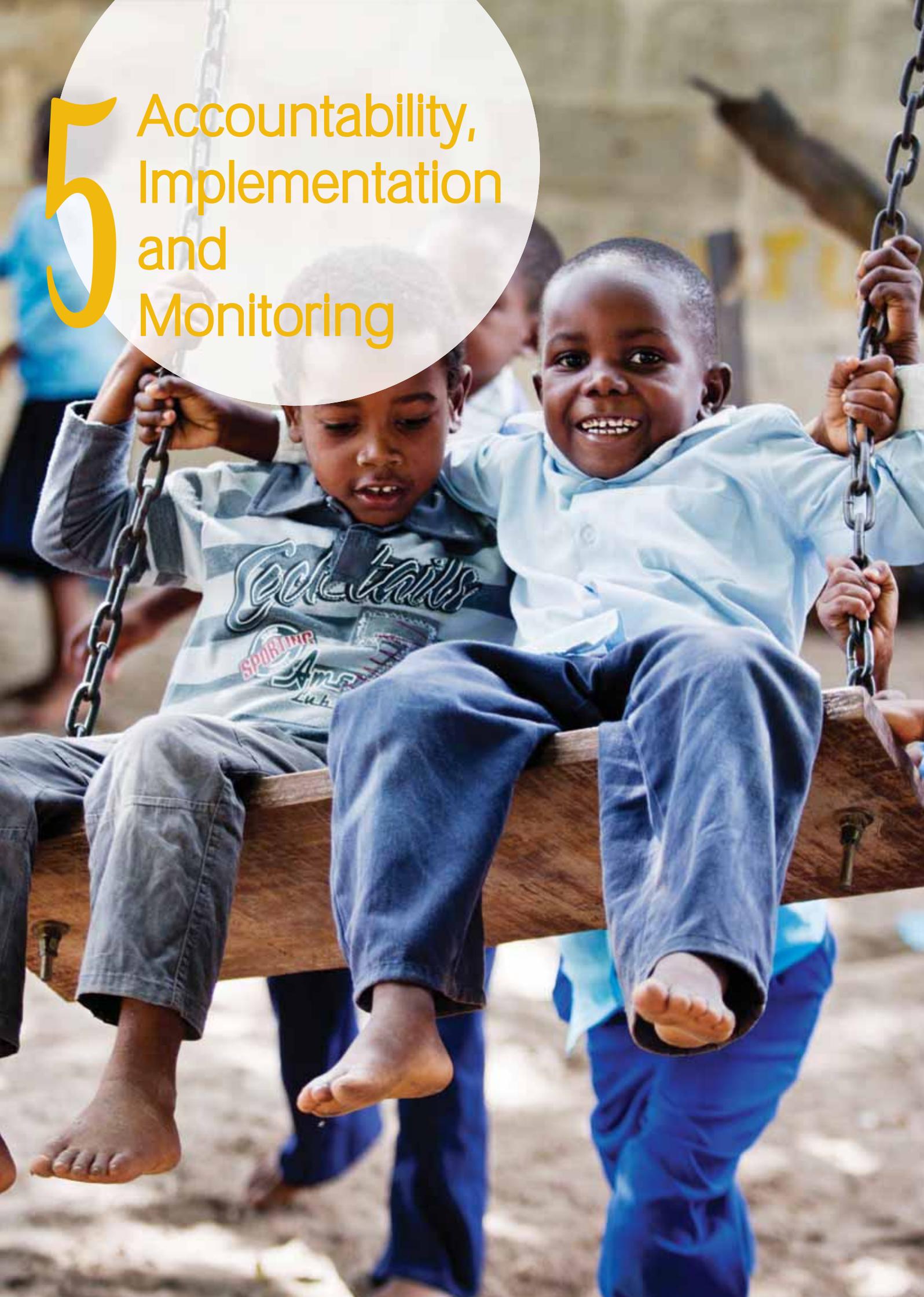
Introduction

The ZEDP II, along with the more detailed operational and activity plan, provides the framework for all education sector activity. In order for the strategic goals to be achieved through the different strategies and activities appropriate institutional architecture has to be in place including strong education managers who possess the right leadership, management and administrative skills and the resources to be able to work efficiently and effectively.

Implementation has to be effectively monitored with established and well-defined feedback mechanisms that are linked to modalities for change and adjustment. The ZEDP and the operational plans are dynamic and not static, no plan can predict the future and so there will be changes but these need to be managed and agreed rationally by all stakeholders.

The context for the ZEDP is the move to a more devolved system of implementation and accountability. Stakeholders from all communities, schools, districts, regional- and national-level have to be aware of and engaged with the plan to implement and report on the education programmes.

The Review of ZEDP I found that there was very poor communication between the various sector stakeholders and that 'nobody knew about ZEDP'. A situation caused by a) the lack of an internalization process in the development of ZEDP I;, b) failure to integrate the components of ZEDP1 into the MoEVT Annual Work Plan and budgeting process; c) the lack of an effective M&E system to monitor the objectives of ZEDP I; and d) the absence of a fully articulated communications strategy.

A partial review of the internal efficiency and communication within the Education Sector, undertaken in 2016, aiming to improve coordination and implementation will feed into the institutional reviews in programme 6.

Sector Accountability

H.E. Minister of Education

The education policy framework, approval of new education policy and reporting on the education policy outcomes to civil society lies with the minister and the parliament.

The Principal Secretary

The ZEDP II along with the operational plans is the core strategic planning tool for the education sector, implementation and reporting accountability for which lies with the principal secretary.

MoEVT Departments and institutions

The ZEDP programmes are largely still led by the MoEVT departments and institutions who also have the reporting accountability for the outcomes, the processes and the outputs. As the decentralization process moves forward, the implementation and reporting roles and responsibility of the communities, schools, districts and regions will be defined.

Zanzibar Education Sector Committee (ZESC).

The Zanzibar Education Sector Committee plays an advisory role in relationship to policy, implementation and monitoring. It has an important coordination and information sharing function in that it brings together the education stakeholders who are operating in the sector (government, development partners, United Nations agencies, NGOs, CSOs, and FBOs) and helps to ensure that there is coherence and complementarity. Members of ZESC meet quarterly.

ZESC will:

i.   help ensure that education sector plans are aligned with government policy;

ii.   identify needs for technical and financial resources to support education programmes across the sector;

iii. review programme targets annually to assess progress and advise on priorities and targets for the following year;

iv. review policy and programmatic recommendations from Technical Working Groups and provide guidance to the top management at the ministry for decision making and strategizing; and

v. collect and communicate education information among education stakeholders.

The membership of ZESC comprises:

i. Principal secretary, MoEVT (Chair)

ii. The two deputy principal secretaries

iii. Directors and heads of allied institutions -MoEVT

iv. Representatives from NSAs

v. Representatives from development partners

vi. A representative from the teachers' union

vii. A representative from the private sector

viii. Ministries of Finance, Health, Water, Regional Administration, Labour & Social Welfare

Sector Implementation

Coordination of ZEDP implementation and reporting lies with the Deputy Principal Secretary for Planning and Administration and at the operational level with the Department for Policy Planning and Research (DPPR).

DPPR will manage the annual process of preparation of the departmental action plans. These plans will include a short section on the successes and challenges and the update on the relevant outcome, output and process indicators that are in the performance assessment framework. The preparation of the plans will be a part of the annual budget process.

MoEVT Technical Task Teams (TTT)

Three high-level TTTs will established:

i) Quality: Curriculum, teachers professional development, inspectorate (Chair: to be confirmed)

ii) Assessment, learning outcomes and monitoring and evaluation(Chair: to be confirmed)

iii) Institutional change, leadership, management and professional development and education financing (Chair: DPS Planning and Administration)

The TTT have been established to support the implementation and monitoring of areas where there is considerable synergy to be gained from departments and agencies working together. While the TWG will have the role of informing the ZESC quarterly meetings of progress and challenges and implementing the decisions reached by the ZESC their primary role is to be the operational hub for technical staff of different departments driving forward the education programmes.

While each of the three TTTs will have its own technical focus, generically they:

i. lead on strategic interventions and ensure technical and financial resources to support programme action plans;

ii. ensure studies/research and analysis to inform policies, strategies, and budget preparations are undertaken; propose policy and programmatic recommendations to the ZESC quarterly;

iii. monitor implementation progress; and

iv. ensure that the planning and budgeting processes of programmes include all equity related considerations, including gender, human rights, rural/urban differences, language, and ethnicity, HIV/AIDS, special needs education, and environmental issues in education.

Reporting, Coordination and Monitoring

National level

1. There will be an Annual Joint Education Sector Review (AJESR) that brings together education stakeholders to review the status of ZEDP performance and make recommendations. The AJESR will:

    i. analyse the overall progress in implementing the ZEDP against the agreed indicators and targets, receive reports from programme leads that highlight successes and report on the challenges and possible ways to resolve these, and assess the performance of the education sector in terms of the effectiveness of budgeting and expenditure;

    ii. propose changes and adjustments that might be needed to programme goals or activities; consider the resource challenges and agree on strategies to strengthen the case for education in the budget and MTEF discussions; and

    iii. review any new interventions proposed by partners

AJESRs will take place between the months of February and March. This timing will enable data from the previous year's school census/Education Management Information System (EMIS) to inform the dialogue, and will allow AJESR recommendations to influence budget deliberations for the forthcoming fiscal year.

The educational statistical abstract that is published in November each year reports statistics from the previous financial year that ends on June 30.

The AJESR will be supported by the ZESC who may agree to employ a consultant to help prepare the annual report and produce an aide memoire that captures the recommendations of the meeting. The secretariat to the AJESR will be DPPR who will prepare and distribute a final summary report.

Financial Year 31 July 2017 – 30 June 2018				
Timing	**Q3**	**Q4**	**Q1**	**Q2**
EMIS	July EMIS starts data collection for the previous financial year	November Education Statistical Abstract published		
Sector reviews		December District reviews supported by HQ	• January Consolidations of District Reviews • Prepare input documents for the AJESR (summary of progress against targets by programme) • February AJESR • March report and recommendations	
Budget planning				• April Preparation of draft summary of expenditures and programme budget needs PFM analysis • May Budget ceilings and discussions Budget decision

2. The quarterly ZESC meetings will have 3 fixed agenda items:

   a) A short ZEDP implementation status report: The report will be presented by DPPR and will focus on any immediate challenges about which the ZESC should be informed and which it might be able to help resolve.

   b) A short report from the partners covering any emerging concerns or challenges and to which the ZESC can help findi solutions.

   c) A report from each of the Technical Task Teams.

Sub-national Reporting

1. One month prior to the JESR the district and the regional education staff will meet in a workshop to discuss and report on the programme implementation, to note the successes, identify challenges or bottlenecks, and where possible propose 'local solutions to local problems'. As the decentralization process deepens, these reports will become a formal part of reporting to the ministry, other ministries, local government authorities and citizens. Increasingly there will be a section on budgets as and when budget responsibility is devolved. In the first two years of ZEDP II, it is anticipated that there will be sections on how schools are managing and being supported with the no fees policy. Reports from the workshop will form a valuable resource for the national AJESR.

2. As appropriate, regional or district education sector committees may be established which can support local implementation and resource mobilization and be important players in the annual review.

Communication Strategy

The ZEDP I Review noted that ZEDP was often an unknown document to key stakeholders.

MoEVT and partners have been developing the ZEDP II as an inclusive process in part to ensure that there is widespread understanding that the ZEDP is the national planning tool for everything that takes place in the education sector. However, MoEVT and partners are aware that many actors would not have the opportunity to engage and therefore a communication strategy would be needed to inform about the ZEDP II and the progress made in the implementation.

The ZESC will take the lead in communicating the ZEDP and progress though its members as well as through various local media channels, online and social media platforms. A short flier or brief on the ZEDP will be prepared and an annual summary flier or brief of the activity and progress after the AJESR will also be disseminated.

MoEVT will arrange a series of workshops to engage with each region and the district therein to discuss the ZEDP and support the subnational levels in their roles as implementers and monitors. These workshops will take place in the 3rd quarter of 2017.

At the policy level, the minister will be provided with a quarterly summary progress report on the KPI which may be reported to Cabinet.

Risk Analysis

Table 21	Risk	Mitigating factors
1.	• Overall macro political economy becomes less stable and results in insufficient support to education sector development.	• Education sector can have little impact on the macro environment but the minister and PS will both have a clearly articulated plan for discussion and negotiation and there will be an up to date reporting on the progress being made against the key indicators which will demonstrate that there is progress and value for money. • Education is the building block for all the planned activity towards economic growth. Without investment there will be both dissatisfied citizens and low economic improvement.
2.	• Non-salary recurrent budget squeezed further (2014–2015 non-salary spending was only 68 per cent of original budget) resulting in poorer infrastructure and less learning materials. • The policy to remove all parents' contributions to schools will result in an overall squeeze on budgets as schools must be compensated for lost income leading to further danger of dilution of the non-salary recurrent budget. Schools will not receive recurrent budget from MoEVT (water, power, etc.) and clarity is required on how these costs will be met. • No pro-poor formula for allocation of resources.	• MoEVT budgets being linked to programmes and outputs will provide strong arguments for the release of funds against programmes that have a demonstrated impact on the improvements in the education sector. • MoEVT will prepare detailed multi annual projections for the impact of the loss of fees on the overall budget and monitor budget requirements for use in discussions with MoF. • Guidelines will be prepared for schools on how to meet their own recurrent costs.
3.	• Development budget funding squeezed or reduced affecting the coherence of development programmes across years	• ZEDP II, the action plans, the PBB and the MTEF provide planning tools and modalities for the multi annual budget discussion with the MoF. • Strengthened reporting with evidence from a more robust EMIS and other accountability will allow for clearer financial projections.
4.	• Loss of a sizable proportion of children who are out of school because of age and other factors continues	• MoEVT is undertaking research into the causes for out-of-school children, their numbers and localities. This information will allow for targeted interventions or for a more general strategy. • Following what is revealed in the household and labour market surveys, having a curriculum that is more linked to labour market demands, better qualified teachers and more in-school resources/learning materials should reduce the prime stated cause for non-attendance (not interesting/ not useful). • The push for improved NER will gradually reduce the second stated cause (too old).
5.	• Additional cohort in school places considerable pressure on space, teachers and resources resulting in lower quality teaching and increased drop-outs (large classes, insufficient materials, double shifts).	• School mapping and profiling study (conducted in conjunction with the out-of-school children study can help mitigate this risk by mapping and easily identifying supply side issues that are a major challenge.

6.	• Legal and regulatory frameworks not enacted and then enforced (e.g. for teacher management or for minimum service standards for schools).	• MoEVT recognizes the need for changes of this nature to be negotiated with the stakeholders from the start. There will be wide-ranging consultations to take account of all opinions and ideas. The Minister will ensure that there is agreement among stakeholders prior to seeking any regulatory approvals. There will be a widespread communication and advocacy campaign.
7.	• Decentralization and deconcentration progresses in a disorganized/ unplanned/ underfunded fashion with the inappropriate institutional architecture and the wrong or inadequate skills for leaders and managers.	• ZEDP has as a priority the review of the institutional architecture, the roles and functions of the staff and the resources needed to be effective. In addition, there is a strong emphasis on building leadership. • The context for the above will be the decentralization needs and requirements recognizing the need for a flexible and responsive structure.
8.	• Regional disparities continue and are not addressed (insufficient infrastructure, poor allocation of resources).	• The performance goals will be disaggregated by district and evidence will be available for the analysis of change or resource allocation. Reporting on these issues through the normal accountability structures and at the annual Joint Sector Review will allow for swift remedial action.
9.	• Leadership and management fragmentation with poor programme coordination	• ZEDP II prioritizes strengthening of leadership qualities within the Department of Policy, Planning and Research and to review the organizational architecture.
10.	• VTC fragmentation and tertiary grab	• The strengthening of the VTA will bring consistency of quality and service delivery making technical course attractive to more girls and boys. Industry will employ more graduates from both vocational institutions and university, making the trades and professions good opportunities.
11.	• High unit costs/ overall costs of TVET and University Education will threaten primary and secondary funding and overall access.	• A funding model will be prepared that identifies costs and provides options for funding (state, private sector, fees, etc.).
12.	• Donors fail to deliver on commitments or delay implementation leading to programme delays, goals not being met and knock on problems for MoEVT in terms of time and human resource wastages.	• ZESC has a regular agenda item to monitor and support actions to prevent delays.
13.	• Implementation strays from a focus on learning, due to the complexity of the reforms and the added complication of devolution.	• Strong leadership and demonstrated commitment to continuously checking that investments are contributing to improving children's learning. • Strong ZESC support

Annex

Annex 1: ZEDP II Performance Framework - Consolidated Summary of Commitments

Education Sector Key Performance Indicators (all to be analysed by sex, district and inclusion data)

	Indicator	Baseline 2016/17	2017/18	2018/19	2019/ 20	20/21	21/22
1	Literacy rate by sex						
	The proportion of the population above 10 years of age who can both read and write with understanding a short simple statement on his/her everyday life	83.7 Disaggregated baselines and targets to be agreed	87.5	90.0	92.5	95	97
2	Net enrolment rate pre-primary	27.5	33.7	38.8	42.4	46,8	50
	Primary	85.5	89.1	92.1	94,6	97,4	100
	Secondary	74.4	75.6	76,8	78.0	79,0	80
3	Net attendance rate (disaggregated by level of education and sex)						
	Kaskazini, Unguja	80.7	84.5	88.4	92.2	96,4	100
	Kusini, Unguja	92.6	94.0	95.5	96.9	98.3	100
	Mjini, Magharibi	91.5	93.1	94.7	96.5	98.2	100
	Kaskazini, Pemba	77.2	81.8	86.4	91.0	95.6	100
	Kusini, Pemba	79.1	84.1	88.3	92.5	96.7	100
4	Pass rate by level						
	STD 6	84.5	85.9	87.3	88.6	90.0	91.3
	Form 2	69.6	71.0	72.4	73.7	75.0	76.3
	Form 4	75.9	76.9	78.0	79.0	80.0	81.0
	Form 6 (with X at Div. 1, Y at Div. 2	97.5	97.9	98.3	98.6	99.0	99.0
5	Proportion of schools with access to;						
	Electricity						
	Pre-primary	67	74.3	81.8	89,2	96.0	100
	Primary	87.8	90.2	92.6	95.0	97.4	100
	Secondary	94.3	95.5	96.7	97.9	98.1	100
	Computers						
	Pre-primary	0	5.0	10.0	15.0	20.0	25.0
	Primary	5.2	9.0	13.0	17.0	21.0	25.0
	Secondary	3.7	8.8	12.6	16.4	20.8	25.0
	Basic drinking water - sanitation services						
	Pre-primary	89	91.1	93.3	95.5	97.7	100
	Primary	85	87.8	90.5	93.3	96.7	100
	Secondary	87.6	90.4	93.1	95.9	97.2	100

| 6 | Percentage of youth aged 15–24 not in education, employment or training (SDG 8) | 14.5 | 12.7 | 10.9 | 9.0 | 7.2 | 5.7 |
| 7 | Percentage of all schools meeting standards for accommodating children with disabilities (infrastructure and human resources) % children with disabilities in school by level | TBD

EMIS to collect this during the programme | | | | | |

Note: Disaggregated targets will be added

Sector Programme Policy Goals

Sector levels goals						
Goal	**Baseline 2016/17**	**17/18**	**18/19**	**19/20**	**20/21**	**21/22**
% of education expenditure as part of national expenditure						
Pupil TB ratio						
Pre-primary	65	TBC	TBC	TBC	TBC	TBC
Primary	15	TBC	TBC	TBC	TBC	TBC
Secondary	30	TBC	TBC	TBC	TBC	TBC
Pupil Teacher ratio						
Pre-primary	17	TBC	TBC	TBC	TBC	TBC
Primary	35	TBC	TBC	TBC	TBC	TBC
Secondary	17	TBC	TBC	TBC	TBC	TBC

Note: Where TBC, targets will be decided in 2017–2018 and monitored by EMIS

Pre-primary and Primary Programme Policy Goals (disaggregated by sex and by districts)						
Goal	**Baseline 2016/17**	**17/18**	**18/19**	**19/20**	**20/21**	**21/22**
GER PPE 1 & 2	57.0	59.3	61.9	64.4	67.0	69.5
NER Standard 1 M F	85.5	89.1	92.1	94,6	97,4	100
% of all PPE schools with trained teachers disaggregated by district	100	100	100	100	100	100
# pre-primary government schools meeting minimum service standards	30	40	50	60	70	80
# Government Primary schools meeting minimum service standards (health, teachers, learning materials) verified by trained inspectorate	211	220	230	240	250	260
Repetition rate at Standard 4 M/ F	TBC	TBC	TBC	TBC	TBC	TBC
Standard 6 exam pass rate (by subject)	93.1	93.7	94.3	94.9	95.5	96.1
Teaching standards established and operational with inspectorate support	N/A		X			

Secondary Programme Policy Goals (disaggregated by sex and by districts)

Goal	Baseline 2016/17	17/18	18/19	19/20	20/21	21/22
Net enrolment rate - Form 1	60.9	66.1	71.3	76.5	81.7	88,0
Form 4 English pass rates	43.3	45.5	47.7	49,9	50.1	52,3
Form 4 maths pass rates	8.8	10.3	11.8	13.3	15.0	17,2
Form 4 science pass rates (Chemistry, Biology, Physics)	56.1	58.2	60.3	62.4	64.6	66,8
Form 6 success - Division I	2.8	3.7	4.6	5.5	6.4	7,3
Division II	19.3	21.5	23.7	25.9	28.1	30,3
Survival rates Forms 1 – 4	N/A	TBC	TBC	TBC	TBC	TBC
# schools inspected meeting minimum service standards	57	100	143	186	230	273

Tertiary Education Programme Policy Goals (disaggregated by sex and by districts)

Goal	Baseline 2016/17	17/18	18/19	19/20	20/21	21/22
% of graduates in employment 6 months after graduating	30	35	40	45	50	55
% of students from the poorest two quintiles receiving student loans	20	25	25	30	35	40
Number of research publications published annually	10	15	20	30	35	40
% of teachers/ head teachers meeting professional standards	30	40	50	60	65	70

Tertiary Education Programme Policy Goals (disaggregated by sex and by districts)

Goal	Baseline 2016/17	17/18	18/19	19/20	20/21	21/22
Literacy rate	84.2	86.8	89.4	92.0	95.0	97,0
Enrolment number in TVET programme	730	1000	1200	1400	1500	1600
Number of graduates participating in tracer study	150	150	200	200	250	250
# additional students enrolled in adult education.	1170	1127	1084	1041	1000	1000
# additional students enrolled in alternative learning	7423	6817	6211	5605	5000	5000
% TVET staff having PD upgrading	24	28	32	36	40	44
# colleges with funded strategic and operational plans	-	-	-	-	-	
VTA # QA visits and reports	16	20	24	28	32	36

Zanzibar Education
Development Plan II

Performance Framework for Programme 1 – PPE and Primary Education

	Indicator	16/17 Baseline	17/18	18/19	19/20	20/21	21/22	Type	Accountability	Source of Verification
P1S1	Increase number of PPE classrooms / Increase number primary classrooms		TBC	TBC	TBC	TBC	TBC	Output		Number
P1S2	Private sector monitoring visits		TBC	TBC	TBC	TBC	TBC	Process Outcome		Visit reports
P1S3	No. parent / community advocacy activities Parents understand PPE		TBC	TBC	TBC	TBC	TBC	Output		Survey
P2S2	Curriculum review	-	X	X	X	-	-	Process	ZIE	Curriculum
P2S3	Teachers meeting minimum Professional Standards	94	95.5	97.0	98.5	100		Outcome	Inspectorate	Numbers
P2S4	Continuous assessment procedures established	-	Non	X	-	X	X	Process	ZEC	Numbers
P2S5	Review and changes to formal examination linked to curriculum reform	-	-	X	-	X	X	Process	ZIE	Exam
P3S1	Road map and instruments for decentralization	Under discussion						Process	DPPR	Road map
P3S2	Institutional structure fit for decentralization established	Under discussion						Output	DPPR	Structure and reports
P3S4	Inspectorate system established / No of inspections and reports	Under discussion / TBD						Outcome	Inspectorate	Reports
P4S1	Research reports: / Changes to strategic plans	Annual						Output/ outcome	DPPR	Reports Updates

Performance Framework for Programme 2 – Secondary Education

	Indicator Process or output or outcome	Baseline 16/17	17/18	18/19	19/20	20/21	21/22	Type	Accountability	Source of Verification
P1S1	# additional equipped classrooms constructed with recurrent cost reflected in normal annual budget	48	0	54	0	66		Output	DSE	Physical infrastructure
P1S2	# additional class-rooms and schools meeting agreed on minimum standards for children with disability	25	45	50	50	30		Process Outcome	DSE	MSS docs
P2S1	# of teachers attended CPD by subject	300	400	500	500	700		Output	DTE/ DSE	EMIS
P2S2	Curriculum review	Need Assessment	Development of curriculum Framework	Development of syllabus and other supporting materials	Development of syllabus and other supporting materials	Development of syllabus and other supporting materials	Development of syllabus and other supporting materials	Process	ZIE/ DSE	Updated Curriculum docs
P2S3	# teachers trained to meet minimum Professional Standards	400	800	9000	1000	900		Outcome	DSE	TPS docs
P2S4	Continuous assessment procedures established	Review of the existing assessment frame work	Develop the new assessment frame work and training for staff	Implementation of assessment frame work	Implementation of assessment frame work	Implementation of assessment frame work	Implementation of assessment frame work	Process	ZEC/ DSE	ZEC reports

Code	Description									
P2S5	Review and changes to formal examination linked to curriculum reform	Consultation Procedures	Review and develop the formal examination	Dissemination/ implementation of formal examination	Implementation of formal examination	Implementation of formal examination	Implementation of formal examination	Process	ZEC/ ZSE	ZEC reports
P3S1	Road map and instruments for decentralization	Consultation procedures	Develop the road map and instrument s for decentralization	Dissemination and training for stakeholders	Implementation	Implementation	Implementation	Process	DPA/ DSE	Road map
P3S2	Institutional structure fit for decentralization established	Review and road map	Discussions with other ministries and phased implementation	Discussions with other ministries and phased implementation	Discussions with other ministries and phased implementation	Discussions with other ministries and phased implementation	Discussions with other ministries and phased implementation	Output	DPPR/ DSE	New organogram
P3S4	Inspectorate system established Inspection and reports	Consultation procedure	Establishment of the inspection report	Implementation	Implementation	Implementation	Implementation	Outcome	OCIE / DSE	Reports
P4S1	Research reports changes to strategic plans	Consultation process	Develop the objectives and targets	Dissemination of the first draft report	Develop the final draft report	Implementation	Implementation	Output/ outcome	DPPR/ DSE	Reports

Performance Framework for Programme 3 – Tertiary Education

Indicator Process or output or outcome	Baseline 16/17	17/18	18/19	19/20	20/21	21/22	Type	Accountability Verification	Source of
Market links established and tracer studies operational		X	X	X	X	X	Output		Reports
Study done on intake student support and implementation		X					Output		Report
Infrastructure master plan designed and if approved construction	X						Output		Master plan
A developed range of CPD courses offered by colleges		X					Output		College course list
Developed student loan scheme options and choice		X	X	X	X		Output		Scheme
Management and accounting system identified, equipment and operational									System
Inter institution coordination established with consistent QA	X						Output/ outcome		
Research focus and topics funded		X	X	X			Output		Research inception report

Performance Framework for Programme 4 – TVET, adult literacy, alternative learning and continued education

	Indicator Process or output or outcome	Baseline 16/17	17/18	18/19	19/20	20/21	21/22	Type	Accountability Verification	Source of
TV 1	Strategy implementation plan prepared	N/A		X				Output	DPPR/TVET	Strategy
TV 2	Tracer studies established	N/A	X			X		Process Outcome		Studies
TV 4	Tracer study report and analysis done	N/A		X			X	Output		Report
TV 5	Campaign on going	N/A		X		X		Process		Campaign
TV 6	TVA action plan with functional analysis and action plan operational	N/A	X	X				Output		Action Plan
TV 7	TVA institutional architecture fit for purpose	N/A			X			Process		Report
TV 8										
	TVA finance structure agreed and assured	N/A	X					Process		Report
TV 9	Curriculum review done	N/A		X	X					review
TV 10	Inspectorate trained and operating	N/A	7.5	9.0	10.5	12		Output		Inspectorate report
TV 11	Review of programme demand and cost structures	N/A	X					Output		Review
TV 12	Leadership and management training	N/A	4.8	6.5	8.25	10.0		Output/ outcome		Training report

Performance Framework for Programme 5 – Quality and Quality Assurance

	Indicator	Baseline 16/17	17/18	18/19	19/20	20/21	21/22	Type	Accountability	Source of Verification
5 A	***Curricula***									
	• Sector wide curriculum review	N/A	PPE/TT	PPE/TT				Output		Review
	• Establish subject panels to continually review and update content and methodology (including the use of ICT)	N/A	Start Review	Primary/TT				Process		Subject panels
	• Revise and update learning materials and resources (text books, on line resources, ICT techniques and safety, use of libraries)Start	N/A		PPE	Primary			Output		Learning materials and resources
5 B	***Teacher Quality & Professional Development***									
	• Develop teacher professional policy standards and guidelines	N/A	X	X				Output		Standards and guidelines
	• Intensive focussed training in math and science subjects, language skills and pedagogical methods (to link to the curriculum programme)	N/A	X	X	X			Output		Training report/EMIS
	• In-service training on student assessment processes so that specific problems and relevant support are provided	N/A		X	X			Output		Training report/EMIS
	• TCs have resources	N/A		X	X			Outcome		
	• Review curricula and build professional capacity of tutors	N/A	X	X				Output		Review report
5 C	***Examinations and Assessment***									
	• ZEC undertakes review of the assessment system, processes, resources and management	N/A	X	X	X			Process		Review

							Output	Implementation report
	• Implement of findings	N/A	X	X	X	X	Output	
5D	**Library services**							
	• Policy and implementation plan developed	N/A	X	X	X	X	Process	Documents approved
	• New equipped and professionally staffed centres established in each district and upgrade of current skills and stocks	N/A	X	X	X	X	Output	Centres
5E	**Inclusive Education**							
	• IE policy on inclusive education approved and disseminated	N/A	X	X	X	X		
	• # teachers receiving in-service training on IE strategies	N/A	To be agreed based on IE review	To be agreed based on IE review	To be agreed based on IE review	To be agreed based on IE review	Outcome	EMIS
	• Infrastructure meeting agreed minimum standards	N/A	To be agreed in 2017–2018	To be agreed in 2017–2018	To be agreed in 2017–2018	To be agreed in 2017–2018	Outcome	EMIS
5F	**Student Health, Protection & Life Skills**							
	• A comprehensive, integrated & multi-sectoral strategy led by MoEVT on Life Skills and School Health, Nutrition, WASH, RH, and protection developed and implemented	N/A	x	x	x	x	Output	Strategy
	• % children (breakdown by age & sex) benefitting from a comprehensive age-appropriate life skills programme with focus on child protection (banning corporal punishment), gender equality, sexual and reproductive health, effective conflict negotiation, and violence prevention skills	0%	Programme developed and operationalized	10%	20%	50%	All	Outcome	EMIS

Activity	Baseline	Milestone	10,000	30,000	50,000	70,000	Type	Source
• # of children benefitting from a comprehensive age-appropriate school health education and nutrition services package for pre-primary, primary and secondary schools	N/A	Package developed					Outcome	EMIS
• # of schools with inclusive and gender-appropriate sanitation facilities (including water supply and hand washing) constructed and supported by SBCC activities		x	x	x	x	x	Outcome	EMIS
• Talent identification and development programme for school sports developed	N/A	x	x	x	x		Process	Programme
• # of interventions for expanding existing sport facilities and equipment		x	x	x	x	x	Output	EMIS
5 G **ICT**								
• ICT policy updated	N/A	Draft	x	x			Output	Policy
• Strategic plan developed for the use of ICT as a teaching and learning platform in schools	N/A		x	x	x		Output	Strategic Plan
• Training of teachers and inspectors on ICT use in the classroom (including safety strategies)	N/A		x	x	x		Process	Training report/ attendance sheets
• Establish ICT network across the sector	N/A		x	x	x		Process	Network meeting minutes
5 H **Inspectorate**								
• New inspection framework developed (autonomy, standards and accountability, professional capacity, needs established, decentralized inspection)	N/A	x	x	x	x		Output	Inspection framework

• Trained inspectors	N/A	x	x	x		Output	Attendance sheets/EMIS activity report
• Advocacy activities with the teachers, schools and parents so they understand the supportive nature and the importance of standards	N/A	x	x	x	x	Process	
• Report preparede on operational resources for inspection and follow-up recommendations	N/A	x				Output	Inspection report

In many cases. data for the projections is still to be collected and agreed on. The progress in these areas will be one focus of the AJESR – there will be an update report from the departments and tables will be completed as agreed

Performance Framework for Programme 6 - Institutional Strategic Change

	Indicator	Baseline 16/17	17/18	18/19	19/20	20/21	21/22	Type	Accountability	Source of Verification
6A	Institutional structural and functional review	N/A	X	X	X			Output		Review
	Implementation of agreed review findings					X	X	Output		Report
6B	Research options for a professional development facility (funding, priority setting and monitoring)	N/A	X	X	X	X	X	Outcome		Strategic research plan agreed
	Professional development needs identified from the structure review are prioritized and met: No. CPD activities	N/A						Output		Minutes/report
6C	Research programme agreed	N/A	X	X	X	X	X	Outcome		Agreed report
	Research modalities agreed (i.e., role of DPPR as the manager and contractor for research)	N/A						Output		Agreed minutes
	Research activities implemented	N/A	X	X	X					Research report
6D	Establishment of new SIS-system for EMIS data collection	N/A	X	X	X			Outcome		SIS-system/EMIS reports Report
	Capacity building of EMIS-staff	N/A	X	X	X			Process		
6E	Research programme agreed	N/A	X					Output		Agreed report
	Research modalities agreed (i.e. role of DPPR as the manager and contractor for research)	N/A	X					Output		Agreed minutes
	Research activities implemented	N/A	X	X	X	X		Output		Research report

Annex 2: Bibliography

Title	Author	Date
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Innovation in the Education Sector	Noreen Dhanji	2016
Integrated Labour Force Survey, 2014	President's Office, Zanzibar and Office of Chief Government Statistician	March 2016
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HIV/AIDS and Malaria Indicator Survey	Zanzibar Aids Commission	2013
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The 2016 EGRA and EGMA reports for Zanzibar	USAID Tanzania	March 2016
The 2012/2013 Zanzibar Manpower Survey report	Planning Commission	2013
The Zanzibar Strategy for Growth and Reduction of Poverty 2015–2015, MKUZA II	The Revolutionary Government of Zanzibar	2010
The School Effectiveness and School Self Evaluation in Zanzibar (SESEZ) part of the Improving Educational Quality in Low Income Countries (EdQual) research programme funded by UK-DfID (2011).	Massoud M. Salim, University of Bristol	February 2011
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Zanzibar Education Situation Analysis		

Key Findings	Ministry of Education and Vocational Training	April 2016
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Zanzibar Strategy for Economic and Social Transformation 2016/ 17 – 2020/ 21	The Revolutionary Government of Zanzibar	Draft October 2016
Zanzibar Education Policy	Ministry of Education and Vocational Training	2006
Project Appraisal Document: Zanzibar basic Education Implementation Project	World Bank	2016
Universalizing Pre-primary Education in Zanzibar	Sheridan Bartlett	2014

Annex 3: Summary of Donor Interventions

Organization	Level	Intervention	Amount
Africa Development Bank	Vocational training Alternative learning	• Construction of two Skills Development Centers • Rehabilitation of Zanzibar Institute of Tourism and Karume Institute of Science and Technology • Capacity building and institutional development services will be provided to the new Vocational Training Authority, Karume Institute of Science, Technology, Zanzibar Institute of Tourism and Commission for Labor and the Business Incubator Facility.	23,400,000 USD (2011 – 2017)
Aga Khan Foundation	Pre-primary	• Community-based pre-primary schools • Teacher training	
Educate a Child - Qatar	Primary	• increase NER • decrease drop out • improve literacy and numeracy • possible construction	US$15.2 (half of which is funded by EAC-Q (2017–2020)
Global Partnership for Education (GPE)	Pre-primary Primary	• Teacher training • In-service teacher training for science and mathematics • School counselling services • Inclusive education • EMIS	US$8.23 million (2018–2020)
Government of the People's Republic of China	Primary	• Construction of Pangawe Primary School, Fuoni, Unguja	TZS 2,350,016,518.82/- (2016–2018)
Government of the Republic of Korea	Primary Secondary	• Construction of one primary school	700,000 USD (2016/17 – 2017/18)
Milele Zanzibar Foundation	Pre/Primary and Secondary	• Construction of classrooms, teacher hostels, WASH facilities • Teacher Training and Professional Development • Capacity strengthening	US$1.615m (2016–2020)
OPEC Fund	Primary and Secondary	• Construction and furniture for nine schools	US$10.2m (2015–2019)
SIDA (Government of Sweden)	Primary	• Construction and furniture for 23 classrooms, teacher centres, library	US$4.6 million (2010–2016)
UNICEF	Pre-primary	• Teachers • Proposed supervising entity for Educate a Child programme	US$9.2 million (2016/17 – 2020/21)
USAID	Primary	• ICT (equipment, training)	US$8.0 million (2016–2021)

World Bank	Primary and Secondary	• School Grant • Teacher training • Inspectorate and examination reform • EMIS improvement • Construction of classrooms, libraries and laboratories	US$ 35 million (2015–2019)
Table for Two International (TfT)	Primary	• School feeding programme	US$803,307 (2016–2018)
KOICA	Secondary	• Improve quality of secondary education	US$803,307 (2016–2018)
The Union Property Developers Ltd	Secondary school	• Construction of Secondary School - Bwefum	US$ 1.06 million (2016–2018)
Bank of Arab for Development of Africa - BADEA	Secondary school	• Construction Kibuteni Secondary Schools	US$ 3.9 million (2012–2018)