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Report No: PAD5167

INTERNATIONAL DEVELOPMENT ASSOCIATION

PROJECT APPRAISAL DOCUMENT

ON A

PROPOSED CREDIT

IN THE AMOUNT OF SDR 39 MILLION
(US\$50 MILLION EQUIVALENT)

TO THE

UNITED REPUBLIC OF TANZANIA

FOR A

ZANZIBAR IMPROVING QUALITY OF BASIC EDUCATION PROJECT

November 30, 2022

Education Global Practice
Eastern And Southern Africa Region

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CURRENCY EQUIVALENTS
(Exchange Rate Effective October 31, 2022)

Currency Unit = Tanzania Shillings (TZS)

SDR 0.77924709 = US\$1

TZS 2,331.98 = US\$1

FISCAL YEAR
July 1 - June 30

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ABBREVIATIONS AND ACRONYMS

AJESR	Annual Joint Education Sector Review
AM	Accountability Mechanism
AWP	Annual Work Plan
AWPB	Annual Work Plans and Budgets
BGSLP	Boys and Girls Science and Leadership Program
BoT	Bank of Tanzania
CA	Chief Accountant
CAG	Controller and Auditor General
CBA	Cost Benefit Analysis
CMS	Content Management System
COVID-19	Coronavirus Disease of 2019
CPA	Certified Public Accountant
CPD	Continuous Professional Development
CPF	Country Partnership Framework
CRI	Corporate Required Indicator
DA	Designated Account
DP	Development Partner
DPPR	Department of Policy, Planning and Research
DTE	Department of Teacher Education
E-ProZ	E-Procurement Zanzibar
E&S	Environmental and Social
EGRA	Early Grade Reading Assessment
EGMA	Early Grade Mathematics Assessment
EMIS	Education Management Information System
ESCP	Environmental and Social Commitment Plan
ESF	Environmental and Social Framework
ESHS	Environmental, Social, Health, and Safety
ESMF	Environmental and Social Management Framework
ESRS	Environmental and Social Review Summary
ESS	Environmental and Social Standards
FM	Financial Management
FAWE	Forum for African Women Educationalists
GBV	Gender Based Violence
GCFR	Global Crisis Response Framework
GDP	Gross Domestic Product
GER	Gross Enrollment Ratio
GHG	Green-House Gas
GPE	Global Partnership for Education
GPI	Gender Parity Index
GPF	Global Proficiency Framework
GPN	General Procurement Notice
GRM	Grievance Redress Mechanism
GRS	Grievance Redress Service
HBS	Household Budget Survey

IBRD	International Bank for Reconstruction and Development
IDA	International Development Association
IFR	Interim Financial Reports
IPSAS	International Public-Sector Accounting Standards
IRR	Internal Rate of Return
ISA	International Standards on Auditing
KMEC	Kwarara Media Education Center
KOICA	Korea International Cooperation Agency
LAYS	Learning Adjusted Years of Schooling
LGA	Local Government Authority
LMP	Labor Management Procedures
LMS	Learning Management System
LSA	Large Scale Assessment
M&E	Monitoring and Evaluation
MoEVT	Ministry of Education and Vocational Training
MoFP	Ministry of Finance and Planning
NECTA	National Examination Council of Tanzania
NGO	Non Governmental Organization
NOCP	National Open Competitive Procedures
NPV	Net Present Value
PBZ	People's Bank of Zanzibar
PO-FP	President's Office Finance and Planning
OCAG	Office of the Controller and Auditor General
OCIE	Office of Chief Inspector of Education
OER	Open Education Resource
OOSC	Out-of-School Children
PCR	Pupil Classroom Ratio
PCU	Project Coordination Unit
PDMU	Procurement and Disposal Management Unit
PIM	Project Implementation Plan
PMT	Project Management Team
PP	Procurement Plan
PPSD	Project Procurement Strategy for Development
PS	Principal Secretary
RF	Results Framework
RGOZ	Revolutionary Government of Zanzibar
RPF	Resettlement Policy Framework
SC	Steering Committee
SEA	Sexual Exploitation and Abuse
SEACMEQ	Southern and Eastern Africa Consortium for Monitoring Education Quality
SEP	Stakeholder Engagement Plan
SIDA	Swedish International Development Cooperation Agency
SIS	School Information System
SORT	Systematic Operations Risk-rating Tool
SPD	Standard Procurement Documents
SRR	Social Risk Rating

STEM	Science, Technology, Engineering, and Mathematics
STEP	Systematic Tracking of Exchanges in Procurement
SUZA	State University of Zanzibar
TA	Technical Assistance
TC	Teacher Centers
TTC	Teacher Training College
TIE	Tanzania Institute of Education
TLM	Teaching and Learning Materials
ToR	Terms of References
TZS	Tanzania Shillings
UNDB	United Nations Development Business
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
US	United States
USAID	United States Agency for International Development
VAC	Violence Against Children
VLE	Virtual Learning Environment
ZADDP	Zanzibar Development Plan
ZEC	Zanzibar Examination Council
ZEDP	Zanzibar Education Development Plan
ZIE	Zanzibar Institute of Education
ZISP	Zanzibar Improving Student Prospects
ZIQUE	Zanzibar Improving Quality of Basic Education
ZPPDPA	Zanzibar Public Procurement and Disposal of Public Assets Authority



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DATASHEET

BASIC INFORMATION

Country(ies)	Project Name	
Tanzania	Zanzibar Improving Quality of Basic Education Project	
Project ID	Financing Instrument	Environmental and Social Risk Classification
P178157	Investment Project Financing	Substantial

Financing & Implementation Modalities

<input type="checkbox"/> Multiphase Programmatic Approach (MPA)	<input type="checkbox"/> Contingent Emergency Response Component (CERC)
<input type="checkbox"/> Series of Projects (SOP)	<input type="checkbox"/> Fragile State(s)
<input type="checkbox"/> Performance-Based Conditions (PBCs)	<input type="checkbox"/> Small State(s)
<input type="checkbox"/> Financial Intermediaries (FI)	<input type="checkbox"/> Fragile within a non-fragile Country
<input type="checkbox"/> Project-Based Guarantee	<input type="checkbox"/> Conflict
<input type="checkbox"/> Deferred Drawdown	<input type="checkbox"/> Responding to Natural or Man-made Disaster
<input type="checkbox"/> Alternate Procurement Arrangements (APA)	<input type="checkbox"/> Hands-on Enhanced Implementation Support (HEIS)

Expected Approval Date	Expected Closing Date
22-Dec-2022	31-Jan-2029

Bank/IFC Collaboration

No

Proposed Development Objective(s)

The project will aim to improve teaching competencies and learning outcomes, and reduce the gender gap in transition rates within basic education.

Components

Component Name	Cost (US\$, millions)
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Strengthen Teacher Effectiveness	19.00
Strengthen Teacher Support	8.90
Support Conducive Learning Environments	18.00
Strengthen Systems and Support Project Management	4.10

Organizations

Borrower: United Republic of Tanzania

Implementing Agency: Ministry of Education and Vocational Training (MoEVT)

PROJECT FINANCING DATA (US\$, Millions)

SUMMARY

Total Project Cost	50.00
Total Financing	50.00
of which IBRD/IDA	50.00
Financing Gap	0.00

DETAILS

World Bank Group Financing

International Development Association (IDA)	50.00
IDA Credit	50.00

IDA Resources (in US\$, Millions)

	Credit Amount	Grant Amount	SML Amount	Guarantee Amount	Total Amount
Tanzania	50.00	0.00	0.00	0.00	50.00
National Performance-Based Allocations (PBA)	50.00	0.00	0.00	0.00	50.00
Total	50.00	0.00	0.00	0.00	50.00



Expected Disbursements (in US\$, Millions)

WB Fiscal Year	2023	2024	2025	2026	2027	2028	2029
Annual	1.00	3.45	10.68	11.66	10.18	8.39	4.64
Cumulative	1.00	4.45	15.13	26.79	36.97	45.36	50.00

INSTITUTIONAL DATA

Practice Area (Lead)

Education

Contributing Practice Areas

Climate Change and Disaster Screening

This operation has been screened for short and long-term climate change and disaster risks

SYSTEMATIC OPERATIONS RISK-RATING TOOL (SORT)

Risk Category	Rating
1. Political and Governance	Moderate
2. Macroeconomic	Moderate
3. Sector Strategies and Policies	Moderate
4. Technical Design of Project or Program	Moderate
5. Institutional Capacity for Implementation and Sustainability	Substantial
6. Fiduciary	Substantial
7. Environment and Social	Substantial
8. Stakeholders	Low
9. Other	Low
10. Overall	Substantial



COMPLIANCE

Policy

Does the project depart from the CPF in content or in other significant respects?

Yes No

Does the project require any waivers of Bank policies?

Yes No

Environmental and Social Standards Relevance Given its Context at the Time of Appraisal

E & S Standards	Relevance
Assessment and Management of Environmental and Social Risks and Impacts	Relevant
Stakeholder Engagement and Information Disclosure	Relevant
Labor and Working Conditions	Relevant
Resource Efficiency and Pollution Prevention and Management	Relevant
Community Health and Safety	Relevant
Land Acquisition, Restrictions on Land Use and Involuntary Resettlement	Relevant
Biodiversity Conservation and Sustainable Management of Living Natural Resources	Relevant
Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities	Not Currently Relevant
Cultural Heritage	Relevant
Financial Intermediaries	Not Currently Relevant

NOTE: For further information regarding the World Bank’s due diligence assessment of the Project’s potential environmental and social risks and impacts, please refer to the Project’s Appraisal Environmental and Social Review Summary (ESRS).

Legal Covenants

Sections and Description



Section I A (c) of the Subsidiary Agreement: The Project Implementing Entity shall recruit, no later than three (3) months after Effective Date, a procurement specialist under the terms of reference satisfactory to the Association to be responsible for inter alia supporting and building capacity of the MoEVT

Conditions

Type Effectiveness	Financing source IBRD/IDA	Description Article 4, clause 4.01 (a) of the Financing Agreement: the Project Agreement has been duly executed and delivered, and all conditions precedent for its effectiveness, other than the effectiveness of this Agreement, have been fulfilled;
Type Effectiveness	Financing source IBRD/IDA	Description Article 4, clause 4.01 (b) of the Financing Agreement: the Subsidiary Agreement has been duly executed and delivered between the Recipient and the Project Implementing Entity, and all conditions precedents to its effectiveness or to the right of the Project Implementing Entity to receive the proceeds of this Financing thereunder have been fulfilled; and
Type Effectiveness	Financing source IBRD/IDA	Description Article 4, clause 4.01 (c) of the Financing Agreement: the Project Implementation Manual has been duly adopted by the Project Implementing Entity in form and substance satisfactory to the Association.
Type Disbursement	Financing source IBRD/IDA	Description Schedule 2, Section III B 1 of the Financing Agreement: Notwithstanding the provisions of Part A of this Section, no withdrawal shall be made ... (b) for payments under Category (2), unless the Project Implementing Entity has prepared and adopted the School Construction Strategy in form and substance satisfactory to the Association.



I. STRATEGIC CONTEXT

1. **The Zanzibar Improving Quality of Basic Education Project (ZIQUE), in the amount of US\$50 million equivalent, aims to address some of the most critical challenges to achieving quality basic education in Zanzibar.** The Project design builds on: (i) global evidence on factors which positively impact learning; (ii) achievements and lessons learned from the implementation of the Zanzibar Improving Students Prospects (ZISP) Project (P153277); (iii) sector priorities identified within the Zanzibar Education Development Plan II (ZEDP II); and (iv) contextually relevant evidence, based on past and ongoing analytical work. The Project's design will: (i) support the provision of high-quality teaching and learning materials that are well-aligned with the new curriculum; (ii) effective teacher training and teacher support activities; (iii) implement learning assessment activities which will provide valuable feedback on student achievement to policymakers, teachers, and other stakeholders; and (iv) support other core areas which aim to strengthen teacher-learner interaction. The Project supports process and policy changes in the education system that will serve to strengthen the quality of service delivery during project implementation and beyond, such as the development of a school construction strategy, standardized construction designs and plans, a learning assessment framework, and policy papers which will inform teacher management reforms in the sector. The Project also supports critical innovations such as the use of education technology to enhance teaching in the classroom, foster learner engagement, support teacher Continuous Professional Development (CPD), and enhance systems management. Finally, the Project aims to be inclusive in its design by addressing needs of students with disabilities as well as promoting boys' retention and girls' achievement, especially in the fields of Mathematics and Science, at the lower secondary level. The Project's objectives are closely aligned with the priorities set forth under Pillar 2.1 of the Zanzibar Development Vision 2050, which seeks to transform the education system through high-quality, and inclusive, education and training programs which are able to build the country's human capital base.

A. Country Context

2. **Zanzibar is a semi-autonomously governed part of the United Republic of Tanzania.** The archipelago consists of two main islands, Pemba and Unguja, which are administratively divided into 5 regions and 11 districts. It has an estimated population of 1.9 million people, representing about 3.5 percent of the total population for the United Republic of Tanzania.¹ About 71 percent of Zanzibaris live on the island of Unguja, with the rest living on the island of Pemba. Although there have been population shifts towards urban areas over time, 56 percent of the population live in rural areas.² Zanzibar, like mainland Tanzania, is also characterized by its young population, where about 44 percent are aged 15 years old and under.³

3. **Zanzibar has experienced a decade of strong macroeconomic performance characterized by rapid economic growth and moderate inflation.** Economic growth slowed down significantly in 2020 due to the impact of the pandemic linked to the coronavirus disease (COVID-19), which has negatively impacted public spending on education over the past two years. While the economy has been gradually recovering, spending on education has not fully returned to pre-pandemic levels. Between 2016 and 2019, Zanzibar's real Gross Domestic Product (GDP) grew at an average of 7.2 percent, while the real GDP per capita grew on average by 3.5 percent. However, the COVID-19 pandemic led to a substantial slowdown in the services sector, which accounts for almost a third of Zanzibar's GDP. This was, in part, driven by the slowdown within the tourism industry which accounts for almost half of the services sector. As a result, the real

¹ Preliminary results of the 2022 Population and Housing Census 2022.

² Source: Based on the Office of the Chief Government Statistician (OCGS) Household Budget Survey 2019/20.

³ Source: Based on population projections from the National Bureau of Statistics of Tanzania.



GDP growth rate declined to 1.3 percent in 2020. The economy started showing signs of recovery starting in late 2021, bolstered by the steady return of tourists to the island, and estimates indicate an economic growth rate of 5.1 percent for 2021. The growth rate continued to maintain momentum as the economy continued to grow at 5.1 percent in Q1 2022 and 6.6 percent in Q2 2022. Public spending on education, however, has not yet returned to pre-pandemic levels. While public spending on education (in real terms) experienced a steady increase from 3.8-5.8 percent of GDP between 2015/16 and 2018/19, it dropped to 4.3 percent in 2019/20 and to 4.0 percent in 2020/21.⁴ Similarly, spending on education as a share of total public spending had risen from 16.8 percent in 2015/16 to 24.3 percent in 2018/19, before registering a decrease to 19 percent in 2019/20 and 20.5 percent in 2020/21, and while the budgeted expenditure for 2021/22 has surpassed 2018/19 levels, it is unclear if budget execution levels will be high. Importantly, most of the spending is focused on salaries (92 percent of primary spending and 80 percent at the secondary level), limiting public spending on non-salary recurrent budget items such as teacher training activities, and other quality-enhancing interventions.

4. **Zanzibar has also registered a steady decrease in poverty rates over the past decade.** Since 2009, Zanzibar has registered a steady decrease in the incidence of the population living under the Zanzibar poverty line. The poverty rate declined from 34.9 percent in 2009 to 25.6 in 2019, a reduction of about 1 percentage point per year on average.⁵ There has also been fast improvement in various non-monetary poverty indicators such as school enrollment and access to electricity. However, despite a drop in the monetary poverty rate, fast population growth has resulted in the total number of poor people remaining high. Moreover, the difference in the poverty rate between urban and rural areas increased, driven primarily by welfare gaps between the islands of Pemba and Unguja. The rural poverty rate is more than double the urban poverty rate— 33.7 percent and 15.5 percent respectively. Simulations suggest that in 2020 the urban poverty rate has increased by almost 2 percentage points following the income shock induced by the COVID-19 pandemic, which particularly affected those working in informal, low-skilled jobs in urban areas.

5. **The Revolutionary Government of Zanzibar (RGoZ) aspires to raise GDP per capita and eradicate poverty by 2050 through sustainable and inclusive human development-led growth.** The RGoZ aims to accelerate the structural transformation of Zanzibar's productive capabilities through economic modernization and diversification with a particular focus on export-oriented and technology-driven development. To achieve this objective and ensure inclusive growth and poverty reduction goals are also met, the RGoZ is seeking to strengthen its human capital base, in line with Pillar II of the Development Vision 2050, with aims to provide youth with the education and skills needed to harness those economic opportunities and to fully participate in the RGoZ's economic transformation. This is particularly important as a large share of youth in Zanzibar do not complete 12 years of education and many are not engaged in any economic activity. For example, according to the most recent household survey,⁶ 35 percent of 17-year-olds had already left school, and over half were not engaged in any economic activity.

6. **Strengthening human capital to achieve these ambitious development goals will require significant investment in education to improve foundational learning outcomes and to provide the cognitive and socio-emotional skills necessary for the successful acquisition of technical skills in post-basic education.** The 2022 Human Capital Index reveals that a child born in Tanzania today will only be 39 percent as productive as they could be if they enjoyed complete education and full health. In Zanzibar, an 18-year-old averages about 7.8 years of schooling. However, when adjusted for quality of education received, the learning-adjusted years of schooling (LAYS) is only 5.1 years, indicating that, on average, students lose the equivalent of 2.7 years of schooling. The RGoZ's Development Vision 2050 Plan specifically calls for

⁴ Source: forthcoming Public Expenditure Review in Education and Health in Zanzibar.

⁵ Source: Toward a More Inclusive Zanzibar Economy: Zanzibar poverty assessment 2022.

⁶ Source: Based on OCGS Household Budget Survey 2019/20.



quality inclusive education and training programs to improve learning outcomes. The Plan emphasizes the need for acquisition of basic literacy and numeracy skills in primary and higher-order skills, such as critical thinking, creativity and innovation, as well as labor market-oriented skills development for the secondary level and beyond (Pillar 2.1).

B. Sectoral and Institutional Context

7. **The RGoZ has made significant progress in recent years towards its goals of providing universal access to basic education,⁷ and the public school system remains the largest education service provider in Zanzibar.** The Government abolished school fees in pre-primary and primary schools in 2015 and in secondary schools in 2018, leading to a significant increase in enrollment in government schools, which, today, accommodates over 467,000 students. Private schools' account for about 15 percent of total enrollment of close to 552,000 students across pre-primary, primary, and secondary levels.⁸ Enrollment in private schools has increased by 14 percent between 2017 and 2021 while public schools' enrollment has increased by 27 percent over the same period. Increasing access to pre-primary has been a clear priority for the Ministry of Education and Vocational Training (MoEVT) and the results are particularly impressive with Gross Enrollment Ratios (GER), increasing from 57 to 87.8 percent between 2014/15 and 2019/20. The increase in access to pre-primary education has been largely equitable across key dimensions such as rural and urban areas, sex, wealth quintiles, as well as across the regions of Pemba and Unguja. At the primary level, the GER was 112 percent in 2019/20 and is above 100 percent across all dimensions (wealth quintile, sex, region, areas). Access at the lower secondary level has also substantially increased over time although disparities persist at this level. The GER at the lower secondary increased from 68 to 90 percent between 2014/15 and 2019/20 with Pemba reaching 70.4 percent compared to Unguja at 105.1 percent. Access to lower secondary was also significantly higher among non-poor households at 104.9 percent compared to 70 percent for poor households. The COVID-19 pandemic has had a limited impact on enrollment at the pre-primary and primary levels which, based on recent administrative data for 2020 and 2021, which reveals an increase in enrollment at the pre-primary and primary education level of 8 and 6 percent respectively. However, it did show a decrease in enrollment of 4 percent and 0.3 percent in secondary schools in 2020 and 2021, respectively.

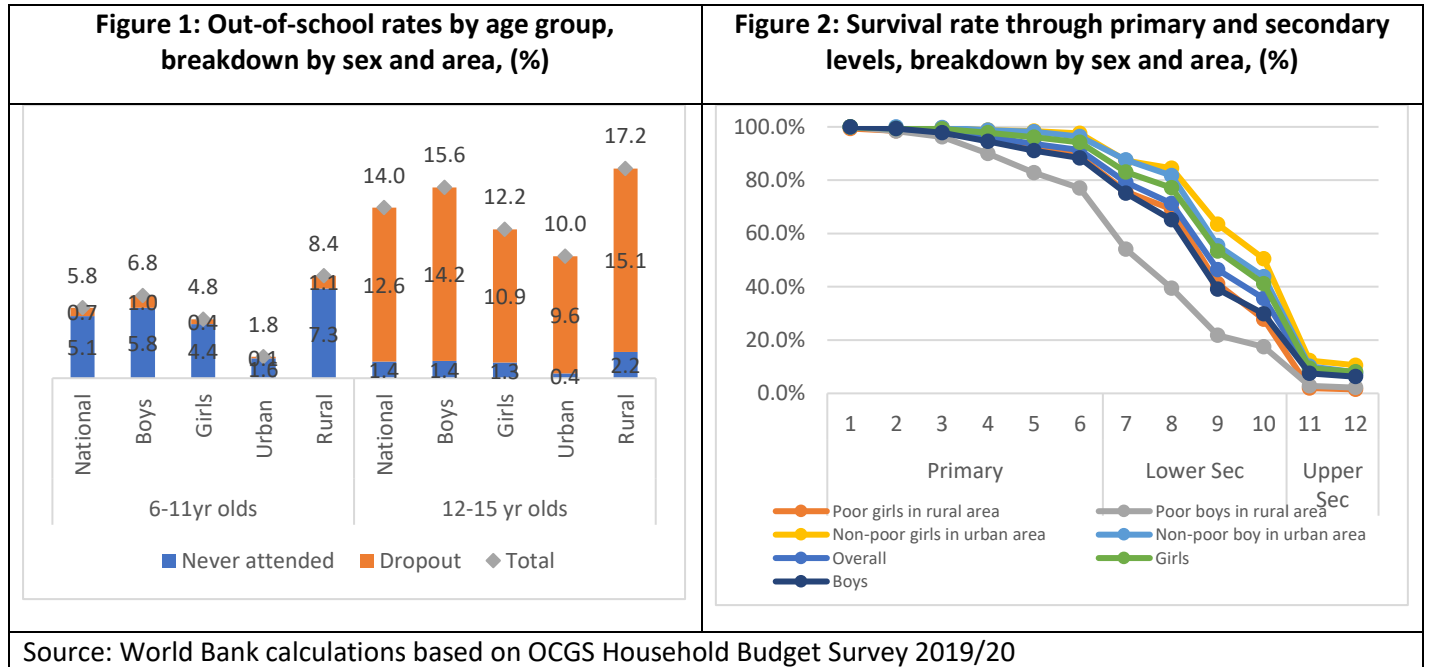
8. **The education system is characterized by low repetition and dropout rates in primary and relatively high transition rates to lower secondary, but survival rates tend to decline early in lower secondary.** Most children, boys and girls, start school and progress through the primary cycle with little to no repetition but tend to repeat classes and drop out more frequently within the lower secondary cycle, in part due to their lack of readiness to participate in high-stakes examinations in Form 2 and Form 4. About 5.8 percent of primary school age children were out-of-school in 2019, most of whom have never, or not yet, attended school. However, among the lower secondary school age children, the out-of-school rate was on average 14 percent, largely made up of children who dropped out of school at some point during the basic education cycle (see **Figure 1**). The dropout rate was higher among boys (15.6 percent) than girls (12.2 percent) and also higher in rural areas (17.2 percent) compared to urban areas (10 percent). The overall survival rate throughout primary education is high, although lower among boys and girls from poor households living in rural areas (77 and 89 percent, respectively) (**Figure 2**). Most children tend to pass the end of primary cycle examination and transition to Form 1. On average, in 2020, 98.1 percent of students passed the Standard 6 examination (96.8 percent of

⁷ Zanzibar's education system currently follows a 2-7-4-2 formal education system with 2 years of pre-primary, 7 years of primary education, 4 years of lower secondary and 2 years of upper secondary. The first 13 years, which make up the basic education level, are fee free and compulsory. This new system reflects a policy change which took effect in 2021 with the introduction of an additional year of primary education where the system moved from 6 to 7 years in an effort to align with the primary education system in mainland Tanzania. Schooling in pre-primary starts at age 4 while the official age of entry to primary Standard 1 is 6 years old. The language of instruction is Kiswahili until Standard 4 and teachers are officially expected to transition to English in Standard 5.

⁸ Source: Ministry of Education and Vocational Training Statistical Abstract 2021.



boys and 99.3 percent for girls), and about 97.3 percent of those transitioned to Form 1 (96.4 percent for boys and 98.1 percent for girls) which is the first year of lower secondary. However, the survival rate tends to drop within the lower secondary cycle, especially among boys from poor households in rural areas. About 80 percent of students pass the Form 2 examination, although the pass rate is only 67 percent among boys compared with 85 percent for girls.



9. **The academic challenges faced by students in lower secondary, stems in part from their lack of readiness upon completion of primary cycle and may contribute to the reasons why some choose not to pursue their education.** According to the Household Budget Survey 2019/20, over 59 percent of lower secondary school age students who dropped out of school, reported doing so because “school is useless/uninteresting”. This likely reflects more nuanced and varied reasons, among which, is the lack of readiness to study and sit for examinations in English which is the language of instruction in lower secondary. This is a significant challenge for students and teachers alike. For example, close to 40 percent of teachers participating in the training under the Zanzibar Improving Students Prospects (ZISP) failed the English proficiency baseline test⁹ and although proficiency levels did increase by the end of the training, there is still room for further improvement. Other reasons that may contribute to student drop out are captured in the Education Management Information Systems (EMIS) database and include poverty and parental divorce as leading reasons at the lower secondary level. About 21 percent of students are already considered overage at the primary level, combined with higher repetition rates at the lower secondary level, this may be an additional push factor, leading to higher dropouts as they choose to join the labor market early.

10. **Learning outcomes are not consistently measured, limiting the ability to diagnose the state of learning in the system, and provide feedback for improvement.** Although examinations are held at various stages of the basic education cycle, standardized learning outcomes are not systematically measured with low-stakes assessments, and participation in large scale regional or international assessments is sporadic, largely based on availability of external funding. There are currently four main examinations within the basic education cycle: (i) the Standard 4 exam; (ii) the Standard 6 exam;

⁹ Source: ZISP monitoring reports.



(iii) the Form 2 examination; and (iv) the Form 4 examination. The first three are prepared and administered by the Zanzibar Examination Council (ZEC) whereas the Form 4 exam is administered by the National Examination Council of Tanzania (NECTA) in mainland. While examination results are important to determine progression of students within the cycle, they are not designed to provide consistently comparable, critical feedback on learning outcomes and are not meant to be used for monitoring purposes. Technical Assistance (TA) is being provided to ZEC under the Zanzibar Improving Student Prospects (ZISP) Project (P153277) to strengthen the quality of the Form 2 examinations and ensure there is a feedback loop to teachers, but reforms to the assessment system have not yet been finalized. Zanzibar has participated in large scale assessments which measure and have clear proficiency benchmarks for learning outcomes such as the Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) assessments conducted by the United States Agency for International Development (USAID) in 2014 and 2017 (measuring literacy and numeracy learning outcomes in standard 3), as well as the Southern and Eastern Africa Consortium for Monitoring Education Quality (SEACMEQ III) in 2007 (standard 6). However, participation in such assessments tends to be sporadic, largely depending on available funding, and also varies in terms of focus (grades and subject matters).

11. Learning outcomes in foundational reading and numeracy skills at the primary level remain low, contributing to the lack of readiness of students at the lower secondary level. The most recent learning assessments are the 2017 which were conducted with support from USAID. The findings indicate that primary students in Zanzibar tend to perform poorly on measures for foundational reading and numeracy skills (Standard 3). In 2017, few students were able to meet the proficiency benchmarks—only 1 percent of students met the oral fluency benchmark (50 correct words per minute) and only 4 percent met the reading comprehension benchmark, whereas 0.9 percent were able to carry out the addition/subtraction and 5.9 percent were able to accurately complete the missing number subtask. Zanzibar’s performance was below the national average in each dimension of learning assessed by EGRA and EGMA.

12. Schooling infrastructure provision and the learning environment in schools are not conducive to learning. The schooling infrastructure has not kept up with the increase in enrollment rates since the introduction of the free primary and secondary education policy in 2015 and 2018, leading to large class sizes as well as a high incidence of double and triple shifts, especially at the primary level. Both impact the learning environment, reducing the quantity and quality of the contact time between teacher and student. The average Pupil Classroom Ratio (PCR) at the primary level tends to be higher in districts with higher levels of poverty, in particular in Pemba districts of Chake Chake, Micheweni, Mkoani, and Wete which average 86-108 students per class. There are 21 wards¹⁰ across Zanzibar where primary schools average over 100 pupils per classroom, while the national standard stipulates a class size of no more than 45 pupils. In addition, about 44 percent of primary schools use double shifts (or triple shifts in some instances) in order to accommodate all children. This tends to be more widespread in some districts of Unguja such as Kaskazini B, Mjini and Magharabi A where over 70 percent of schools operate in double shifts. In some extreme cases, where there are a very large number of students in the community but not enough schooling facilities, different schools end up sharing the same premises and building facilities, alternating the use of the school in the morning and in the afternoon, on a monthly basis.

13. Schools are rarely equipped with enough student textbooks or teacher guides, leaving students and teachers to share scarce learning materials. In 2021, on average, the student-textbook ratio varied between 4-5 in lower primary, 3-4 in upper primary grades and 2-3 in lower secondary. For example, in Form 1 and 2, on average 4 students share a biology textbook while up to 3 students on average share a physics textbook.¹¹

14. Accessibility to schools remains an issue in some areas, especially at the secondary level. On average, 51 percent

¹⁰ The ward is the lower administrative unit.

¹¹ Source: Ministry of Education and Vocational Training Statistical Abstract 2021.



and 41 percent of primary and secondary students, respectively, commute less than 1km to school. However, there are still some pockets where distance to school is 3km or more.¹² These tend to be more prevalent at the secondary level, especially in Pemba. For example, in the district of Micheweni, close to a quarter of all secondary students, girls and boys, still travel 3km or more to reach school. This contributes to several challenges, including lateness from students and teachers due to lack of adequate, regular public transportation and high transportation costs which may be a barrier to regular attendance as confirmed in the 2019 Time to Teach study published by UNICEF.

15. **Teachers tend to have the required qualifications, but the pre-service curriculum is not up-to-date and there is a lack of adequate and sustained provision of effective in-service training.** There are about 14,000 teachers in the public education system, about 71 percent of whom are women.¹³ Teachers also tend to be young and are likely to stay in the system for many years. Pre-service training and certification are provided through three Teacher Training Colleges as well as the School of Education at the State University of Zanzibar (SUZA). Most teachers have the required qualifications (98.8 percent are qualified at the primary level and 99.4 percent at the secondary level) but their content-knowledge and pedagogical knowledge indicates that teachers still lack some core skills to teach effectively. For example, Juma et. al (2017)¹⁴ find that teachers in Zanzibar receive no pre-service training on inclusive education and are largely unprepared to address the diversity of needs in the classroom. Under the ZISP Project (P153277), baseline assessments administered to upper primary and lower secondary teachers prior to the training program revealed strong weaknesses in content and pedagogical know-how in Mathematics, Sciences and English. Similarly, recent research found that while secondary Mathematics teachers in Zanzibar have moderate level of pedagogical content knowledge, their ability to translate that knowledge into classroom practice is low.¹⁵

16. **Teacher Centers (TCs) which support in-service teacher training have limited capacity and resources to adequately support teachers on a regular basis while project-based teacher training is limited.** There are presently two main modalities through which in-service training is provided: (i) project-based training—these are *ad-hoc* training sessions which are provided in the context of a project. These tend to be time-bound, targeting part of the teachers in the system, and tend to focus on a specific area of needs; and (ii) continuous professional development trainings offered by the 11 TCs within the districts in their catchment area. The TC-based trainings are developed based on a needs-assessment conducted from classroom observations carried out by TC Subject Advisors as well as from inspectorate reports and are organized on a monthly basis to target specific issues that were observed. Trainings are usually open to one teacher at the school who is then expected to train other teachers upon their return. Some of the main shortcomings of the current system and some of the lessons learned from ZISP indicate that: (i) project-based trainings can be effective, but because they are usually limited in scope and time, government systems need to be ready to continue to support teachers post-training to ensure the training is effectively applied in the classroom; (ii) project-based training are usually focused on specific content and may not address other critical challenges; (iii) TCs have limited financial resources, usually mobilized through income-generating activities, to finance transportation costs to visit schools and to carry out classroom observations and conduct needs assessments; (iv) training at TCs is usually offered to only one teacher at the school and teachers report that beneficiaries are either unable or unwilling to provide training to others upon their return, limiting the impact of the training;¹⁶ and (v) subject advisors may themselves have weaknesses in their content and pedagogical

¹² Source:Based on OCGS Household Budget Survey 2019/20.

¹³ Source:Ministry of Education and Vocational Training Statistical Abstract 2021.

¹⁴ Juma, S., Lehtomäki, E., & Naukkarinen,A. (2017). Developing inclusive pre-service and in-service teacher education: Insights from Zanzibar primary schoolteachers. *International Journal of Whole Schooling* 13 (3), 67-87.

¹⁵ Moh'd, S. S., Uwamahoro, J., Joachim, N., and Orodho, J. A. (2021). Assessing the Level of Secondary Mathematics Teachers' Pedagogical Content Knowledge. *Eurasia Journal of Mathematics, Science and Technology Education*, 17(6), em1970.

¹⁶ Source: Consultative workshop was held in March 2022 with a group of primary and secondary teachers.



knowledge to effectively support teachers.¹⁷

17. Boys, especially those from rural areas and low socioeconomic background, tend to disengage from education earlier than girls. Increasingly, at the lower secondary level, boys, especially those from rural areas and low socioeconomic background, are failing to progress and complete their education as shown in **Figure 2**. Boys tend to repeat classes more often than girls, perform less well on the Form 2 examination, and are more likely to drop out before completing Form 4. In 2021, the transition rate between Form 2 and Form 3 among girls was 88.4 percent compared to only 70.5 percent for boys **Error! Reference source not found.** Trend data reveal that the gap, has been increasing over time. In 2017, transition rates were 11 percentage points higher for girls, and by 2021, this had increased to 18 percentage points. A closer look at the gap by district revealed that this trend was true across all districts of Zanzibar, although the gender gap was more pronounced in some areas such as Kusini, where the transition rate among girls and boys were 79 percent and 46 percent respectively, hence a gap of 33 percentage points.

18. Ensuring girls complete the basic education cycle successfully also remains a challenge. Girls' access to basic education has significantly improved over the past decade, with GERs reaching 88 percent, 109.8 percent and 98.6 percent in pre-primary, primary and lower secondary, respectively, in 2019. While survival rates are also higher for girls, resulting in 50 percent more girls sitting for the Form 4 examination than boys, they tend to underperform on the Form 4 examinations. Overall, about 5.5 percent of boys are able to obtain a Division I or II score (the highest scores on the exam) compared to only 3 percent for girls. Similarly, about 68 percent of boys are able to obtain a passing score (Division I-IV) compared to 61.2 percent of girls. This disparity in performance also varies by district, for example, the gap between boys and girls tends to be larger in some areas such as Kusini, Unguja (72.7 percent versus 54.2 percent) and Micheweni, Pemba (63.5 percent versus 47.5 percent).

19. Promoting boys' and girls' successful completion of lower secondary, especially in Science and Mathematics, will require teachers trained in gender-sensitive and gender-responsive pedagogical approaches. A study conducted with over 130 teachers in Tanzania including Zanzibar, revealed that teachers often hold pre-conceived perceptions of what is important for boys and girls to learn.¹⁸ This study revealed that teachers agreed that it was important for boys to learn Mechanics, Mathematics, Advanced Mathematics, Chemistry and Accounting while it was deemed important for girls to learn cooking, Kiswahili, typing and sewing. Another study also highlights that most primary and secondary school teachers in Zanzibar do not receive sufficient, if any, inclusive education training.¹⁹ Some efforts have been made to pilot programs to improve teachers' competencies, for example, a training course was provided to 20 schools through the State University of Zanzibar (SUZA) on inclusive education modules,²⁰ including gender-sensitive and gender-responsive pedagogy. The Zanzibar chapter of the Forum for African Women Educationalists (FAWE) has also implemented ad hoc teacher training activities on gender-responsive pedagogy. However, additional efforts will be required to ensure training is disseminated to more teachers and applied in the classroom.

20. Ensuring education is inclusive, especially for students living with disabilities, is a priority for the MoEVT. There are about 1,011 pre-primary, 5,145 primary and 4,407 secondary students who are documented as living with a disability.²¹ This is equivalent to about 1.7 percent of pre-primary and primary students and 3.8 percent of secondary

¹⁷ This was highlighted during a visit to TC in Kitope, Zanzibar in March 2022.

¹⁸ Essary, J. and J. Hootb (2017). Gender Equity in Tanzanian Classrooms. International Journal of the Whole Child, VOL. 2, NO. 2.

¹⁹ Juma, S., Lehtomäki, E., & Naukkarinen, A. (2017). Developing inclusive pre-service and in-service teacher education: Insights from Zanzibar primary schoolteachers. International Journal of Whole Schooling 13 (3), 67-87.

²⁰ There are 11 modules spanning different core issues, including gender and life-skills.

²¹ Source: Education Management Information System (EMIS) 2021.



students. According to the EMIS data, over 53 percent are students with partial visual disabilities. The MoEVT has also recently constructed two schools, one in Pemba and one in Unguja, with boarding and medical facilities for those students suffering from more severe disabilities and who may require additional health services to effectively pursue their education. As the MoEVT expands access for students living with disabilities, teachers also require additional training to strengthen their inclusive teaching skills.

21. **The MoEVT is looking to education technology to transform teaching and learning and strengthen the sector's resilience to shocks like the COVID-19 pandemic.** The COVID-19 pandemic has highlighted the need to strengthen the education sector's resilience to such shocks and to leverage multi-modal technology to facilitate remote learning. Due to the COVID-19 pandemic, schools closed in March 2020 for a period of three months, reopening in June, under strict safety protocols. These measures included limiting class sizes, extending the school week to Saturdays and adding third school shifts where needed, as well as enforcing hygiene requirements for students and staff. To ensure continued learning during school closures, the Ministry turned to broadcasting radio programs that covered literacy, numeracy and life skills from preschool through the end of primary, as well as producing television programs that targeted late primary and early secondary school students. Schooling has resumed normal course since early 2021 but the MoEVT is committed to the integration of technology to support its strategic objective of improving teaching and learning outcomes and strengthening the system's resilience to such shocks. The Ministry requested the support of ZISP to launch a Virtual Learning Environment (VLE) capable of hosting content for remote learning. The VLE's pilot phase is expected to conclude by project closing in January 2023. The MoEVT has developed a detailed roadmap, outlining its vision and the phases of development of the VLE. It has also created a skills taxonomy based on the curriculum of Form 1 and 2 Mathematics and Physics which is being used to curate and adapt existing content to support teaching and learning. The content will be piloted over the next phase with teachers and student, and lessons learned will inform the scale up under the current Project.

22. **The MoEVT views the next phase of the VLE as an important tool to motivate teachers and improve teaching in the classroom** by providing readily available, high-quality content to teachers to facilitate lesson planning and strengthen classroom teaching practices. The VLE would provide access to high-quality content to all teachers in the system, which the current in-service teacher training modalities are currently not able to do in a cost-effective manner. In addition, the VLE will facilitate school-based Teacher CPD activities. It can also be used to disseminate training on cross-cutting thematic areas such as inclusive education. Some modules may be self-paced and micro-credentialing may be explored as a way to motivate teachers to complete the CPD program on time.

23. **The MoEVT has also recently adopted a new competency-based curriculum for pre-primary and primary education which seeks to strengthen early foundational reading and numeracy skills and better prepare students for upper primary and secondary education.** The curriculum was developed over a period of three years with support from international TA financed by the Global Partnership for Education (GPE) multiplier fund.²² The MoEVT has undergone broad consultations with various stakeholders on the curriculum which is widely seen as a tremendously positive development for the sector. Some of key innovations introduced in the new curriculum include: (i) the introduction of daily reading period in the timetable as well as a library period to enhance time spent reading; (ii) decrease in the number of subjects from 11 to 8 in upper primary; and (iii) and revision of the structure of the education system which has moved from a 2-6-4-2 system with two years of compulsory pre-primary, six years of primary, four years of lower secondary and two years of upper secondary to 2-7-4-2, extending primary education by one year to align with the system in mainland Tanzania. The new curriculum introduces new learner-centered pedagogical approaches as well as new approaches to continuous and summative assessments. A similar review of the secondary curriculum will be conducted by the Tanzania

²² UNICEF is the grant agent for this fund.



Institute of Education (TIE) and the revised curriculum is expected to be rolled out in 2025. Similar to the changes brought to the primary level, it is expected that the new secondary curriculum will focus on competency-based and learner-centered approaches.

C. Relevance to Higher Level Objectives

24. **The Project will contribute to the human capital development priorities of the World Bank Group Country Partnership Framework (CPF- Report No. 121790-TZ) for 2018-2022 for Tanzania.**²³ The CPF has three Focus Areas: (1) Enhance Productivity and Accelerate Equitable and Sustainable Growth; (2) Boost Human Capital and Social Inclusion; and (3) Modernize and Improve the Efficiency of Public Institutions. The Project directly contributes to Focus Area 2 “Boost Human Capital and Social Inclusion”. Specifically, it will contribute to the achievement of Objective 2.3: “Improve the quality of health care and education”, 2.4: “Accelerate the demographic transition” and 2.5: “Promote social inclusion”. The Project seeks to improve the quality of learning and better prepare students to achieve higher levels of educational attainment and to more effectively prepare them to enter the labor market. It will also improve the quality of education provided for students living with disabilities. The Project is expected to contribute to the World Bank’s regional priorities as laid out in the Africa human capital plan, with the objective to help countries and governments prioritize people and build a more sustainable, inclusive, and resilient future.

25. **The Project is also closely aligned with the Zanzibar Development Plan (ZADEP) 2021– 2026 as well as the Zanzibar Education Development Plan II (ZEDP 2018-2022) and their policy objectives.** Pillar 3.5 of the ZADEP 2021-2026 outlines the human capital and social development objectives for Zanzibar. This pillar highlights the importance of providing quality education for all to ensure students are able to progress through the education system with strong foundational literacy and numeracy skills. The ZADEP 2021-2026 also identifies core focus areas for the sector, over the medium term, to help achieve the stated objectives including: (i) improving the teaching and learning environment; (ii) strengthening teachers’ competencies, capabilities and facilities; (iii) strengthening the basic education curriculum; and (iv) improving education infrastructures. These are well aligned with the Project design. In addition, the latter is also closely aligned with policy objectives laid out under ZEDP II, including: (a): increasing access levels in the most disadvantaged areas and supporting better student outcomes through improved teaching and learning environments; (b) ensuring children have core competencies and skills to successfully complete primary education; and (c) enhancing the leadership and management skills for sub sector managers. The design also complements planned interventions by other Development Partners (DPs) in the sector. For example, the USAID project *Jifunze Uelewe* as well as the new GPE project, are both expected to support the development of teaching and learning materials to strengthen pre-primary and primary education. USAID will also support a learning assessment in grade 2 which will provide additional datapoints on learning outcomes in early grades. The current Swedish International Development Cooperation Agency (SIDA) project also incentivizes the MoEVT to improve the teacher deployment for greater equity across regions.²⁴ There are also strategic areas which will provide an opportunity for close coordination such as teacher training activities. For example, vetted and approved modules developed through the USAID or SIDA funded projects may also be made available through the VLE platform. The Project will also work closely with the Kwarara Media Education Center which is supported by the Korea International Cooperation Agency (KOICA) to create digital content for the learning platform.

²³ The CPF was discussed at the Board on March 15th, 2018.

²⁴ The Public Expenditure Review in Education (forthcoming) provides evidence that there are enough teachers in the system to ensure adequate teacher: classroom ratios, however, the MoEVT does face challenges in terms of effective deployment and adequate profiles of teachers across subject areas- for instance, there is a deficit of teachers with required Mathematics qualifications. The SIDA funded project is supporting the ministry to address the issues linked to deployment.



26. The Project is also aligned with Pillars 3 and 4 of the Global Crisis Response Framework (GCRF) of the World Bank Group. The objective of the GCRF is to provide mutually re-enforcing support by addressing short-term shocks to improve prospects for long-term sustainable development, while developing long-term resilience to help prepare for future shocks. The four pillars of the crises response include: (i) Responding to Food Insecurity through immediate crisis response; (ii) Protecting People and Preserving Jobs; (iii) Strengthening Resilience to be better prepared for any future crisis and challenges; and (iv) Strengthening Policies, Institutions and Investments for Rebuilding Better. The Project is well aligned with pillar 3 *Strengthening Resilience* and pillar 4: *Strengthening Policies, Institutions and Investments*.

II. PROJECT DESCRIPTION

A. Project Development Objective

27. The Project will aim to improve teaching competencies and learning outcomes, and reduce the gender gap in transition rates within basic education.

PDO Level Indicators

Key results	PDO indicators
Teaching:	1) Percentage of government primary and lower secondary teachers trained that show improved competencies in content-knowledge and pedagogy 2) Percentage of primary government schools with class sizes at or below standard level in targeted districts
Learning:	3) Percentage of government primary school students reaching minimum proficiency in reading by Standard 4 (Kiswahili) (gender-disaggregated)
Gender gap	4) Gender gap in transition rate between Form 2 and 3 in government lower secondary schools (gender-disaggregated)

B. Project Components

28. The Project aims to address some of the most critical challenges to achieving quality basic education in Zanzibar. It focuses on activities that support and strengthen teacher-learner interaction, and that will directly improve what happens in the classroom. The Project also integrates the use of education technology to enhance teaching competencies, learner engagement and systems management. Finally, in alignment with MoEVT priorities, the Project aims to be inclusive in its design, both meeting needs of students with disabilities and promoting boys’ and girl’s retention through the basic education cycle.

29. The Project will achieve its development objective through four components:

30. **Component 1: Strengthen Teacher Effectiveness (US\$19 million equivalent).** This component aims to strengthen content-knowledge and pedagogical skills of pre-service and in-service primary and lower secondary teachers, especially in the core areas of English, Mathematics and Sciences. It will also support critical investment in education technology (edtech) that will enhance teaching in the classroom by: (i) providing access to high quality, curriculum-aligned resources, provided through the VLE, as well as resources for effective lesson planning and formative assessment activities; and (ii) providing low-cost technology to facilitate teaching in the classroom and teachers’ access to the VLE. Edtech will also be



leveraged to facilitate teacher training and the implementation of the CPD program. The component will also support upgrading the pre-service teacher training through revisions to their curriculum, teaching and learning materials, and also improving the learning environment. The activities under Component 1 will contribute to pillar 3 of the GCRF by strengthening the system's resilience and building its capacity to minimize learning loss during potential future school closures through the VLE.

31. **Sub-component 1.1: Teacher Competencies and Skills (US\$8.5 million).** This sub-component will support: (i) the development and/or adaptation of high-quality teacher training modules, training manuals and materials for primary and lower secondary levels; and (ii) the implementation of cluster and school-based in-service teacher training for primary and lower secondary teachers. Identifying the right learning experiences, resources and content, ensuring they are well organized, and delivering them in a way that adheres to effective adult learning principles will be critical to ensure training is successful. Modules supporting implementation of the new competency-based curriculum, related pedagogical approaches, and classroom assessment techniques will be prioritized. Additional training modules will be developed in alignment with priorities identified through a teacher needs assessment. All modules will be accessible through a Learning Management System (LMS) that is integrated into the VLE (see component 1.2) and will support both online training and/or blended training approaches, whether self-paced or part of a scheduled program of activities.²⁵ Modules will include content refreshers for priority areas identified in the needs assessment, combined with pedagogical strategies to teach those priority curriculum areas effectively and English language training. They will also cover key cross-cutting issues, such as teacher ethics and codes of conduct, positive discipline techniques, digital skills to enhance teaching, and inclusive education topics, including on learning disabilities. This activity will be led by the Department of Teacher Education (DTE) and the Zanzibar Institute of Education (ZIE), with the support of TA.

32. **This sub-component will support the delivery of teacher training through the school-based and cluster-based CPD models.**²⁶ Structured large-scale cluster-based training models will be prioritized to deliver training on the new competency-based curriculum for both primary and lower secondary teachers followed by more focused school-based CPD sessions that will take place at least once a month, throughout the school year. The school-based CPD modality will serve to reinforce topics covered during the large-scale training, providing an opportunity for teachers to practice these new approaches within their school context and receive more tailored feedback and support. Existing Teacher Centers (TCs)²⁷ will support implementation of both modalities. As such, this sub-component will finance: (i) capacity building for pedagogical leaders who will support teacher training, including TC Subject Advisors, Panel and Resource Teachers, or other experienced teachers such as those who successfully completed the ZISP trainings, to effectively facilitate and coordinate CPD activities at the school or cluster levels and become effective coaches/facilitators who will provide ongoing support and coaching; (ii) large scale cluster level training that will focus on the dissemination of the new competency-based curriculum; and (iii) transfers to schools to facilitate the effective coordination, monitoring and support the implementation of school-based CPD activities.²⁸ These transfers will be conditional on school headteachers effectively monitoring and reporting on school-based CPD activities in a timely manner. School headteachers will be trained how to support and monitor school-based CPD effectively. The school-based CPD will be rolled out in a phased

²⁵ The CPD plan will be developed in the first year of the Project outlining the training plan for the different cohorts of teachers. Further details will be fleshed out in the Project Implementation Manual (PIM) by the effectiveness.

²⁶ The CPD program will draw on the COACH initiative introduced by the World Bank to improve the effectiveness of in-service teacher training.

²⁷ During focus group discussions, teachers indicated that although they value ad-hoc training programs supported by NGOs or DPs, it is not always clear whether the training modules are fully vetted by all instances within MoEVT, especially when training is carried out by structures outside of the ministry. This can lead to hesitation in applying techniques in the classroom for fear that this will not be recognized by inspectors or TC subject advisors as appropriate.

²⁸ The transfer will be based on a per-teacher basis. A positive list of eligible expenditures will be defined in the PIM. It is expected to cover, inter alia, transportation costs, printed materials, and stationery.



approach, starting with four districts, allowing for lessons learned from the pilot schools to inform the scale-up to all eleven districts. Support will be provided to the DTE to strengthen their capacity to plan, operationalize and monitor implementation of the CPD plan. This activity will be led by the DTE and ZIE, with the support of TA.

33. **Sub-component 1.2: Digital content and digital skills (US\$7.5 million).** This sub-component will support the implementation, expansion and monitoring and evaluation (M&E) of the VLE.²⁹ The VLE has two main functionalities: (a) a well-organized and user Open Education Resource (OER) Repository that will be populated with relevant subject area content for primary and lower secondary teachers and students seeking to learn or strengthen their understanding, particularly in Mathematics, Science and English subjects, or to use during classroom instruction; and (b) an LMS where teachers and students can register and follow structured courses of learning, including self-paced modules, and teachers can access CPD modules to support or supplement face-to-face and blended teacher training activities. This sub-component will finance: (i) TA to support the curation, adaptation, and creation of relevant, high-quality content to populate the OER Repository and courses in the LMS (including to those developed under sub-component 1.1), as well as to maintain, upgrade, and host the VLE platform itself; (ii) training of the VLE team on management and maintenance of the platform, the courses, and the content; (iii) an evaluation of the platform, content, and courses, through iterative testing and monitoring of performance indicators;³⁰ and (iv) an ICT equipment and connectivity package³¹ to facilitate teachers' and students' access to the VLE platform and improve teaching in the classroom. Particular attention will be given to ensure offline access to the VLE content through the school hubs in case of weak or no internet connectivity so as to minimize disruptions to CPD activities. This is important to ensure equitable access and more widespread use of resources, especially for teachers and students in rural areas, who typically experience greater challenges and disruptions to service delivery.

34. **The above activities will include a specific focus on providing content for students living with disabilities.** The content produced for the CMS will also include resources tailored to special needs students, including those living with disabilities such as visual impairments. Similarly, the VLE will include resources for teachers to enhance their capacity to identify special needs students in their classroom (for example, those with learning disabilities), provide guidance on how best to support and monitor these students, and offer relevant tools and resources. This activity will be led by the VLE team with the support of TA.

Sub-component 1.3: Pre-service teacher training (US\$3 million). This sub-component will support the review, revision, and implementation of the pre-service teacher education curriculum to ensure alignment with the new competency-based student curriculum, pedagogical approaches and instructional materials. This step is critical to ensure that the pre-service teacher training programs administered in Teacher Training Colleges (TTCs) and SUZA adequately prepare student teachers on the requirements of the new competency-based curriculum. The new pre-service program will also incorporate adequate and well-structured pre-service practicum in the classroom setting to further strengthen student teachers' readiness. It will also finance the renovation of the Teacher Training Colleges to improve the learning environment. This sub-component will finance: (i) the review of the existing teacher education curriculum and development of a revised teacher education curriculum; (ii) development of new teaching and learning materials to be used across both TTCs and SUZA; (iii) training of TTC and SUZA instructors; and (iv) the renovation of the two teacher training colleges (one in Pemba and one in Unguja). This activity will be led by ZIE, DTE and the Civil Works Unit, with the support of TA.

²⁹ The development of the VLE has begun under the ZISP Project and initial pilot is expected to conclude January 2023. Information from the pilot will serve to strengthen and inform the scale-up under ZIQUE.

³⁰ These indicators will be further developed in the PIM.

³¹ The ICT package will be defined in the PIM.



Component 2: Strengthen Teacher Support (US\$8.9 million equivalent). This component aims to strengthen core parts of the education ecosystem that support teachers and teaching practices in the classroom. In particular, the component will: (i) improve the inspectorate’s capacity to assess and provide formative feedback to teachers through more effective classroom observations tools and guidelines; (ii) develop and implement a Large-Scale Assessment (LSA) to provide system-level feedback on achievement of core learning outcomes- information gathered from the LSA is expected to inform priorities for the teacher CPD program and VLE content development, as well as to support education management, policy and reform; (iii) provide high quality teaching and learning materials based on the new competency-based curriculum; and (iv) support strengthening of data systems. The activities under Component 2 will contribute to pillar 3 of the GCRF by strengthening the system’s resilience and building its capacity to closely monitor learning outcomes and provide real-time school-based data.

35. **Sub-component 2.1: Inspectorate reform (US\$1 million).** This sub-component will focus on improving the quality of the support and feedback provided to teachers by inspectors. This sub-component will finance: (i) the review and revision of existing inspectorate tools and guidelines to ensure alignment with new pedagogical approaches and improve effectiveness of inspector visits; (ii) the training of inspectors on the new tools and guidelines; and (iii) the implementation, monitoring and evaluation of the inspectorate tools. The new guidelines and tools will leverage global evidence on effective teacher support and will lean on existing resources such as the TEACH tool³² developed by the World Bank. TEACH holistically measures what happens in the classroom by focusing on time spent on learning as well the quality of teaching practices, in particular those which contribute to students’ cognitive and socioemotional skills. Importantly, the tool is practical and helps identify individual teachers’ strengths and weaknesses and to provide targeted support to teachers. The revised inspectorate tools will also provide important supplementary feedback on classroom application of new pedagogical approaches introduced during teacher training. This activity will be led by the Office of Chief Inspector of Education (OCIE) with the support of TA.

36. **Sub-component 2.2: Large-Scale Assessment (US\$1.5 million).** This sub-component will support the MoEVT to develop and implement at least two rounds of a Large-Scale Assessment in two grades: Standard 4 (grade 4) and Form 2 (grade 9). The LSA will produce data on learning achievement in core learning areas of reading (in both Kiswahili and English) and numeracy, as well as on curriculum-aligned objectives, disaggregated across important subgroups such as boys and girls, urban and rural students, and public and private students. It will explore factors linked to observed levels of student learning. The repeated rounds of the LSA will also provide comparable data on learning outcomes over time and allow the MoEVT to monitor student learning and make informed decisions on how to further enhance the quality of education. The LSA will follow policy linking³³ guidelines which ensure that national learning assessments are aligned in content and linked to a common scale such as the Global Proficiency Framework (GPF) for regional and international comparability. The introduction of the LSA is an important innovation and will be the first time the MoEVT will lead the assessment development, data collection and analysis of assessment results. Specifically, this sub-component will finance: (i) the development of a learning assessment framework which is an important strategic and foundational document to ensure an effective and well-integrated learning assessment ecosystem; (ii) the development and implementation of two rounds of the LSA in year 3 and 5 of the Project; and (iii) dissemination of findings to policymakers, teachers and other key stakeholders. This activity will be led by the Zanzibar Institute of Education, in collaboration with the Zanzibar Examination Council, with the support of TA.

³² More information on the teach tool can be found at: <https://www.worldbank.org/en/topic/education/brief/teach-helping-countries-track-and-improve-teaching-quality>.

³³ See more information on policy linking: <https://www.edu-links.org/resources/policy-linking-measuring-global-learning-outcomes>.



37. **Sub-component 2.3: Teaching and Learning Materials (US\$4 million).** This subcomponent will support: (i) the development, printing and distribution of student textbooks, teacher guides, readers and supplementary materials for lower secondary grades;³⁴ and (ii) the acquisition and distribution of leveled readers for upper primary grades to supplement the instructional materials provided through other development partners at the primary level. The lower secondary instructional materials will be aligned with the revised competency-based curriculum which is expected to be rolled out by mainland Tanzania's NECTA in 2025.³⁵ The subcomponent will target a textbook-to-student ratio and teacher guide-to-teacher ratio of 1:1 in all government secondary schools.³⁶ The TLM resources will be made available to students and teachers through the VLE. Importantly, the teacher guides will include QR codes linking lessons to additional resources and content for teachers on the VLE which they can use to enhance the classroom experience (see sub-component 1.2). At the primary level, leveled readers will be provided to support reading activities introduced in the new curriculum, specifically the new daily reading period and library hour have been introduced in the school timetable to further strengthen reading practice. Specific training will be provided to teachers on the use of leveled readers to improve reading fluency and comprehension and to strengthen the acquisition of English as a second language. The Teaching and Learning Materials (TLM) will also include adapted textbooks, supplementary materials and leveled readers for students with partial or total visual impairment. This activity will be led by ZIE with the support of TA.

38. **Sub-component 2.4: Data Systems Strengthening (US\$2.4 million).** This subcomponent will support the strengthening of data systems. This includes improving data management and supporting the timely production of the annual school census and abstract, supporting the integration of all platforms with the School Information System (SIS) and support the roll-out of the SIS in the schools. The SIS is expected to provide critical information on teacher and student attendance. This activity will be led by the Department of Planning, Policy and Research.

Component 3: Support Conducive Learning Environments (US\$18 million equivalent).

39. This component aims to improve the learning environment in the most underserved areas by reducing class sizes and building schools which are closer to communities. The MoEVT will be incentivized to develop critical planning documents including a school construction strategy and inclusive school designs and plans. The MoEVT will also be incentivized to pilot the construction of at least one school using alternative, environmentally-conscious construction materials. The MoEVT will be incentivized to achieve the objective of reducing class sizes through a carefully targeted approach, intervening in priority areas as identified in the school construction strategy. Lastly, this component will pilot a targeted Science and Leadership program which seeks to reduce boys' disengagement in education and promote girls' performance, especially in Mathematics and Sciences. The program will target vulnerable students from areas which tend to register higher dropout rates or lower scores in math and science in the Form 2 examination. The activities under Component 3 will contribute to pillar 4 of the GCRF by strengthening investments and focusing on building back better through its school construction strategy and its commitment to exploring environmentally conscious construction materials.

40. **Sub-component 3.1: Targeted school construction. (US\$17 million).** This sub-component will support the MoEVT to: (i) develop a school construction strategy and standardized school design plans as foundational documents prior to the start of the construction program and (ii) support a targeted construction program which will focus on wards with high pupil-classroom ratios³⁷ and those where the closest school is more than 3km from the community. The school

³⁴ Digital versions of the Teaching and Learning Materials (TLM) will also be made available to students and teachers through the VLE.

³⁵ Zanzibar has its own pre-primary and primary curriculum but follows the curriculum for secondary education set by mainland Tanzania's NECTA.

³⁶ There are currently 304 government primary schools and 218 government secondary schools.

³⁷ The official target class size in Zanzibar is 25 students in pre-primary, 45 in primary and 45 in secondary.



construction study prepared under ZISP will serve as an input into the preparation of the strategy and designs and is expected to help fast-track the process. An inclusive school design approach will be adopted to ensure the design takes into account students living with disabilities and that the classroom design takes into pedagogical requirements for example an area for a classroom library shelf and storage. In addition, by reducing the class size, this sub-component will improve teaching practices in the classroom, facilitating the application of active learning pedagogy promoted under the new curriculum. Smaller class sizes are also an important part of improving teaching conditions.³⁸ Bringing schools closer to the community would reduce barriers to access, especially for girls in lower secondary and especially in districts of Pemba, for instance Micheweni and Chake-Chake, where on average 20 percent of children commute more than 3km to school. It is expected that at least 400 classrooms will be constructed under the Project although the final figures will be determined once the construction strategy and priorities have been set in year 1. In addition, this sub-component will also finance the construction of at least one school using alternative construction material to sand, leaning on the findings from the school construction study conducted under ZISP which explored viable cost-effective alternatives. Sand shortages in Zanzibar is a critical environmental issue, which also led to a temporary ban on sand mining during the implementation of ZISP, causing some delays to the construction of the school hub facilities. It also is aligned with the environmentally friendly agenda to minimize the impact of construction under the Project. This will provide further evidence-base information on the long-term possibilities of using cost-effective and environmentally safer alternatives to sand in school construction programs. This activity will be led by the Civil Works Unit with the support of TA.

41. **Sub-component 3.2: Boys and Girls Science and Leadership Program (US\$1 million).** This sub-component will support the MoEVT to implement a Boys and Girls Science and Leadership Program (BGSLP) targeting boys and girls transitioning from primary to lower secondary in areas with higher incidences of dropout in lower secondary and who are at-risk of dropping out (for example older students). The BGSLP would be a structured cohort program which would: (i) emphasize life skills and socio-emotional learning which have been shown to reduce dropout and learning anxiety;³⁹ (ii) garner their interest in completing their studies by developing their interest in real-life and relevant applications of Mathematics and Science; and (iii) foster greater engagement with their families. It would include activities to introduce boys and girls to the fields of Science, Applied Mathematics and Technology (for example introduction to coding and gaming) with application to their everyday lives. The BGSLP would also host activities to foster the development of personal strengths such as self-esteem and confidence and interpersonal skills, and will hone leadership skills, including through meeting leading professionals, including women, working in the Science, Technology, Engineering, and Mathematics (STEM) fields. The intervention builds on the experience at the Regeza Mwendo School Hub called *Amsha Amsha* or “*Awaken*” where events are held at the school hubs to encourage students to participate in educational but fun activities such as quizzes and competitions in Math, Science and reading. This subcomponent will finance: (i) the TA to support the design and implementation of activities; (ii) the implementation of the activity and (iii) the impact evaluation which will document the effectiveness of these innovations on core indicators such as dropout. This activity will be led by a technical working group that will be set up by the MoEVT composed of various stakeholders, including relevant Non-Governmental Organizations (NGOs).

42. **Component 4: Strengthen Systems and Support Project Management (US\$4.1 million equivalent).** This component aims to strengthen capacity and systems at all levels to support the effective achievement of Project results while adhering to corporate safeguards and requirements, including those pertaining to fiduciary functions and

³⁸ Qualitative evidence collected in Zanzibar suggests that teachers who have large class sizes have limited time to provide one-on-one feedback and support to students, may be discouraged from attending class regularly, and may lead them to seek shortcuts in terms of grading continuous assessments.

³⁹ See Wang, H., Chu, J., Loyalka, P., Xin, T., Shi, Y., Qu, Q. and Yang, C. (2016), Can Social–Emotional Learning Reduce School Dropout in Developing Countries?. *J. Pol. Anal. Manage.*, 35: 818-847. <https://doi.org/10.1002/pam.21915>.



monitoring, reporting and evaluation. It will do so through by strengthening governance and working environment at the ministry, improve public policy planning and delivery, and strengthen capacity within key departments to support the implementation of activities. It will also support the preparation of key studies to inform critical teacher policy reforms. Lastly, the sub-component will strengthen data systems which provide valuable information for both planning purposes as well as to inform the M&E reporting requirements. The activities under Component 4 will contribute to pillar 4 of the GCRF by strengthening policies and institutions, in particular through its support to capacity building and policy reforms.

43. **Sub-component 4.1: Capacity building for effective sector and reform management (US\$2.5 million).** This component aims to develop core capacity within MoEVT to support education reform and effective policy planning. It will finance *inter alia*: (i) a functional review/assessment of the ministry and core agencies such as ZIE and ZEC and develop an action plan to improve governance in the education sector; (ii) leadership training and capacity building for planning; (iii) capacity building for ZIE on textbook chain management and support relevant research on curriculum emerging issues and innovation; (iv) capacity building of fiduciary teams as well as safeguards focal points and engineers to carry out effective monitoring during construction and development of capacity to effectively support environmental and social risks management activities. A capacity development plan will be prepared and included in the PIM to further identify specific areas for capacity development, beneficiaries and timeframes for completion of activities. The component will also support enhancing the operational environment of the MoEVT to foster better sector management and coordination. To that end, the subcomponent will also support the renovation and expansion of the ministry building facilities in Unguja. This activity will be led by the Department of Planning, Policy and Research with the support of TA.

44. **Sub-component 4.2: Teacher reforms (US\$0.5 million).** This sub-component will support the ministry to undertake the critical analytical work to support and underpin teacher policy reform, specifically on teacher career path management. Strengthening the teacher policy⁴⁰ to ensure greater alignment with core sector objectives such as improving quality of education is fundamental in the long run in Zanzibar. Given the extensive investment and innovation in the CPD, this sub-component will support the preparation of a detailed studies and policy notes outlining key priorities for teacher policy reforms. Specifically, at least one of the policy reforms linked to CPD, for example linking micro credentialling and teacher promotion, is expected to be implemented during the Project life. This activity will be led by the Department of Planning, Policy and Research with the support of TA.

45. **Sub-component 4.3: Project management, monitoring and evaluation (US\$1.1 million).** This sub-component will enhance the capacity of the Project Coordination Unit (PCU) to effectively manage and support Project implementation and M&E costs, including Project related communication and sensitization.

C. Project Beneficiaries

46. The main Project beneficiaries include all students enrolled in primary and lower secondary government schools (over 400,000), 51 percent of whom are girls. Students living with disabilities, especially those who are visually impaired, are also included through the development of adapted learning materials. Others will also benefit from the inclusive construction design of new classrooms and schools. It will also benefit over 13,000 primary and secondary teachers in government schools (69 percent of whom are female) and over 520 school headteachers in the public school system. The Project also includes direct beneficiaries from within the ministry, in key departments and roles, who are critical to the successful implementation of each component. These include 80 inspectors, staff from the 11 TCs and the National Teacher Resource Center which coordinates the TCs, all 308 public primary school administrations and 218 secondary

⁴⁰ This also includes the reviewing the role of head teachers, streamlining their recruitment criteria, and setting clear goals for how they can support teachers.

school administrations as well as technical staff at the central ministry and agencies who will be involved in the implementation and M&E of activities, including staff from the Zanzibar Institute of Education, Zanzibar Examination Council, Office of Chief Inspector of Education. There are also indirect Project beneficiaries include students and teachers from mainland Tanzania who may also benefit from the open education digital content developed for the VLE under component 1.

Component	Sub-component	Coverage	US\$ (million)
Component 1: Strengthen Teacher Effectiveness			19
	Subcomponent 1.1: Teacher Competencies and Skills	National	8.5
	Subcomponent 1.2: Digital content and digital skills	National	7.5
	Subcomponent 1.3: Pre-service teacher training	National	3
Component 2: Strengthen Teacher Support			8.9
	Subcomponent 2.1: Inspectorate reform	All 11 districts and central OCIE	1
	Subcomponent 2.2: Large-Scale Learning Assessment	Representative at the district level	1.5
	Subcomponent 2.3: Teaching and Learning Materials	National	4
	Subcomponent 2.4: Data Systems Strengthening	System	2.4
Component 3: Support Conducive Learning Environments			18
	Subcomponent 3.1: Targeted school construction	Targeted areas	17
	Subcomponent 3.2: Boys and Girls Science and Leadership Program	Targeted areas	1
Component 4: Strengthen Systems and Support Project Management			4.1
	Subcomponent 4.1: Capacity building for effective sector and reform management	System	2.5
	Subcomponent 4.2: Teacher reforms	System	0.5
	Subcomponent 4.3: Project management, monitoring and evaluation	System	1.1
Total			50

D. Results Chain

47. **Schooling is not the same as learning and although Zanzibar has made significant progress in terms of increasing access to basic education, learning outcomes, especially in terms of foundational reading and numeracy skills, are low.** Students tend to transition to lower secondary without the requisite learning levels in literacy and numeracy. Moreover, the predominantly low levels of proficiency in the English language, which is the language of instruction in lower secondary, tends to be an added challenge for both teachers and students. Teacher pre-service and in-service training is inadequate and regular teacher support is limited (e.g. not all teachers participate in training even in TCs) and is inconsistently provided. This contributes to the poor academic performance and low student retention in lower secondary – only 29 percent of boys and 41 percent for girls who start school will make it to the end of basic education.

48. below showcases the Project results chain, outlining the Project’s activities, expected outputs, outcomes, how they relate to the achievement of the PDO as well as how they contribute to the higher order objective of improving human capital.



49. **Improving learning outcomes and student retention throughout basic education will depend on whether the Project will have an impact on improving the teacher-learner interaction in the classroom.** A one-off training session will rarely improve how teachers actually perform over time. Rather, the Project will support the introduction of regular (at least once a month) school-based CPD in Zanzibar. This modality will allow for regular, ongoing coaching and teacher support and will allow teachers enough time to practice new instructional approaches within their school context, obtain focused feedback and also allow teachers time to improve on past habits. Central to the success of teacher training is the availability of well-designed, digestible modules which are adapted to how adult teachers learn. The Project will support the development of modules which follow high quality assurance standards while being responsive to the areas-pedagogical or content- which need to be further reinforced. Importantly, it will leverage education technology to provide a wider access to resources and facilitate training through the VLE. Measuring learning outcomes at critical nodes in the education system is an essential step to provide feedback to teachers and decisionmakers on the state of learning and provide solutions for how to improve it. The Project will finance two rounds of large-scale assessment in Standard 4 and Form 2. USAID, through their current project will finance participation in an EGRA/EGMA for Standard 2. Therefore, the Project will complement learning outcome data with Standard 4 and Form 2. These are both important data points in the measurement of reading proficiency.

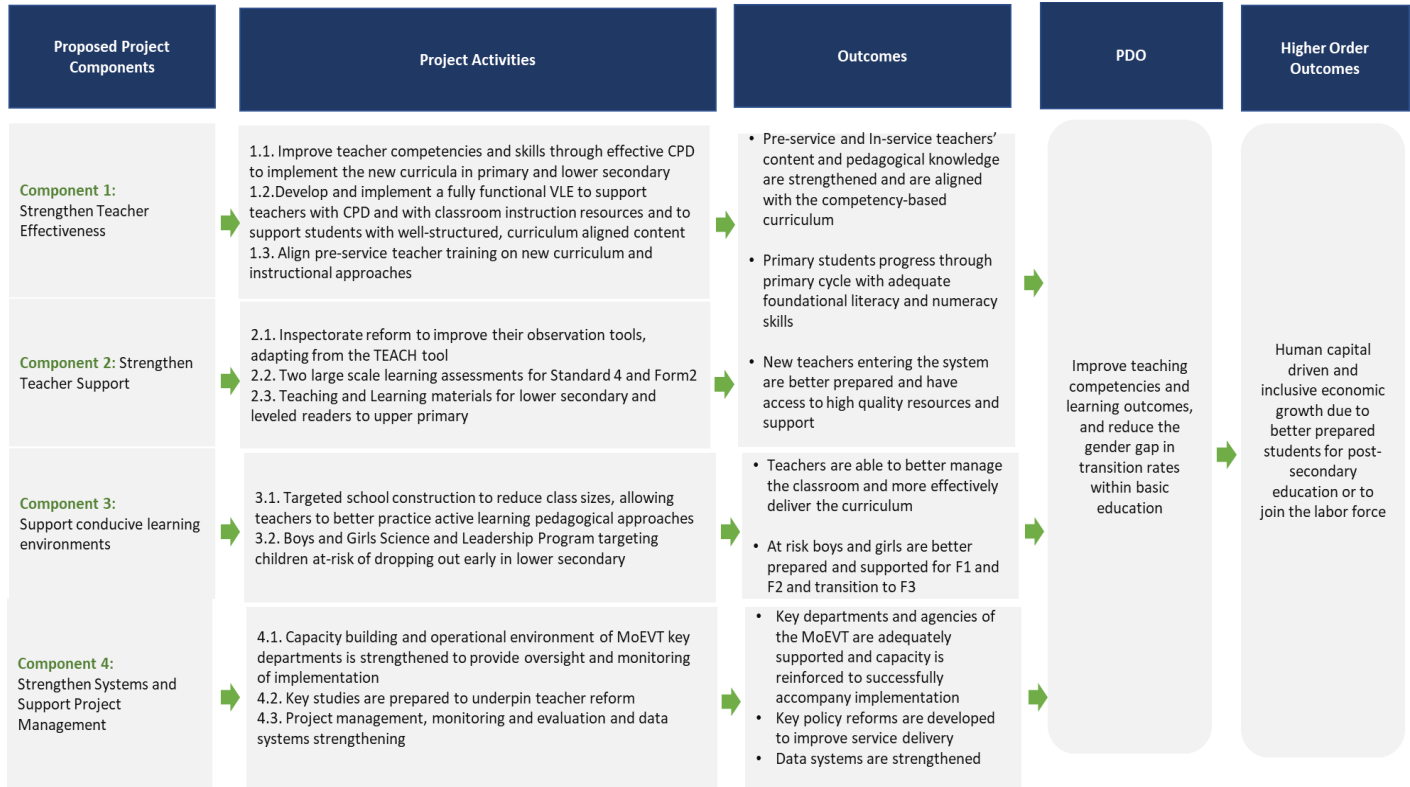
50. **In addition, providing a good learning environment with small class sizes will facilitate the implementation of the new competency-based curriculum.** The latter favors active learning pedagogical approaches which may be more challenging to implement in larger class sizes. It also allows the teacher to provide more directed feedback and support to lagging students and ensure all students are moving forward with the right level. The school construction activity will seek to improve learning conditions in those districts with the largest class sizes. The targeting strategy will also pay close attention to the reducing the distance of schools which is a more common issue at the secondary level in Zanzibar.

51. **Some students are at higher risks of dropping out, especially after the Form 2 examination, particularly if they are overage and have repeated classes.** The Project will also provide support to those more vulnerable, at-risk, students through an innovative and targeted program which seeks to strengthen life skills and socio-emotional skills, introduce boys and girls to applied STEM fields and motivate them to successfully complete basic education. This activity will require close collaboration with various stakeholders including the school hubs which offer adequate facilities to host the Boys and Girls Science and Leadership Program as well as NGOs which have been working on the ground with youth.

52. **The Project will also strengthen key systems** through capacity building activities for key departments and agencies involved such as ZIE and ZEC, or the Planning and Policy Department. It also will support strengthening data systems that provide valuable information for Project M&E.



Figure 3: Project Results Chain



E. Rationale for Bank Involvement and Role of Partners

53. **The World Bank has been a key development partner in the education sector in Zanzibar** through lending operations over several years, including the ZISP Project which is expected to close in January 2023. The ZIQUE Project will build on the existing partnership with the RGoZ to support its human capital-led approach to development and economic transformation by 2050. The World Bank will leverage the lessons learned from the ongoing Project to strengthen Project implementation and ensure operational readiness in the first year of the Project. The World Bank also brings significant value added by virtue of its extensive regional and global knowledge on best practices in basic education to support the country in adapting them to the local context. The World Bank also has extensive technical expertise which will be made available during Project implementation.

54. **The Project will build on ongoing relationships with both developing partners and NGOs on the ground to ensure the successful implementation of the Project.** The Project design and proposed implementation arrangements are informed by experiences from a wide range of ongoing interventions by DPs, including SIDA, USAID and Milele Zanzibar Foundation. For example, Milele Zanzibar Foundation has valuable experience, that ZIQUE will build on, regarding training of teachers in English proficiency which is a critical challenge for both teachers and students. The Project design was also closely aligned with the current GPE II and upcoming GPE III projects' interventions. Both will support the development of primary textbooks and teacher guides based on the new curriculum and the project will ensure close alignment with materials developed under the ZIQUE Project. USAID is also financing an EGRA/EGMA assessment in Standard 2, which will complement learning outcomes from the assessments financed under ZIQUE. Coordination is facilitated through regular meetings such as the Annual Joint Education Sector Review and Local Education Group.



F. Lessons Learned and Reflected in the Project Design

55. **The Project also builds on the achievements and lessons learned during the implementation of the Zanzibar Improving Student Prospects Project (ZISP, P153277) which became effective January 2017 and is expected to close January 2023.** There are several lessons learned that have been incorporated into the design of the Project, including: (i) relevance of teacher training content is key to addressing gaps in classroom teaching: ZISP supported a successful teacher training program for lower secondary and upper primary teachers which focused on strengthening pedagogical approaches. Evaluation reports indicated that teachers' pedagogical practice improved but also suggested a need for additional content-knowledge training as teachers are often called upon to teach in subjects which they are not necessarily specialized in, especially in Mathematics and Science; (ii) improving the learning environment can motivate students to perform better and improve teachers' satisfaction: the ZISP Project financed the development and operationalization of 24 school hubs comprised of a multipurpose science lab, an ICT lab, a language lab and a library. Within the first year of operation, beneficiary schools reported improvement in examination results in sciences. The school hubs facilities are also a motivating factor for teachers who have access to facilities which help teach better, including carrying out lab practicals; (iii) ICT and education technology can help address some of the challenges to the quality of teaching and learning. The ZISP Project is piloting the development of the VLE which will provide quality content for teachers and student. This will help to transform teacher CPD activities, ensure a level-playing field for all teachers and help develop critical digital skills for both teachers and students. There are other lessons learned during ZISP's implementation which will help strengthen the preparation process for example, a better understanding of capacity building needs at the MoEVT to effectively support implementation. There is also potential for alignment with other projects such as the Zanzibar Energy Sector Transformation and Access Project (P169561) which may help finance the extension and strengthening of the electricity distribution network to schools that are not yet connected and by strengthening the last mile connection.

III. IMPLEMENTATION ARRANGEMENTS

A. Institutional and Implementation Arrangements

56. The Project will be implemented by the Ministry of Education and Vocational Training (MoEVT), with the help of a PCU which will operate within the existing structures of the MoEVT. The PCU which supported the implementation of ZISP Project (P153277) (closing January 2023) will be utilized and strengthened under ZIQUE. The PCU, within the Department of Planning, Policy and Research (DPPR), will be composed of key personnel such as the project manager, assistant project manager, procurement specialists, M&E specialist, project accountant, engineers, Environmental Safeguards Specialist and Social Safeguards Specialist. The Project will also require technical support to effectively deliver activities and will hire such support as needed. There are five key departments and agencies taking the lead as part of the implementers team, including the Zanzibar Institute of Education, the Zanzibar Examination Council, the Office of Chief Inspector of Education, the Department of Teacher Education and the Department of Planning and Policy Research. The role of the implementers team will be to perform the daily activities according to the agreed plans, prepare Annual Work Plans (AWP), Project implementation reports as required and the terms of references and technical specifications needed to support activities. The Implementers team will report to the PCU through regular weekly meetings. A Steering Committee (SC) will guide, oversee, and review implementation progress. It will approve Project implementation plans and reports. The Principal Secretary (PS) will chair the SC meetings. The PCU will perform the role of the SC Secretariat. Additional information is provided in Annex 1.



B. Results Monitoring and Evaluation Arrangements

57. **A network of M&E will be set up with support from the PCU monitoring evaluation officer.** This network will comprise the focal points of each Implementers and will monitor the Results Framework (RF) indicators, in addition to the AWP of Project activities. (This network could be under the leadership of the Department of Planning, or another entity higher in the hierarchy of the MoEVT). The PCU will be in charge to consolidate the indicator values and present them to the SC meetings and to the Bank. Reports on the AWP progress and on RF will be produced under the responsibility of the PCU for transmission to the Bank on a six months' basis. Progress reports will be prepared during implementation, particularly before Bank missions, mid-term review and before Project closing (completion report). A detailed description of the M&E network and operation will be developed in the PIM.

C. Sustainability

58. **Sustainability of the Project interventions beyond the project life, is fundamental to the achievement of the long term, higher-order Project objectives which are to improve the human capital and development outcomes.** The sustainability of the Project is derived from the strong ownership of Project objectives and proposed interventions by the MoEVT and stakeholders in the education sector. The Project is well aligned with the goals set under the Zanzibar Vision 2050 which seeks to transform the education system to support quality inclusive education and training programs to build human capital that serves the needs for economic and social development. The activities are also consistent with the sector priorities outlined in the current ZEDP II as well as the priorities being discussed for ZEDP III which both recognize the importance of shifting focus to critical issues of quality of education.

59. **Sustainability is ensured through broad consensus on Project interventions and objectives.** The Project activities have been designed with the technical teams of the MoEVT and in consultation with DPs and NGOs working in the education sector, as well as potential beneficiaries including students, teachers, school headteachers. Consultations were primarily carried out through workshops during Project preparation. Sustainability is also achieved, importantly, by ensuring Project interventions are anchored within the existing system, supporting existing structures, processes and mechanisms, and building capacity where needed to ensure readiness, full ownership and viability of activities. Sustainability is also a central feature of the Project activities themselves, for example through: (i) establishing a school-based CPD system which will serve to enhance the considerable public sector investment in teachers; (ii) investing in education technology to facilitate the delivery of high quality teacher modules and improve teaching in the classroom will have an impact beyond the Project life; and (iii) the development of a construction strategy and the piloting of a school construction using alternatives to sand which has been overmined in Zanzibar, also puts the MoEVT at the forefront of innovation and environmental sustainability.

IV. PROJECT APPRAISAL SUMMARY

A. Technical, Economic and Financial Analysis

Technical Analysis

60. **The Project design is aligned with current government priorities in education to improve learning outcomes and quality of service delivery.** To support this objective, the design builds on: (i) global evidence regarding factors



which impact learning, in particular those that address what happens within the classroom; (ii) achievements and lessons learned from the implementation of the current ZISP Project; (iii) sector priorities identified within the Zanzibar Education Development Plan II (ZEDP II); and (iv) contextual evidence based on past and ongoing analytical work carried out in Zanzibar.

61. **The Project aims to support the roll out of the new competency-based curriculum, that addresses the core factors which impact learning.** The Project would focus on providing an integrated, cohesive and coherent instructional core through: (i) high-quality inputs that are well-aligned with the curriculum, (ii) relevant, ongoing and tailored teacher training and support activities, (iii) an integrated learning assessments system to provide critical feedback to teachers; and (iv) support to other core areas which strengthen teacher-learner interaction. The Project will also integrate the use of education technology to enhance teaching in the classroom, learner engagement and systems management. Finally, in alignment with MoEVT priorities, the Project aims to be inclusive in its design addressing needs of students with disabilities as well as promoting boys' retention and girls' performance, especially in the fields of Mathematics and Science, in lower secondary.

Economic and Financial Analysis

62. **There is a strong rationale for investing in education in Zanzibar as education is associated with better jobs and higher labor-market returns.** To provide the economy of Zanzibar with the skilled labor force needed for its transformation, there is a need for the education sector to expand access to schooling and strengthen the quality of education services. The ZIQUE Project addresses the need for the education system to adapt to the changing economy. It is expected to generate lifetime returns for a generation of children and youth, decrease educational and social gaps between boys and girls, while also contributing to enhancing overall economic productivity and shared prosperity for all. The private returns to education in Zanzibar are relatively high- averaging 10.9 percent. It is particularly high at 16 percent among women compared to 8.6 percent for men. Improving foundational learning by capacitating teachers and creating conducive learning environments will support higher transition rates within lower and upper secondary education, strengthening the foundation for higher learning and skills development.

63. **The private returns and the costs associated with the Project's activities are examined. One of the main outcomes expected from components 1 and 2 is improved learning outcomes.** Component 3 is expected to increase the capacity of the education system to accommodate more children while improving learning environment. The evaluation of the benefits associated with the Project is supported by the assumption that the beneficiaries of the Project would enter the labor market with additional years of schooling and better learning outcomes, allowing them to generate additional earnings. The potential costs associated with the Project are also examined. These costs include both the funds invested in the Project and additional costs incurred by the government and the households.

64. **A cost-benefit analysis (CBA) of the ZIQUE Project suggests that the Project is justifiable on economic grounds, with a net present value (NPV) of US\$112.6 million, a benefits-to-cost ratio of 3.6, and an estimated internal rate of return (IRR) of 21.2 percent.** These returns are considered to be a lower bound, because: (i) only private outcomes for the students are considered as part of the benefits of the Project, and (ii) conservative assumptions were chosen. The NPV and IRR increase substantially under less restrictive assumptions, showing that the Project has the potential to generate tremendous benefits, assuming a favorable environment.

65. **The full economic and financial analysis, including the assumptions used for the CBA and the sensitivity analysis, will also be included in the annex of the PIM for easy reference.**



B. Fiduciary

(i) Financial Management

66. **The World Bank conducted an onsite Financial Management (FM) risk assessment of the MoEVT and determined that the FM arrangements meet the World Bank's minimum requirements.** The assessment considered the adequacy of the FM arrangements to determine whether: (a) the Project funds will be used for purposes intended, in an efficient and economical way; (b) Project financial reports will be prepared in an accurate, reliable and timely manner; (c) the Project assets will be safeguarded; and (d) the Project will be subjected to auditing arrangements acceptable to the World Bank. The FM assessment was conducted in accordance with the Bank Directive: Financial Management Manual for World Bank Investment Project Financing Operations issued on February 10, 2017.

67. **The findings from the assessment were mixed.** The MoEVT has experience in managing World Bank funded Projects and has adequate experience in the maintenance of financial records in accordance with accepted international accounting standards and practices and in accordance with the Public Financial Act 2016 and its regulation. However, some core actions were identified to enhance capacity, including procurement of an accounting system or a new QuickBooks license for the Project once effective. In addition, although the MoEVT has 9 experienced accounting staff who have experience in managing and auditing bank financed Projects through the ZISP Project (P153277), none of MoEVT's accounting and internal audit staff are CPA/CPA equivalent qualified apart from the Chief Internal Auditor. It was recommended that the Ministry support some staff to acquire the CPA qualification to enhance their capacity. The staffing arrangements were also assessed as moderately unsatisfactory due to the shortage of staff in internal audit.

68. **The FM risk was assessed as Substantial.** The risks include: (i) failure of the accounting team to deliver quality and timely reports; (ii) insufficient capacity in internal audit and (iii) weakness in fixed assets management which may lead to the risk of mismanagement of Project fixed assets. These risks are being mitigated by: (i) ensuring regular capacity building during implementation support missions; (ii) increase in capacity of internal audit staff; and (iii) ensure a Project fixed asset register is maintained, regularly reviewed and updated and fixed assets are insured. Once mitigation measures are adopted, risk rating for the Project will be Moderate.

69. **The Project will use the report-based disbursement method to withdraw the proceeds of the loan from the Association.** The funds will flow from the World Bank to a US\$ based Designated Account (DA) at the Bank of Tanzania (BoT). The Project will open a TZS dominated Project account in a commercial bank in Zanzibar into which the Project funds will flow from the US dollar account in BoT. The TZS account will be used to pay the Project expenses. The Project accounts will be audited by the Controller and Auditor General of the RGoZ (CAG RGoZ) and all costs related to audit fees payable to CAG RGoZ will be financed by the Project. Accounting and audits will be conducted in accordance with sound and internationally recognized accounting and auditing principles and practices satisfactory to IDA. Interim Financial Reports (IFRs) will be submitted to IDA within 45 days after the end of every quarter of the project implementation period. The audit reports and related Project accounts will be submitted to IDA within six months after the end of the fiscal year. Further details are provided in the Annex 1.

(ii) Procurement

70. **The overall Project procurement risk is assessed to be Substantial.** Details of the mitigation measures to address the identified risks and action plan, as well as the procurement arrangements for the project, are presented in the procurement section of Annex 1. Once mitigation measures are adopted, the residual risk for the Project will be



Moderate.

71. **As required by the Procurement Regulations, a Project Procurement Strategy for Development (PPSD) and a Procurement Plan (PP) have been developed by the MoEVT.** Based on the PPSD, a Procurement Plan (PP) for the first 18 months has been prepared setting out the selection methods to be followed by the MoEVT in the procurement of goods, works, non-consulting and consulting services. The PPSD has outlined how procurement activities will support the development objectives of the project and deliver best value for money. The PPSD market assessments found that there is an adequate number of local and foreigner bidders that are likely to bid for the envisaged packages in the PP. The draft PP was reviewed and approved during negotiations. During project implementation, the PP will be updated at least every 12 months or as required, to reflect the actual project implementation needs and improvements in institutional capacity. Each update of the PP shall require World Bank approval. All PPs will be publicly disclosed in accordance with the World Bank Access to Information Policy 2010.

72. **Procurement implementation arrangements.** Procurement activities under the Project will be carried out by MoEVT. MoEVT will establish a PCU to oversee general Project coordination, procurement, financial management, M&E and environmental and social risks management supervision. The PCU will be responsible for the day-to-day management of the procurement activities of the Project. The PCU will work closely with the MoEVT’s Procurement and Disposal Management Unit (PDMU) to carry out procurement activities of the Project as per requirements of the Zanzibar Public Procurement and Disposal of Public Assets Authority (ZPPDPA) Act and its Regulations especially in processing the internal clearances. PCU will work closely with the user departments which will be involved in the Project implementation. The user departments will be responsible for consolidating the needs and requirements, preparing specifications, terms of references, involved in evaluations, inspecting delivered medicines and managing the resulting contracts.

73. **A procurement capacity assessment of the MoEVT was carried out in August and October 2022.** The assessment included a review of the organizational structure, functions, staff skills and experience, and adequacy for implementation of the Project and the interaction with the relevant departments within the ministries involved in procurement process. MoEVT has established all the necessary organs for adjudicating and managing procurement activities in accordance with the ZPPDPA Act and its Regulations. The assessment revealed that MoEVT has the experience of implementing World Bank funded Projects based on previous and ongoing Projects, although it is noted that frequent transferring of the procurement staffs has on occasions resulted into loss of capacity. Currently, PDMU has five staff with limited experience in managing procurement of large and complex works, goods, and consulting services, in accordance with World Bank Procurement Regulations. Further, the assessment revealed that: (i) staffing level is inadequate to cope with volume of procurement transactions; (ii) frequent transfer of the procurement staffs - newly appointed/recruited staffs take time to understand issues related sector’s procurement activities and procedures; (iii) PDMUs and User Departments staff have inadequate knowledge and skills/experience in contract and claims management; (iv) inefficiencies in processing procurement activities in terms of preparation of terms of references (ToRs), specifications, bidding documents, request for proposals, and bids/proposals evaluations; and (v) inadequate records filing and management system.

C. Legal Operational Policies

	Triggered?
Projects on International Waterways OP 7.50	No
Projects in Disputed Areas OP 7.60	No



D. Environmental and Social

74. **ZIQUE will support Zanzibar government's initiatives to finance critical school infrastructure and to make the students' learning environment conducive.** Under component 3, ZIQUE will support a targeted construction program that will focus on wards with high pupil-classroom ratios thus resulting into smaller class sizes and reducing distance to schools in area where closest school is more than 3km from the community thus reducing barriers to access, especially for girls in lower secondary schools. These interventions will have positive impacts in terms of ensuring access to school for children in rural Zanzibar. Part of subcomponent 3 is to develop a school construction strategy and standardized school design that will adopt an inclusive approach to ensure the design considers students living with disabilities. It is anticipated that the design will consider the needs of the lower secondary school girls by designing spaces that will promote menstrual health and hygiene.

75. **Environmental & Social Management:** All the Project activities shall be implemented in line with the requirements of Environmental and Social Framework (ESF) and in a manner acceptable to the World Bank. Therefore, the Project will comply with requirements of all the Environmental and Social Standards (ESS) (ESS1 - ESS10, except for ESS 9 which is not considered relevant. The Borrower's will also adhere to the key national regulatory requirements for Environmental and Social (E&S) matters that will be applicable to the Project activities to ensure that potential mitigation measures are adequately covered. The application and compliance with the ESF and ESSs that relate to the Project activities will be mandatory to all Project's implementers from school level to the national level. The Project has prepared tools to manage potential environmental and social risks and impacts including: (i) the Environmental and Social Management Framework (ESMF), dated November 15, 2022; (ii) the Resettlement Policy Framework (RPF) dated November 10, 2022; (iii) the Stakeholders Engagement Plan (SEP), dated October 19, 2022; and (iv) the Environmental and Social Commitment Plan (ESCP) dated November 11, 2022. All documents were disclosed on November 15, 2022 via the disclosure tool as per the World Bank Policy on Access to Information as well as on the MoEVT's website. The Project will also prepare the Labor Management Procedures (LMP) to manage labor related risks and the Gender Based Violence (GBV) Action plan that will manage GBV and Sexual Exploitation and Abuse (SEA) risks.

76. **Environmental Risk Rating:** Considering the envisioned environmental related impacts and given the low capacity of the Ministry to manage the associated risks, the potential environmental risk of the Project is rated Substantial. The predicted environmental risks associated with the Project during implementation phase include (i) generation of electronic waste due to purchasing of equipment from sub component 2.1, and from sub component 3.1 the anticipated risks and impacts include (ii) construction wastes and other related solid wastes, (iii) occupational safety and health risks linked to construction workers, (iv) community health and safety risks from the handling, transport, and disposal of construction wastes and other related solid wastes, (v) possible soil erosion, land degradation, and (vi) possible road accident resulting from the transportation of materials from source to the construction site. Potential risks and impacts during operation of classrooms will include pollution of land and water caused by the generation of e-waste from purchasing of e-equipment, printing of materials and the use of classrooms. Hence e-waste management planning will be necessary. Printing of materials will also lead to green-house gas (GHG) emissions. Solid and liquid wastes from the students and other users of the facilities may lead to pollution of water, air, land and poor sanitation and health issues if not properly managed. These impacts, however, will be addressed during implementation through standard mitigation measures and compliance with relevant national laws and good international industry practice, and guidance from the Project's ESMF which will serve as an underlying framework to address the E&S risks and impacts.

77. **Social Risk Rating:** The Project social risk rating (SRR) is substantial because construction of additional classrooms or new schools are likely to result in social impacts that will require mitigations. The constructions of extra classrooms



might require additional land in urban areas, thus resulting in loss of land or loss of livelihood in school owned land and other related impacts to the affected households. The constructions activities may give access to the Project workers/contractors/local Fundi to the school compounds, thus imposing risks of GBV and Sexual exploitation to the young children both boys and girls as well as women in the communities. Although Zanzibar has an Inclusive Unit that work with schools Councilors on tackling the GBV issue at schools; Violence Against Children (VAC) including GBV as well as SEA, affect pupils while going to schools and within their neighborhood. Furthermore, vulnerable pupils due to disabilities and other forms of vulnerability like poverty they may be at a higher risk of GBV/SEA compared to their fellow pupils. Zanzibar also has gender laws, regulations, and systems in place to address incidences of GBV, however children face several challenges in reporting GBV /SEA issues that need to be considered in components 3 under ZIQUE to help mitigate the risk of VAC (GBV and SEA).

78. Borrower's Institutional Capacity for Environmental and Social Risk Management: MOEVT has inadequate experience in managing environmental and social risks and impacts. The capacity of the borrower was assessed at two levels, namely the Ministry level, the main recipient, and the LGA or the school level, where the Project will be executed. Experience during the implementation of the previous Project (ZISP), which used old safeguards policies indicates that MOEVT has no dedicated Unit/team for environmental and social risk management, which resulted in ad hoc assignment of E&S tasks to staff during missions. At the local level there was minimal involvement of the LGA Officers in the management environmental and social risks at the school level, where the project was implemented. Awareness, participation, and capacity to monitor and manage E&S risks at the school level remains low to non-existent. Although the capacity continues to be built through ZISP implementation, the new Project will put in place a mechanism to ensure that management of E&S risk are well addressed throughout the Project cycle. The mechanism will include preparation of tools such as the ESMF to manage the potential risks and impacts from the Project activities, and the deployment of staff dedicated for the management of E&S risks and impacts at the Ministry level. The MOEVT has recently deployed E&S staff to finalize the E&S safeguard issues during closing of ZISP and assist in the preparation of ZIQUE, but their capacity on environmental and social risk management needs to be strengthened. It is expected that the Ministry will continue to use the capacity already built through ZISP to manage the E&S risks emanating from the ZIQUE Project. The Ministry has also indicated a need for more capacity and resources to be added to E&S risk management given the breadth of the proposed physical activities and geographical coverage under ZIQUE.

Climate Risk

79. Zanzibar faces high risks of coastal flooding and wildfire, and medium risks of water scarcity (drought) and extreme temperature due to higher intensity rainfall events, extreme heats with rising temperature, and droughts.⁴¹ In response to these risks, the RGoZ adopted the Zanzibar's Climate Change Strategy in 2014. This strategy outlines the RGZ's response framework to improve Zanzibar's economic, social and environmental resilience and enhance low carbon opportunities. The objectives are to help mainstream climate change responses in development planning across sectors. In 2015, the Zanzibar Environmental Management Act of 2015 was also enacted. Section 25 of the Act directs the establishment of Environment and Climate Change Units in each ministry and local government authority to: (i) facilitate coordination within respective ministry or local government authority, and (ii) consider and mainstream environmental norms and climate change into the policies, plans, programs, projects and activities of the institutions in the respective sectors.

80. The MoEVT has had a long-standing tradition of maintaining strategies to deal with disaster emergency at the national level, most recently through the 2011 Emergency Preparedness and Response Plan and the Disaster

⁴¹ <https://thinkhazard.org/en/report/48371-tanzania-kaskazini-pemba#question-42>



Communication Strategy, which ensured a well-coordinated response in the event of any emergency. In 2022, given the continued threat posed by intensified and more frequent weather patterns such as droughts, floods and storms, and on the heels of the COVID-19 pandemic, the MoEVT developed a disaster preparedness strategy and plan to strengthen the resilience of the education sector to these risks. The strategy and plan are being reviewed by the government for approval.

81. The Project design will support the MoEVT's mitigation and adaptation strategies vis-à-vis the climate change related risks identified. In particular:

82. Under Component 1: This component will help address the climate risks identified by raising awareness among the broader school community- students, teachers, school leadership, parents and local community- about risks related to climate change and promoting climate-aware and sustainable livelihoods. The MoEVT has integrated climate change and environmental issues as specific learning areas in the new primary curriculum, and these will be reflected in the curriculum-aligned content developed for the Virtual Learning Environment. The curriculum objectives on this issue are outlined as follows:

- **at the lower primary level:** *identify features in their environment and understand various influences on these e.g. identify various economic areas of Zanzibar and their features, identify similarities and differences between animals, understand and appreciate the importance of using resources in a responsible way.*
- **at the upper primary level:** *Appreciate the importance of protection of the environment and engage in environmental protection activities to cope with climate changes for social development.*

83. The VLE offers an opportunity to significantly expand understanding of climate-change related issues within the context of Zanzibar, including its impact on livelihoods, promote climate aware and sustainable livelihoods, and can also serve to engage youth in climate conscious development. The VLE is also a cost-effective modality for quick transmission of new information and content which will significantly facilitate long term engagement with this community on such important topics.

84. Under Component 2: This component will help address the climate risks identified by improving awareness and readiness of students, teachers and the broader schooling community. Teaching and learning materials will incorporate thematic areas related to climate change and promote participation of students in climate-related activities through experiments and projects. Leveled readers for both primary and lower secondary students will also include specific titles/content promoting climate change awareness. Readers are also an important tool to share important messages with students' parents, families and local communities through reading practice at home. This will be particularly relevant for creating awareness among communities that are more at risk of bearing the cost of climate change such as coastal rural communities and children from vulnerable households.

85. Under Component 3: This component will directly respond to the climate risks identified by piloting construction of a school using alternative construction materials to sand. Sand mining in Zanzibar has had harmful effects on vegetation and coastal erosion, and has negatively impacted communities as a result of increased incidences of flooding and its impact on local economies. This component will support climate-related risk mitigation measures through: (i) climate resilient technical designs for school infrastructure as well as the inclusion of climate change perspective in the construction strategy; (ii) avoidance of flood prone areas for location of Project investments; and (iii) piloting at least one school construction with alternative construction materials to sand to explore its cost-effectiveness and potential scale up in future construction projects. Building on recommendations from the in-depth study of school construction in Zanzibar under the current Project ZISP (P153277), which included an in-depth review of alternative materials and



techniques, the Project will pilot construction of school infrastructure using alternative materials. As mentioned above, this is important since sand mining in Zanzibar has raised significant environmental concerns over the years and was even halted for some time in 2020/2021 by the environmental agency in Zanzibar due to sand shortages. The cost-effectiveness of the option will be explored and will inform future school infrastructure projects.

86. **Under Component 4.1:** This component will include capacity development of the headteachers to prepare for the emergency in case of flood or wildfire. The headteachers will develop evacuation and emergency plan for their schools in case any natural disaster occurs in the future. Headteachers will also train their teachers and staff to make sure that students will be evacuated safely in case of emergency.

Gender

87. **Zanzibar has made much progress in terms of improving gender parity in access to education at all levels over the last decade:** in 2019/20, gross enrollment ratios for boys and girls respectively reached 87.6 percent and 88 percent in pre-primary, 114.4 percent and 109.8 percent in primary, and 83.9 and 98.6 in lower secondary.⁴² With low repetition rates at the primary level, most boys and girls tend to pass the end of primary cycle examination and transition to Form 1. On average, in 2020, 98.1 percent of students passed the Standard 6 examination (96.8 percent of boys and 99.3 percent for girls), and about 97.3 percent of those transitioned to Form 1 (96.4 percent for boys and 98.1 percent for girls).⁴³

88. **Despite progress in access, as noted earlier, boys, especially those from poor households in rural areas, tend to underperform and disengage from education earlier.** At the lower secondary level in particular, boys tend to repeat classes more often than girls, perform less well on the Form 2 examination and are more likely to drop out before completing Form 4. Poor foundational skills in primary grades, and the lack of English proficiency when starting lower secondary contribute to their lack of readiness. In 2021, the transition rate between Form 2 and Form 3 among girls was 88.4 percent compared to only 70.5 percent for boys. Trend data reveal that the gap, has been increasing over time- in 2017, transition rates were 11 percentage points higher for girls, in 2021, this has increased to 18 percentage points.

89. **As highlighted earlier, the reasons for boys' underachievement and early dropout, especially at the lower secondary level, is likely a combination of factors.** The Household Budget Survey (2019/20) indicates that that main reason is a lack of interest on the part of students to pursue their education. From the EMIS database, students indicate that poverty is also a leading factor. Additional qualitative information gathered through focus group discussions with students, teachers and headteachers, as well as recent studies,⁴⁴ indicate that the lack of readiness for schooling in lower secondary is due to the inadequacy of the foundational skills acquired during primary years, including in English language skills. Coupled with higher rates of repetition and low performance on the Form 2 examination, students will tend to become discouraged, exacerbated by the lack of parental support,⁴⁵ and drop out early. For boys, studies⁴⁶ indicate that cultural and social norms in Zanzibar may impact how boys and girls evolve in and outside the classroom, for example

⁴² Source: World Bank calculations based on OCGS Household Budget Survey 2019/20.

⁴³ Source: Ministry of Education and Vocational Training Statistical Abstract 2021.

⁴⁴ For example, Doe, D. , Shindano, S. and Kimolo, A. (2022) "Why Are They Out?" Exploring School Heads and Teachers' Views on Secondary School Students' Dropout in Peri-Urban Communities of Zanzibar, Tanzania. *Open Journal of Social Sciences*, 10, 252-272.

doi: 10.4236/jss.2022.1010017; and Moris (2018) Performing Graduates, Dropouts, and Pushouts: The Gendered Scripts and Aspirations of Secondary School Students in Zanzibar <https://core.ac.uk/download/pdf/226939815.pdf>.

⁴⁵ Moris (2018) Performing Graduates, Dropouts, and Pushouts: The Gendered Scripts and Aspirations of Secondary School Students in Zanzibar <https://core.ac.uk/download/pdf/226939815.pdf>.

⁴⁶ *Ibid* . Also, Essary (2017).



there may be less pressure and expectations for boys in rural areas to pursue their education and a push rather for them to contribute to the household income.⁴⁷ The National Plan of Action to End Violence Against Women and Children (2017-2022) also highlighted that corporal punishment is legal and routinely used by teachers in classrooms and by parents and caregivers at home in Zanzibar. The study notes that over 7 in 10 girls and 6 in 10 boys aged 13-24 years old experience physical violence by teachers, and highlights that corporal punishment is often considered an appropriate and even desired disciplinary approach by parents. Observations in the other parts of the world indicate that harsh discipline, corporal punishment and other forms of violence at school also negatively impact boys' and girls' academic achievement.⁴⁸ It seems highly likely to be a contributing factor to boys' underachievement and early drop out in Zanzibar.

90. **Two recent publications have delved deeper on this issue:** (i) UNESCO Global report on boys' disengagement from education (2022); and (ii) World Bank Educational Underachievement Among Boys and Men (2021). These studies identify the following issues as some of the driving factors for why boys disengage from education: (i) low readiness for school- boys from poorer households tend to not achieve minimum proficiency standards in reading making it challenging to successfully complete their education; (ii) in many countries, boys are engaged in child labor or some form of economic activity, pulling them away from school; (iii) some gendered norms and expectations negatively impact boys' motivation and desire to learn; (iv) practices such as early tracking and streaming of classes may discourage boys, especially those who are moved to classes that are perceived as "lower" level; (v) boys are more likely than girls to experience physical bullying ; (vi) harsh discipline, corporal punishment and other forms of gender-based violence impact academic achievement and attainment and may lead to absenteeism; and (vii) language barriers may contribute to educational exclusion. They also describe interventions which address the issue of underachievement and disengagement of boys from education, although these types of interventions are not common in the Sub-Saharan Africa region. Some of the interventions which have shown success in other parts of the world include, among others: (i) addressing gender stereotyping in the classroom through training of teachers to build resilience and self-esteem in their students; (ii) equipping teachers with the right pedagogical tools to better prepare their students' academically; and (iii) use positive discipline techniques to ensure boys and girls feel safe and to promote good classroom behavior.

91. The Project aims to improve the learning experience for all students, boys and girls, and also aims to reduce the aforementioned gender gap between boys and girls in transition rates between Form 2 and Form 3 by:

- **Fostering boys' positive engagement in learning** by providing adequate, high-quality teaching and learning materials, as well as provide access to digital content to further improve their foundational skills. Teachers will be adequately trained on teaching pedagogies, formative assessment techniques to identify learning gaps early (such as the teaching at the right level approach), will provide them with the tools to ensure appropriate support is given and support better learning outcomes.
- **Equipping teachers to create a positive classroom environment which creates conducive conditions for learning in the classroom** by providing training to teachers on positive discipline and classroom management. School-based CPD modalities will allow for reinforcement of these approaches. Revised inspectorate tools will help inspectors to monitor its effective application in the classroom. Training will also be provided on gender sensitive and gender responsive teaching strategies to help teachers avoid reproducing gender stereotypes.
- **Supporting vulnerable students and encouraging their engagement and success in school through the Boys and Girls Science and Leadership Program.**
- **This program will provide targeted support to girls and boys from the moment they join lower secondary**

⁴⁷ Moris (2018) Performing Graduates, Dropouts, and Pushouts: The Gendered Scripts and Aspirations of Secondary School Students in Zanzibar <https://core.ac.uk/download/pdf/226939815.pdf>.

⁴⁸ UNESCO Global report on boys' disengagement from education (2022).



school. The program will enable students to participate in activities which will build their foundational and digital skills and further foster their interest in STEM-related areas, and give them the opportunity to further develop socio-emotional support and life skills.

Disability and Inclusion

92. **The RGoZ has made remarkable progress in promoting inclusive education and recognizing that disability is a cross-cutting issue that should be mainstreamed across all relevant sectors.** There are several key policies which have been developed in recent years which provide a cadre to address critical issues for children and young people living with disabilities, including the 2014 Zanzibar Social Protection Policy, the 2017-2022 Action Plan to End Violence against Women and Children, and the 2019 Zanzibar Inclusive Education Policy. The latter provides policy actions on advocacy and awareness-raising, assessing and removing barriers to learning, individual learning support, and building accessible infrastructure.

93. **In an effort to support better policies, the MoEVT, with support from development partners, has expanded the scope of the annual school census data to include data on children with disabilities.** These are also regularly published in the Education Statistical Abstract and are available by school level and by district, type of disability and by grade. This database is meant to support policymaking and provide the MoEVT and its development partners with data to help better target interventions. Based on information gathered in the 2021 Education Statistical Abstract, there are about 1,011 pre-primary, 5,145 primary and 4,407 secondary students who are documented as living with a disability. This is equivalent to about 1.7 percent of pre-primary and primary students and 3.8 percent of secondary students. According to the EMIS data, over 53 percent are students with partial visual disabilities. The data collection tools are being revised to include additional considerations, including learning disabilities which may be harder to detect and identify but are critical to providing a conducive learning environment to all children. It should also be noted that the MoEVT has also recently constructed two schools, one in Pemba and one in Unguja, with boarding and medical facilities for those students suffering from more severe disabilities and who may require additional health services to effectively pursue their education.

94. **The Project will support the MoEVT's inclusion agenda and priorities by:**

- Promote inclusivity in teaching and learning materials, including leveled readers to foster awareness and understanding, especially for marginalized students, for example those living with albinism.
- Providing adapted teaching and learning materials for students living with visual impairments- these include textbooks, leveled readers, supplementary materials and reference materials.
- Developing teacher training modules and courses to improve teachers' capacity to properly utilize the teaching and learning materials and adequately support students living with disabilities in their classrooms.
- Mainstreaming inclusive education in the development of a school construction strategy and technical designs to ensure these respond to international best practices for inclusive school designs.

Citizen Engagement

95. **The Project will engage stakeholders and beneficiaries during Project implementation, including civil society, Project-affected people, and relevant local and international NGOs.** Upstream sensitization of communities on the school construction strategy, and its targeted construction program will be critical to build consensus at the local level around the ultimate objectives of reducing class sizes and distance to school within the ward and district. This will be



achieved through community meetings with the local education officers and the Shehas, the local community leaders who are usually responsible for implementing government policies and directives, as well as for settling community-level disputes. Meetings with the School Management Committees at the school level will also be leveraged. The Project will also ensure close coordination and engagement with Shehas during the site selection process. The Project will build on the approach adopted under the ZISP Project which has ensured strong ownership and engagement by communities in the construction program.

96. **The community engagement in the design and implementation of the Boys and Girls Science and Leadership Program will also be extremely important.** The Project will engage with NGOs and development partners that have contextual experience working with the targeted communities to ensure the program is relevant, well understood and endorsed by the students, as direct beneficiaries, as well as their parents/guardians and the broader community. Guidance counsellors likely going to also play an important role in the implementation of the program, and as such will receive dedicated capacity building. These will also serve to reinforce good practices within their respective schools and help build stronger sustainability. Outreach activities to the parents and community will be built into the design to foster greater understanding of the benefits of participating in the program. It will also be an opportunity to exchange on the broader Project objectives and activities, helping to realign perceptions on the utility of education and encourage behavioral shifts when necessary. The M&E reporting for this activity will ensure to capture feedback from all stakeholders and beneficiaries.

97. **The MoEVT will leverage its Annual Joint Education Sector Review (AJESR) meetings which welcomes representatives from civil society, NGOs, teachers, parents, and students to inform about planned Project activities and report on Project implementation progress.** The AJESR held its first event in 2019 and has proven to be a powerful tool to keep all stakeholders engaged on sector priorities and to provide a forum for giving direct feedback to the MoEVT and help assess performance of projects. In addition to the AJESR, the MoEVT internal Grievance Redress Mechanisms (e.g. the online GRM tool supported under ZISP) and M&E reporting mechanisms will ensure availability of various channels for stakeholders to provide feedback, share insights on how Project activities are being implemented, and raise concerns if any. The M&E mechanisms will report on the share of grievances received that have been addressed in the Project as a means of tracking efficacy of response mechanisms.

V. GRIEVANCE REDRESS SERVICES

98. **Grievance Redress.** Communities and individuals who believe that they are adversely affected by a project supported by the World Bank may submit complaints to existing project-level grievance mechanisms or the Bank's Grievance Redress Service (GRS). The GRS ensures that complaints received are promptly reviewed in order to address project-related concerns. Project affected communities and individuals may submit their complaint to the Bank's independent Accountability Mechanism (AM). The AM houses the Inspection Panel, which determines whether harm occurred, or could occur, as a result of Bank non-compliance with its policies and procedures, and the Dispute Resolution Service, which provides communities and borrowers with the opportunity to address complaints through dispute resolution. Complaints may be submitted to the AM at any time after concerns have been brought directly to the attention of Bank Management and after Management has been given an opportunity to respond. For information on how to submit complaints to the Bank's Grievance Redress Service (GRS), please visit <http://www.worldbank.org/GRS>. For information on how to submit complaints to the Bank's Accountability Mechanism, please visit <https://accountability.worldbank.org>.



VI. KEY RISKS

99. **The overall risk is rated to be substantial as summarized in the Systematic Operations Risk-rating Tool (SORT).** The key risks affecting the overall risk ratings, along with their mitigation strategy, are outlined below:

100. **Institutional Capacity for Implementation and Sustainability Risk Rating is Substantial:** The Project will require close coordination of technical teams at MoEVT and also require new capacity to be onboarded to adequately implement the activities and to ensure their sustainability beyond the Project life. For example, the MoEVT will require technical expertise to guide the preparation of national learning assessments which they do not currently have, and capacity will have to be developed vis-à-vis the management of the VLE. In addition, the MoEVT's fiduciary as well as the social and environmental risk management capacity will need to be strengthened to ensure Project activities are adhering to corporate safeguards and requirements, including those pertaining to fiduciary functions and monitoring, reporting and evaluation. As a mitigation measure, a capacity building plan will be developed and implemented under component 4.1 to help the project and Ministry staff to effectively deliver results.

101. **Fiduciary Risk Rating is Substantial:** The fiduciary arrangements and capacity in the education sector are well-established through the implementation of the ZISP Project and based on the Project design, and existing capacity gaps identified during assessments, the risk is rated as substantial. The fiduciary risks associated with the Project pertain to the capacity gaps, both in terms of the adequacy of training of staff on World Bank regulations and procedures, as well as staffing needs. Proposed mitigation measures on procurement side include: (i) training on the World Bank Procurement Regulations and procedures for all procurement staff. For sustainability reasons, MoEVT will prepare and implement a capacity-building plan for the Tender Boards, PDMUs, and user departments; (ii) deploy additional three staff and recruit a Procurement Specialist to support and build capacity of the MoEVT apart from assisting in processing procurement activities during the initial period of Project implementation. Emphasis will be to build capacity of the PDMU and users departments and not only staff implementing Project's activities; (iii) ensure close management of procurement execution to ensure they are processed as per the timelines in the procurement plans, including timely, Tender Board approvals, preparation of ToRs and specifications by user and technical departments; (iv) conduct training tailored to address capacity gaps in contract management for PDMU staff and technical departments of the Ministry; and (v) establish a sound filing and records management system. Proposed mitigation measures on the FM side include: (i) regular capacity building training to be undertaken during and outside of supervision missions; (ii) reinforcement of capacity within the Internal Audit unit, both in terms of staffing and capacity building; and (iii) ensure a Project fixed asset register is maintained and regularly reviewed and updated (at least quarterly), and fixed assets insured. Once the planned risk mitigation measures are implemented effectively, the residual risk rating will be re-assessed and adjusted accordingly.

102. **Environmental and Social Risk Rating is Substantial:** The potential environmental risks and impacts of the Project are primarily associated with subcomponent activities under Component 3, which involve the targeted construction program and will focus on districts with high pupil-classroom ratios and those where the closest school is more than 3km from the community. The predicted environmental risks associated with the Project include (i) the generation of construction wastes and other related solid wastes, (ii) occupational safety and health risks linked to construction workers, (iii) community health and safety risks from the handling, transport, and disposal of construction wastes and other related solid wastes, (iv) possible soil erosion, land degradation, water source depletion, etc. could also arise in relation to improper construction activities and water extraction activities, (v) possible soil and groundwater contamination owing to the generated wastes, (vi) construction workers and community exposure to COVID-19, (vii) air and noise emissions, (viii) possible road accident resulting from the transportation of materials from source to the



construction site, (ix) biodiversity impacts. Based on the type and extent of the aforesaid and other envisioned environmental related impacts from the construction program, the potential environmental risk of the Project is rated to be substantial. These impacts can be addressed through standard mitigation measures and compliance with relevant national laws and good international industry practice, consistent with the Project's ESMF which serves as an underlying framework to address the E&S risks and impacts. Additional instruments such as the RPF, SEP, ESCP and LMP will also strengthen readiness to respond to any aforementioned risks. ZIQUE is expected to have positive social impacts by ensuring access to school for the children in rural Zanzibar, especially those with disabilities. Component 3 will support the preparation of a school construction strategy and standardized and inclusive school designs that ensure the design considers students living with disabilities. The design will also consider the needs of adolescent girls by providing sanitation facilities that will cater to their menstruation needs. The Project SRR, however, is substantial at this stage because construction of additional classrooms or new schools will result in the potential social impacts that require to be mitigated. The construction of extra classrooms might require additional land in urban areas thus resulting in loss of land or loss of livelihood in school owned land and other related impacts to the affected households. The construction activities might give access to the Project workers/contractors/local Fundi to the school compounds thus imposing risks of GBV and sexual exploitation among young children, both boys and girls. Mitigation measures will be adopted consistent with the Project's Environmental and Social Management Framework recommendations. These measures include the development Grievance Redress Mechanisms and Emergency Response Plans, the preparation of monitoring and reporting requirements on environmental and social risk management, grievances and accidents and incidences, and the development and implementation of a GBV/SEA Action Plan during the construction and operational phase.



VII. RESULTS FRAMEWORK AND MONITORING⁴⁹

Results Framework

COUNTRY: Tanzania

Zanzibar Improving Quality of Basic Education Project

Project Development Objectives(s)

The project will aim to improve teaching competencies and learning outcomes, and reduce the gender gap in transition rates within basic education.

Project Development Objective Indicators

Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
Strengthen Teaching Competencies								
Percentage of government primary and lower secondary teachers trained that show improved competencies in content-knowledge and pedagogy (Percentage)		0.00	0.00	0.00	60.00	65.00	70.00	75.00
Percentage of primary government schools with class sizes at or below standard level in targeted districts (Percentage)		0.00	0.00	0.00	50.00	55.00	60.00	75.00
Improve Learning Outcomes								

⁴⁹ The Corporate Results Indicator (CRI) on teachers refers to teacher trained.



Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
Percentage of government primary school students reaching minimum proficiency in reading by Standard 4 (Kiswahilii) (Percentage)		0.00	0.00	0.00	30.00	30.00	50.00	50.00
Percentage of government primary school students reaching minimum proficiency in reading by Standard 4-girls (Percentage)		0.00	0.00	0.00	30.00	30.00	50.00	50.00
Percentage of government primary school students reaching minimum proficiency in reading by Standard 4-boys (Percentage)		0.00	0.00	0.00	30.00	30.00	50.00	50.00
Reduce Gender Gap in Transition Rates								
Gender gap in transition rate between Form 2 and 3 in government lower secondary schools (Percentage)		18.00	18.00	18.00	15.00	12.00	10.00	10.00
Transition rate between Form 2 and Form 3 in government secondary schools- boys (Percentage)		65.00	65.00	65.00	70.00	75.00	80.00	80.00
Transition rate between		83.00	83.00	83.00	85.00	87.00	90.00	90.00



Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
Form 2 and 3 in government secondary schools- girls (Percentage)								

Intermediate Results Indicators by Components

Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
Strengthen Teacher Effectiveness								
Teachers recruited or trained (CRI, Number)		0.00	700.00	1,600.00	2,800.00	3,800.00	4,500.00	4,500.00
Teachers recruited or trained - Female (RMS requirement) (CRI, Number)		0.00	350.00	800.00	1,400.00	1,900.00	2,250.00	2,250.00
Students benefiting from direct interventions to enhance learning (CRI, Number)		0.00	150,000.00	300,000.00	390,000.00	450,000.00	470,000.00	485,000.00
Students benefiting from direct interventions to enhance learning - Female (CRI, Number)		0.00	74,500.00	147,000.00	193,000.00	226,000.00	236,000.00	240,000.00
Number of teacher training modules developed (cumulative) (Number)		0.00	10.00	10.00	20.00	20.00	30.00	30.00
Number of teacher training modules		0.00	5.00	5.00	10.00	10.00	15.00	15.00



Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
developed- primary (Number)								
Number of teacher training modules developed- lower secondary (cumulative) (Number)		0.00	5.00	5.00	10.00	10.00	15.00	15.00
Number of government teachers participating in at least 4 school-based CPD sessions annually- primary (cumulative) (Number)		0.00	500.00	800.00	1,000.00	1,500.00	1,500.00	1,500.00
Number of government teachers participating in at least 4 school-based CPD sessions annually- secondary (Number)		0.00	200.00	500.00	800.00	1,000.00	1,000.00	1,000.00
Percentage of primary and secondary government schools which receive at least 4 coaching visits per year by pedagogical leaders (Percentage)		0.00	0.00	10.00	20.00	25.00	40.00	50.00
Percentage of government schools which receive at least 4 coaching visits per year by pedagogical leaders- primary (Percentage)		0.00	10.00	20.00	25.00	40.00	50.00	50.00
Percentage of government schools which receive at least 4 coaching visits per year		0.00	10.00	20.00	25.00	40.00	50.00	50.00



Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
by pedagogical leaders-secondary (Percentage)								
Number of students in teacher training colleges studying under new pre-service curriculum (Number)		0.00	0.00	0.00	500.00	1,000.00	2,000.00	2,000.00
Strengthen Teacher Support								
Percentage of primary and lower secondary schools receiving required inspection visits using curriculum aligned and revised guidelines and instruments (Percentage)		0.00	0.00	30.00	40.00	60.00	70.00	90.00
Number of reports on results of large scale assessments publicly available (cumulative) (Number)		0.00	0.00	0.00	1.00	1.00	2.00	2.00
Percentage of government primary school students reaching minimum proficiency in English literacy skills by Standard 4 (Percentage)		0.00	0.00	0.00	15.00	15.00	30.00	30.00
Percentage of government primary school students reaching minimum proficiency in Numeracy by Standard 4 (Percentage)		0.00	0.00	0.00	25.00	25.00	40.00	40.00
Percentage of government		0.00	0.00	0.00	15.00	15.00	30.00	30.00



Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
lower secondary school students reaching minimum proficiency in English literacy skills by Form 2 (Percentage)								
Percentage of government secondary schools with a student textbook ratio no higher than 1:1 in selected subjects (Percentage)		0.00	0.00	0.00	0.00	0.00	50.00	100.00
Percentage of government secondary schools with a student textbook ratio no higher than 1:1 in selected subjects- English (Percentage)		0.00	0.00	0.00	0.00	0.00	50.00	100.00
Percentage of government secondary schools with a student textbook ratio no higher than 1:1 in selected subjects- Mathematics (Percentage)		0.00	0.00	0.00	0.00	0.00	50.00	100.00
Percentage of government secondary schools with a student textbook ratio no higher than 1:1 in selected subjects- Physics (Percentage)		0.00	0.00	0.00	0.00	0.00	50.00	100.00
Percentage of government secondary schools with a		0.00	0.00	0.00	0.00	0.00	50.00	100.00



Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
teacher guide ratio of no higher than 1:1 in selected subjects (Percentage)								
School census integrated with school information system to provide annual statistics on student and teacher attendance (Yes/No)	No	No	No	Yes	Yes	Yes	Yes	Yes
Support Conducive Learning Environments								
Number of new classrooms completed in targeted districts and according to approved school construction strategy and standardized school designs (cumulative) (Number)	0.00	0.00	0.00	150.00	220.00	300.00	400.00	
Construction of at least one school using alternative construction materials is completed (Yes/No)	No	No	No	No	Yes	Yes	Yes	Yes
Number of participants in the Boys and Girls Science Leadership Program (Number)	0.00	0.00	500.00	1,000.00	1,500.00	2,000.00	2,000.00	
Strengthen Systems and Support Project Management								
Capacity building plan is developed for all key departments (Yes/No)	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Teacher reform studies are prepared and CPD-related policy recommendation	No	No	No	No	Yes	Yes	Yes	Yes



Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
implemented (Yes/No)								
Percentage of grievances received and addressed through the Project Grievance Redress Mechanisms (Percentage)		0.00	30.00	40.00	50.00	60.00	70.00	80.00

Monitoring & Evaluation Plan: PDO Indicators

Indicator Name	Definition/Description	Frequency	Datasource	Methodology for Data Collection	Responsibility for Data Collection
Percentage of government primary and lower secondary teachers trained that show improved competencies in content-knowledge and pedagogy	Percentage of government primary and lower secondary school teachers that participate in CPD modules on Kiswahili, Mathematics, English or Science (biology, chemistry and physics) that show at least a 50 percent improvement in content knowledge and pedagogical skills after completion of related CPD modules. This indicator will be	Annual	VLE assessments	VLE based assessment conducted before and after completion of related CPD modules	VLE team, Directorate of Planning, MoEVT



	informed by the VLE based assessments based on the CPD program determined for each year.				
Percentage of primary government schools with class sizes at or below standard level in targeted districts	<p>Percentage of government primary schools in targeted districts with an average student per stream (class) ratio of 50 or below.</p> <p>Targeted districts will be defined during preparation of the school construction strategy based on agreed priority criteria. Baseline numbers will be updated once strategy and targeting are finalized.</p>	Annual	EMIS	Annual School Based Census	Directorate of Planning, MoEVT
Percentage of government primary school students reaching minimum proficiency in reading by Standard 4 (Kiswahilii)	<p>Percentage of Standard 4 students that reach minimum agreed reading proficiency. Reading proficiency benchmarks will be defined in the learning assessment framework and may include</p> <ul style="list-style-type: none"> • Number of words in a story that can be read correctly in one minute and • With a pre-defined level of comprehension. 	Every two years	Learning Assessment	Large scale assessment (sample based)	ZIE, ZEC, MoEVT



	<p>The learning assessment framework will be developed in year 1 of the project. There will be two rounds of the assessment- the first will be carried out in year 3 and the second round in year 5 of the project.</p> <p>Baseline numbers are zero because : (i) there is no baseline assessment to determine baseline numbers and (ii) actual proficiency levels will be determined during preparation of the learning assessment framework. Targets may be revised once proficiency levels are defined and the first round of assessment is carried out.</p>				
Percentage of government primary school students reaching minimum proficiency in reading by Standard 4-girls	Disaggregation of results-girls. Targets may be revised once first round of assessment is carried out.	Every two years	Learning Assessment Reports	Large scale assessment (sample based)	ZIE, ZEC, Directorate of Planning
Percentage of government primary school students reaching minimum proficiency in reading by Standard 4-	Disaggregation of results by sex- boys. Targets may be revised after first round of	Every two years	Learning Assessment Reports	Large scale assessments	ZIE, ZEC, Directorate of Planning



boys	assessment is carried out.				
Gender gap in transition rate between Form 2 and 3 in government lower secondary schools	<p>This gap is calculated as the difference in transition rates between Form 2 and Form 3 for boys and girls in government secondary schools.</p> <p>The transition rate is calculated as the number of new students (i.e., excluding repeaters) admitted to Form 3 in a given year, expressed as a percentage of the number of students enrolled in Form 2 in the previous year.</p>	Annual	EMIS	Annual School Based Census	Directorate of Planning, MoEVT
Transition rate between Form 2 and Form 3 in government secondary schools- boys	The number of new (boys) students (i.e., excluding repeaters) admitted to Form 3 in a given year, expressed as a percentage of the number of students enrolled in Form 2 in the previous year.	Annual	EMIS	Annual School Based Census	Directorate of Planning, MoEVT
Transition rate between Form 2 and 3 in government secondary schools- girls	The number of new students (i.e., excluding repeaters) admitted to Form 3 in a given year, expressed as a percentage of the number of students enrolled	Annual	EMIS	Annual School Based Census	Directorate of Planning, MoEVT



	in Form 2 in the previous year (girls)				
Monitoring & Evaluation Plan: Intermediate Results Indicators					
Indicator Name	Definition/Description	Frequency	Datasource	Methodology for Data Collection	Responsibility for Data Collection
Teachers recruited or trained		Annual	CPD database and VLE	Summary of monthly reporting at school level	Directorate of Planning, MoEVT
Teachers recruited or trained - Female (RMS requirement)		Annual	CPD database and VLE report	Summary of monthly reporting at school level	Directorate of Planning, MoEVT
Students benefiting from direct interventions to enhance learning		Annual	EMIS	Annual School Based Census	Directorate of Planning, MoEVT
Students benefiting from direct interventions to enhance learning - Female		Annual	EMIS	Annual School Based Census	Directorate of Planning, MoEVT
Number of teacher training modules developed (cumulative)	Annual count of total number of new CPD modules developed for primary and secondary school teachers (split 50% between primary and secondary). These targets may be revised once the CPD program is developed.	Annual	ZIE and DTE M&E reports	Collection and verification of new modules	Directorate of Planning, MoEVT



Number of teacher training modules developed- primary	Annual count of total number of new CPD modules developed for primary school teachers. Targets may be revised once CPD program is developed.	Annual	ZIE and DTE M&E report	Collection and verification of new modules	Directorate of Planning, MoEVT
Number of teacher training modules developed- lower secondary (cumulative)	Annual count of total number of new CPD modules developed for lower secondary school teachers (cumulative)	Annual	ZIE and DTE M&E report	Collection and verification of new modules	Directorate of Planning, MoEVT
Number of government teachers participating in at least 4 school-based CPD sessions annually- primary (cumulative)	Number of government teachers attending at least 4 school based CPD sessions during the school year in primary	Annual	CPD database and VLE	Summary of monthly reporting at school level	Directorate of Planning, MoEVT
Number of government teachers participating in at least 4 school-based CPD sessions annually- secondary	Number of government teachers attending at least 4 school based CPD sessions during the school year in secondary (cumulative)	Annual	CPD database and VLE	Summary of monthly reporting at school level	Directorate of Planning, MoEVT
Percentage of primary and secondary government schools which receive at least 4 coaching visits per year by pedagogical leaders	Percentage of school visits to support school based CPD by pedagogical leaders. Note: School based CPD will be organized in clusters where needed so not all schools are targeted	Annual	DTE M&E report	Collection and verification of district level reports	DTE and Directorate of Planning, MoEVT
Percentage of government schools which receive at least 4 coaching visits	Percentage of school visits to support school based CPD	Annual	DTE M&E reports	Collection and verification of district	DTE and Directorate of



per year by pedagogical leaders- primary	by pedagogical leaders. Note: School based CPD will be organized in clusters where needed so not all schools are targeted			level reports	Planning, MoEVT
Percentage of government schools which receive at least 4 coaching visits per year by pedagogical leaders- secondary	Percentage of school visits to support school based CPD by pedagogical leaders. Note: School based CPD will be organized in clusters where needed so not all schools are targeted	Annual	DTE M&E report	Collection and verification of district level reports	DTE and Directorate of Planning, MoEVT
Number of students in teacher training colleges studying under new pre-service curriculum	Number of students enrolled in teacher training colleges and pursuing the new pre-service primary school curriculum	Annual	EMIS	Annual School Based Census	Directorate of Planning, MoEVT
Percentage of primary and lower secondary schools receiving required inspection visits using curriculum aligned and revised guidelines and instruments	Percentage of schools receiving required inspection visits using curriculum aligned and revised guidelines and instruments- primary. The new guidelines will set the required number of visits per year. Development of new instruments and training of inspectors will be	Annual	Inspectorate reports	Collection and verification of school level reports	Directorate of Planning, MoEVT



	carried out in year 1 of the project.				
Number of reports on results of large scale assessments publicly available (cumulative)	<p>A learning assessment framework will be developed year 1/</p> <p>A detailed report from the large scale assessments that includes methodology (e.g., sample selection, definitions of proficiency levels) with detailed reporting of learning outcomes by gender and socioeconomic characteristics and analysis of relationship of learning with school and teacher characteristics. Reports will be publicly available.</p> <p>The first round of the learning assessments will be conducted in 2025 and the second round in 2027</p>	Twice in the project lifetime	MoEVT website	Verification of availability online	Directorate of Planning, MoEVT
Percentage of government primary school students reaching minimum proficiency in English literacy skills by Standard 4	<p>This indicator will measure the percentage of government primary school students reaching minimum proficiency in English literacy skills by Standard 4.</p> <p>The definition of minimum</p>	Twice in the project	Learning Assessment report	Learning Assessment	ZIE, ZEC, Directorate of Planning, MoEVT



	<p>proficiency in English literacy skills will be determined in the Learning Assessment Framework which will be developed year 1. Targets may be revised after first round of assessments.</p>				
<p>Percentage of government primary school students reaching minimum proficiency in Numeracy by Standard 4</p>	<p>This indicator measures the percentage of government primary school students reaching minimum proficiency in Numeracy by Standard 4. The first round will be conducted in 2025 and the second round is to be conducted in 2027.</p> <p>The minimum proficiency in Numeracy by Standard 4 will be defined in the Learning Assessment Framework which will be developed in year 1. Targets may be revised after the first round of assessments.</p>	<p>Twice in the project</p>	<p>Learning Assessment reports</p>	<p>Learning Assessment</p>	<p>ZIE, ZEC, Directorate of Planning, MoEVT</p>
<p>Percentage of government lower secondary school students reaching minimum proficiency in English literacy skills by Form 2</p>	<p>This indicator measures the percentage of government lower secondary school students reaching minimum proficiency in English literacy skills by Form 2</p>				



<p>Percentage of government secondary schools with a student textbook ratio no higher than 1:1 in selected subjects</p>	<p>The percentage of government secondary schools where the student textbook ratio in selected subjects is 1:1 or better. School student-textbook ratio is defined as the total number of appropriate (e.g., curriculum aligned) subject textbooks as a percentage of all students in Form 1-4 studying the subject.</p>	<p>Annual</p>	<p>EMIS</p>	<p>Annual School Based Census</p>	<p>Directorate of Planning, MoEVT</p>
<p>Percentage of government secondary schools with a student textbook ratio no higher than 1:1 in selected subjects- English</p>	<p>The percentage of government secondary schools where the student textbook ratio in English is 1:1 or better. School student-textbook ratio is defined as the total number of appropriate (e.g., curriculum aligned) subject textbooks as a percentage of all students in Form 1-4 studying the subject.</p>	<p>Annual</p>	<p>EMIS</p>	<p>Annual School Based Census</p>	<p>Directorate of Planning, MoEVT</p>
<p>Percentage of government secondary schools with a student textbook ratio no higher than 1:1 in selected subjects- Mathematics</p>	<p>The percentage of government secondary schools where the student textbook ratio in Mathematics is 1:1 or better. School student-textbook ratio is defined as the total number of</p>	<p>Annual</p>	<p>EMIS</p>	<p>Annual School Based Census</p>	<p>Directorate of Planning, MoEVT</p>



	appropriate (e.g., curriculum aligned) subject textbooks as a percentage of all students in Form 1-4 studying the subject.				
Percentage of government secondary schools with a student textbook ratio no higher than 1:1 in selected subjects- Physics	The percentage of government secondary schools where the student textbook ratio in Physics is 1:1 or better. School student-textbook ratio is defined as the total number of appropriate (e.g., curriculum aligned) subject textbooks as a percentage of all students in Form 1-4 studying the subject.	Annual	EMIS	Annual School Based Census	Directorate of Planning, MoEVT
Percentage of government secondary schools with a teacher guide ratio of no higher than 1:1 in selected subjects	The percentage of government secondary schools where the teacher: teacher guide ratio in Mathematics, English and Physics is 1:1 or better. School teacher: teacher guide ratio is defined as the total number of appropriate (e.g., curriculum aligned) subject teacher guides as a percentage of all teachers in that subject teaching students in Form 1-4.	Annual	EMIS	Annual School Based Census	Directorate of Planning, MoEVT



<p>School census integrated with school information system to provide annual statistics on student and teacher attendance</p>	<p>Integration of annual school census and school information system provides more detailed school-level information including regular reporting of student and teacher attendance</p>	<p>Once</p>	<p>EMIS and SIS database</p>	<p>School based input to SIS database</p>	<p>Directorate of Planning, MoEVT</p>
<p>Number of new classrooms completed in targeted districts and according to approved school construction strategy and standardized school designs (cumulative)</p>	<p>The number of new classrooms that are completed using the approved school construction strategy and designs in targeted districts. For government primary schools, targeted districts are districts where student classroom ratios in 2021 exceeded 50. For government secondary schools, targeted districts are districts where student classroom ratios exceeded 3km. Targets may be revised once strategy and targeting are finalized.</p>	<p>Annual</p>	<p>EMIS and construction completion reports</p>	<p>School based census and collation of construction sub-project reports</p>	<p>Directorate of Planning, MoEVT</p>
<p>Construction of at least one school using alternative construction materials is completed</p>	<p>This indicator captures MoEVT plan to pilot the construction of at least one school using alternative construction materials to</p>	<p>Once in project</p>	<p>Monitoring reports</p>	<p>Site visits and M&E report</p>	<p>Civil Works Unit, Directorate of Planning, MoEVT</p>



	sand				
Number of participants in the Boys and Girls Science Leadership Program	The total number of government secondary school that offered and conducted the BGSLP prior to the start of the academic year. Targeting criteria will be finalized in the PIM and will consider areas where secondary school drop-out rates exceed .	Annual	EMIS and school BGSLP reports	Collection and verification of school level reports	Inclusive Education Unit, Directorate of Planning, MoEVT
Capacity building plan is developed for all key departments	Capacity building plan is developed for all key departments for the first 2 years of the project. Progress will be tracked and the plan will be updated every two years.	Every two years	Capacity building plans	Collect approved capacity building plans	Directorate of Planning, MoEVT
Teacher reform studies are prepared and CPD-related policy recommendation implemented	Teacher reform studies are prepared and approved. CPD-related policy recommendation on related to micro credentialing and teacher career path and progression is implemented	Twice in project life	Study reports and documentati on on policy reform	Collection of reports	Directorate of Planning, MoEVT
Percentage of grievances received and addressed through the Project Grievance Redress Mechanisms	This is the percentage of grievances received that have been addressed through the Project Grievance Redress Mechanisms. Further details	Annual	GRM reports	Data collection from online and offline modalities to document grievances in Project	Directorate of Planning



	will be provided in the PIM.				
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ANNEX 1: Implementation Arrangements and Support Plan

COUNTRY: Tanzania

Zanzibar Improving Quality of Basic Education Project

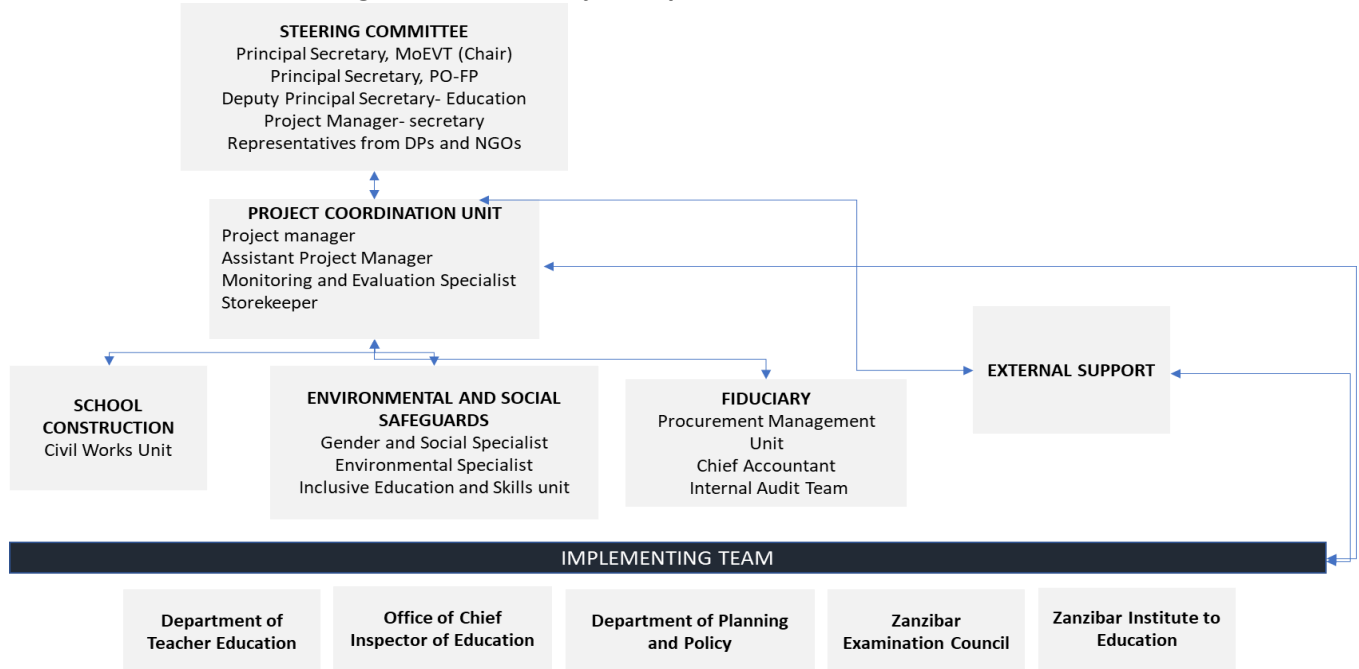
A. Project Institutional and Implementation Arrangements

- 1. The Zanzibar Education Development Plan II (ZEDP II).** The ZEDP II is a five-year plan (2017-2022) currently under implementation by MoEVT. The ZEDP III is currently under preparation and is expected to be finalized by early 2023 with support from the Global Partnership for Education (GPE). The ZIQUE Project objectives and activities are well-aligned with ZEDP II current policy objectives and Project activities will be reflected in the new ZEDP III.
- 2. Institutional arrangements.** The implementation of the Project will be carried out over a six-year period through existing relevant structures in the MoEVT. ZIQUE is a follow-on Project to the current ZISP (P153277) Project, which is expected to close on January 31, 2023, and will build on the coordination and implementation structure developed during this previous Project, reinforcing capacity where needed and expanding the team when relevant to ensure successful and smooth implementation.
- 3. Steering Committee.** The SC will oversee Project implementation. The Principal Secretary will chair the SC. The SC will meet quarterly to discuss progress on implementation of activities and deliberate on the quarterly report which is to be submitted every three months (further details will be provided in the PIM). The steering committee will include the Principal Secretary (Education- Chair), Principal Secretary President's Office Finance and Planning (PO-FP), and the Deputy Principal Secretary- Education. The Project Manager will ensure the role of secretary of the SC. Representatives from development partners and NGOs will be invited to participate when need arises to ensure smooth coordination and facilitate stakeholder engagement. The SC will provide overall strategic guidance for effective and timely Project implementation and ensure sectoral coordination and consistency of Project activities with sector policies and strategies. In addition, it will review on a regular basis progress of the implementation plan, progress reports submitted to the World Bank, AWP, financial audits, and any other issues related to the Project needing managerial decision. The SC will also monitor and address issues of slow implementation, or any bottlenecks or conflicts which may arise, and propose corrective actions as needed.
- 4. Project Coordination Unit.** The PCU will be led by the project manager (Director of Planning, Policy and Research) and the assistant project managers (Director of Zanzibar Institute of Education and Deputy Coordinator in Pemba), and will comprise of specialists that will fulfill key project implementation roles, including fiduciary functions which will be carried out by procurement specialists within the Procurement Management Unit (PMU), finance management specialists and project accountants with the Chief Accountant office (CA) and audit officers within the Internal Audit unit. The MoEVT also has a sub-office in Pemba managed by the deputy coordinator and a technical team comprising engineers charged with the responsibility of ensuring Project implementation on the sister island. The M&E Specialist (from Directorate of Planning and Policy) will ensure monitoring and reporting duties. The PCU will also include key roles for the E&S Safeguards specialists and the Inclusive Education and Skills Unit, and the Civil Works Unit. Technical support will be recruited to help strengthen capacity based on needs assessed.
- 5. Implementing Team.** The PCU will work closely with core departments involved in Project implementation and the directors for each of the departments and units will be focal points for the implementing team. These include DTE, OCIE, DPPR, ZEC, and ZIE. The focal points will also have alternates ready to participate or provide information should



the focal point be absent from Project-related meetings and activities. Figure 4 below depicts the implementation arrangements for the Project.

Figure 4: Overall Project Implementation Structure



Source: Based on discussions with MoEVT.

6. Roles and responsibilities

- a. The **PCU** will be the unit in charge of overall administration, management and reporting for the Project. Particularly, it will be responsible for consolidating budgeted AWP, supporting timely production of progress reports, facilitating communication, providing support to the implementing teams, and any other supporting activities, as requested by the SC. It will take on all fiduciary responsibilities including financial management, accounting, internal audit, disbursement, procurement, and it will also perform all require planning, M&E of activities in close collaboration with Departments focal points. The PCU will be responsible of progress reports transmitted to the World Bank on a six-month basis. The E&S specialists will be responsible for ensuring monitoring and compliance with all environmental and social risks management requirements and will be responsible for tracking, documenting and relaying any compliance issues in a timely manner. The Civil Works Unit will ensure the monitoring and technical compliance during school construction related activities. The PCU will develop and maintain an up-to-date PIM, acceptable to the World Bank, that includes descriptions of how the project and each component will be implemented, outlining the roles and responsibilities of the entities and their relationship with each other.
- b. The **Implementing Team** will lead the technical implementation of Project activities with technical support, as needed, to ensure successful execution of implementation plans (further details will be provided in the PIM). They will be responsible to execute activities according to the implementation plans, lead the preparation of Project implementation reports, provide technical inputs to procurement processes, and participate and maintain communication with the PCU and the SC as needed.



B. Project Coordination, Management, and Implementation

7. **Overall Project coordination.** The Project SC, chaired by the PS of MoEVT, will be responsible for the overall Project coordination, with support from the PCU which will act as the secretariat.
8. **Project management.** Project management will be carried out by the PCU which includes all key functions including FM, disbursement, internal audit, procurement, M&E, Civil Works and E&S. The Project manager will be supported by the assistant Project manager as well as the deputy coordinator based in Pemba.
9. **Project implementation.** The MoEVT will lead the overall Project implementation with technical support as needed (this will be further detailed in the PIM). All MoEVT structures at the decentralized levels will also provide support during implementation, including regional and district level offices.
10. **Project Implementation Manual.** The PIM will be developed as a condition of effectiveness and will comprise chapters on (a) Project description and roles and responsibilities; (b) administration and coordination; (c) budget and budgetary control; (d) disbursement procedures and banking arrangements; (e) FM, procurement and accounting procedures; (f) internal control procedures; (g) accounting system and transaction records (h) reporting requirements; (i) audit arrangements; (j) corruption and fraud mitigation measures; (k) E&S requirements; and other arrangements and procedures as shall be required for the effective implementation of the Project. The PCU will be responsible for maintaining the PIM up to date and ensure that any changes are provided a non-objection by the Bank.
11. **Annual work programs.** The PCU will initiate and consolidate AWP with line-item budgets, following inputs from all departments, using the standard format established under ZISP. Consolidated AWP will be submitted to the World Bank for approval by April 30th each year. Procurement plans will be developed based on approved AWP.
12. **Monitoring and evaluation.** The M&E of the Project will focus on: (a) the Results Framework indicators and (b) on the implementation progress of activities at the component and subcomponent levels. The M&E specialist will be responsible to gather, review and consolidate progress reports from all implementing teams. They will also monitor and report on the PDO indicators and their progress. The M&E specialist will meet on a regular basis and monitor progress of activities implementation, as described in the costing and implementation plan. Standard documentation will be developed to monitor progress of the Project. Details of the M&E arrangements will be part of the PIM.
13. **Progress reports.** The PCU will prepare semiannual reports summarizing progress on Project activities over the past six months by Project component subcomponent. The progress reports will provide updates on results achieved, indicators linked to Project activities and highlight any delays and mitigation measures taken to address bottlenecks. A standard format for reporting will be made available in the PIM.

C. Financial Management Arrangements

14. **The World Bank conducted onsite Financial Management (FM) risk assessments of the MoEVT in March 2022 and August 2022, respectively.** The objective of the assessment was to assess the adequacy of the FM arrangements and to determine that: (a) the Project funds will be used for purposes intended, in an efficient and economical way; (b) Project financial reports will be prepared in an accurate, reliable and timely manner; (c) the Project assets will be safeguarded; and (d) the Project will be subjected to auditing arrangements acceptable to the World Bank. The FM assessment was conducted in accordance with the World Bank Directive.



15. **The MoEVT has experience in managing World Bank funded projects.** The Project is required to maintain adequate financial records in accordance with accepted international accounting standards and practices and in accordance with the Public Financial Act 2016 and its regulations. The regulations describe the accounting system, policies and procedures i.e. the accounting records, supporting documents, computer files, chart of accounts; the accounting processes from the initiation of a transaction to its inclusion in the financial statements; authorization procedures for transactions; the financial reporting process used to prepare the financial statements. The ministry will have to procure an accounting system or a new QuickBooks license for the Project once effective.

16. **Staffing arrangements.** The MoEVT has nine experienced accounting staff, five of whom are Project accounting staff. There are also two accounting staff in Pemba. Staff have experience in managing and auditing bank financed Projects through the ZISP Project. However, all accountants dedicated to support the ZIQUE Project and internal auditors shall be trained on the Bank’s Financial Management and Disbursement procedures to ensure smooth Project operations. None of MoEVT’s accounting and internal audit staff are CPA/CPA equivalent qualified apart from the Chief Internal Auditor, and the Ministry should support some staff to acquire the CPA qualification to enhance their capacity. The internal audit unit at the MoEVT comprises of seven staff including the Chief Internal Auditor. However, it was noted that the team is not sufficient in terms of quantity given the number of Projects, the 10 departments of the ministry and over 1,000 schools to audit. The staffing arrangements is assessed as moderately unsatisfactory due to the shortage of staff in internal audit.

17. **Guidelines.** The Project will use the report-based disbursement method to withdraw the proceeds of the loan from the Association. The funds will flow from the World Bank to DA in US dollars at the Bank of Tanzania (BoT). The Project will open a TZS dominated Project account in a commercial bank in Zanzibar into which the Project funds will flow from the US dollar account in BoT. The TZS account will be used to pay the Project expenses. The Project accounts will be audited by the Controller and Auditor General of the RGoZ (CAG RGoZ) and all costs related to audit fees payable to CAG RGoZ will be financed by the Project. Accounting and audits will be conducted in accordance with sound and internationally recognized accounting and auditing principles and practices satisfactory to IDA. Interim Financial Reports (IFRs) will be submitted to IDA within 45 days after the end of every quarter of the Project implementation period. The audit reports and related Project accounts will be submitted to IDA within six months after the end of the fiscal year. The assessment established that the FM arrangements meet the World Bank’s minimum requirements.

18. The FM risk is assessed as **Substantial**. The World Bank shall work together with the implementing agencies to ensure that the required mitigation measures are implemented in a timely manner.

Table 2: Keys risks, mitigation measures and residual risks

Key Risks	Summary Mitigation Measures	Residual Risk
Failure of the accounting team to deliver quality and timely reports.	Regular capacity building training to being undertaken during supervision missions.	The initial risk is Substantial . After the implementation of proposed mitigation measures, the risk will be Moderate.
Insufficient capacity in internal audit.	Encourage the MoEVT to increase capacity in Internal Audit both in number of staff and capacity building.	
Weaknesses in fixed assets management which may lead to the risk of mismanagement of Project fixed assets.	Ensure a Project fixed asset register is maintained and regularly reviewed and updated (at least quarterly), and fixed assets insured. Continuous review and follow up by the WB FMS.	



19. **Budgeting Arrangements:** Preparation of the Annual Work Plans and Budgets (AWPB) is participatory. Project budgets are prepared by the Project Accountants with inputs from Project staff and approved by the Project Coordinator/Manager. Budgets are approved before the new financial year begins and monitored during Project implementation using unaudited interim financial reports and quarterly physical progress report. The MoEVT Zanzibar is staffed with competent persons to carry out the preparation, review and consolidation of the annual work program and budget. The budget arrangements are assessed as adequate.

20. **Accounting Arrangements:** The Project is required to maintain adequate financial records in accordance with accepted international accounting standards and practices and in accordance with the Public Financial Act 2016 and its guidelines. The regulations describe the accounting system, policies and procedures i.e. the accounting records, supporting documents, computer files, chart of accounts; the accounting processes from the initiation of a transaction to its inclusion in the financial statements; authorization procedures for transactions; the financial reporting process used to prepare the financial statements. The ministry will have to procure an accounting system or a new QuickBooks license for the Project once effective. These arrangements are considered sufficient to the Bank.

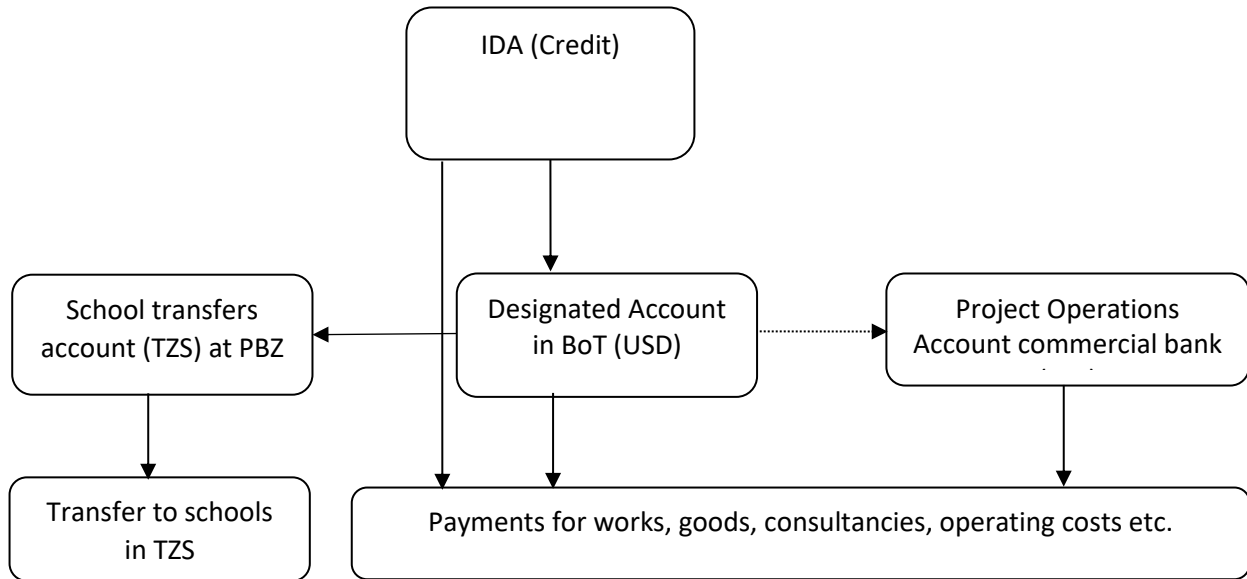
21. **Internal Controls:** Internal control system at MoEVT is assessed as satisfactory with adequate segregation of duties, accounting and arithmetic controls, approval and authorization and other controls. The internal control system is documented in comprehensively in the Public Finances Act which is deemed to be sufficient for the ZIQUE Project.

22. **Internal Audit:** There have been delays conducting project internal audits and producing reports as seen on the ZISP project. The quality of the internal audit reports is also lagging. There is a need for continuous capacity building of the internal audit unit to enable them to carry out their work effectively. Trainings on Risk Management, Donor Funded Project auditing, Project Management and Contract Management auditing are necessary to build their capacity.

23. **Funds Flow Arrangements:** MoEVT PCU shall have to open and maintain two sets of bank accounts: (a) a US\$ DA; and (b) a Tanzania Shilling (TZS) project account for the purposes of implementing the project. The DA will be opened at the BoT, and the project accounts at a commercial bank acceptable to the World Bank. Transfers from IDA will be made into the DA. Transfers will be made from the DA to the project account primarily to meet transactions (see Figure 5). The DA shall be opened after the Financing Agreement being signed. The project will adopt report-based disbursement method.



Figure 5: Funds flow arrangements



24. **Disbursement Arrangements:** Report based disbursement will be used by MoEVT by furnishing IFRs. Initially, requests for disbursement will be made on the basis of approved work plans and cash flow projections for eligible expenditures for six months. The World Bank will make advance disbursements from the proceeds of the Credit into the Project Designated (Special) Account. Thereafter, disbursements to the Project will be done after every quarterly period upon submission of IFRs that document Project expenditure for the quarter and submission of the next six-monthly cash-flow projections. Other methods of disbursement will include reimbursement from the World Bank for eligible costs incurred by the implementing agency, direct payment that may be used for payments to contractors or service providers upon verification of their satisfactory performance by the Project authorized officials and special commitments using Letters of Credit. Details in relation to these disbursement methods will be documented in the disbursement letter. If ineligible expenditures are found to have been made from the designated and/or operating bank accounts, MoEVT will be obligated to refund the amounts in question. If the DA remains inactive for more than six months, the Project may be requested to refund to IDA amounts advanced to the DA.

25. **Financial Reporting Arrangements:** The quarterly IFRs will be prepared at the end of each quarter and submitted to the Bank not later than 45 days after the end of the quarter. The format and content of the IFRs will be included in the PIM. The IFRs will include Sources and Uses of Funds Statement, Uses of Funds by Project Activity/Component and DA Activity Statement. To support the continued use of report-based disbursement the MoEVT will be required to submit:

- IFR
- DA Activity Statement.
- DA and Project bank account statements.
- World Bank reconciliations for both the DA and Project bank account
- Summary Statement of DA Expenditures for Contracts subject to Prior Review.
- Summary Statement of DA Expenditures for contracts not subject to Prior Review.



26. The annual financial statements would be prepared in accordance with International Public-Sector Accounting Standards (IPSAS accruals). The IDA Financing Agreement will require the submission of audited financial statements to the Bank within six months after the financial year end. These Financial Statements will comprise of:

- 1. **Statement of Sources and Uses of Funds / Cash Receipts and Payments**
- 2. **Statement of Affairs/ Balance Sheet**
- 3. **Accounting Policies Adopted and Explanatory Notes.** The explanatory notes should be presented in a systematic manner with items on the Statement of Cash Receipts and Payments being cross referenced to any related information in the notes; and
- 4. **Management Assertion** that World Bank funds have been expended in accordance with the intended purposes as specified in the relevant World Bank legal agreement. The standard format that has already been agreed with Government shall be used for this Project. A short training shall be conducted together with coaching during Project implementation.

27. **External Audit Arrangements:** The Office of the Controller and Auditor General of the Revolutionary Government of Zanzibar (OCAG-Z) has the responsibility for auditing of all government projects. The audits are done in accordance with International Standards on Auditing (ISA) and International Standards for Supreme Audit Institutions (ISSAI). The audit report together with the management letter will be submitted to the Bank not later than six months after the end of the financial year. MoEVT is required to make public disclosure the audited financial statements in a manner acceptable to the World Bank. Following the World Bank’s formal receipt of the audit report from both the Entities, the World Bank will make them available to the public in accordance with The World Bank Policy on Access to Information.

28. **Governance and Anticorruption Arrangements:** The use of hotlines to report corruption and other forms of fraudulent activities is proposed. There is also need for the MoFP PMT to strengthen the current arrangements of the Integrity Committee which is meant to handle complaints.

29. **Financial Management Action Plan:** The action plan below indicates the actions to be taken for the Project to strengthen its financial management system and the due completion dates.

Table 3: Financial Management Action Plan

	Action	Due Date
1	Open a DA and project accounts (PA) and communicate the details of the bank account and signatories to IDA.	By effectiveness.
2	Continue with implementing the Accounting systems to enhance reporting on a timely basis and assist in project and procurement management.	By effectiveness.
3	Train the accountants and internal audit staff on the World Bank Financial Management and Disbursement Guidelines.	Within three months after effectiveness.

D. Procurement Arrangements

30. **Procurement activities of the Project will be carried out in accordance with the following World Bank procedures:** (a) the World Bank Procurement Regulations for IPF Borrowers Fourth Edition, November 2020; (b) Guidelines on Preventing and Combating Fraud and Corruption in Projects Financed by IBRD Loans and IDA Credits and Grants, dated October 15, 2006, and revised in January 2011 and July 1, 2016; and (c) other provisions stipulated in the Financing Agreements.



31. **Systematic Tracking of Exchanges in Procurement (STEP).** The World Bank’s STEP system will be used to prepare, clear, and update PPs and to conduct all procurement transactions of the Project. PDMU staff and Procurement Specialists will be trained in STEP, as necessary, by the World Bank. Currently, MoEVT is implementing ZISP (P153277) and the existing MoEVT’s procurement staffs have been trained in using the system.

32. **Procurement Documents.** The World Bank’s standard procurement documents (SPDs) will be used for procurement of goods, works, and non-consulting services under the Open International Competitive Procurement. Similarly, selection of consultant firms shall use the World Bank’s SPDs, in line with procedures described in the Procurement Regulations. While approaching the national market using National Procurement Procedures (NPP), the national standard bidding documents may be used with appropriate modifications acceptable to the World Bank and additional annexes to incorporate the World Bank’s Anti-Corruption Guidelines, universal eligibility, and the World Bank’s right to inspection and audit. Procurement procedures shall be consistent with the Bank’s Core Procurement Principles and contractual remedies set out in its Legal Agreement apply.

33. **National Open Competitive Procedures (NOCP).** NOCP may also be used, provided that such procedures are consistent with the following requirements as provided in paragraph 5.4 of the Procurement Regulations: (a) there is open advertising of the procurement opportunity at the national level; (b) the procurement is open to eligible firms from any country; (c) procurement documents include provisions, as agreed with the World Bank, intended to adequately mitigate against environmental, social (including SEA and GBV), health, and safety (‘ESHS’) risks and impacts; (d) contracts have an appropriate allocation of responsibilities, risks, and liabilities; (e) contract award information is published; (f) the World Bank has rights to review procurement documentation and activities; (g) there is an effective complaints handling mechanism; and (h) records of the procurement process are maintained. Standard bidding documents based on the Zanzibar’s Procurement Legal Framework, with required adjustments as required and cleared by the World Bank, may be used for NOCP. If necessary, the implementing agencies may use the World Bank’s SPDs for NOCP, in agreement with the World Bank.

34. **Other national procurement arrangements (other than NOCP)** that may be applied by the borrower (such as limited/restricted competitive bidding, request for quotation/shopping, or direct contracting) shall be consistent with the World Bank’s core procurement principles set out in paragraph 5.3 of the Procurement Regulations and ensure that the World Bank’s Anti-Corruption Guidelines and Sanctions Framework and contractual remedies set out in its Legal Agreement apply.

35. **Publication (advertising).** The borrower is required to prepare and submit to the World Bank a General Procurement Notice (GPN) through STEP for publication before beginning any procurement activity under a project. Once cleared by the World Bank, GNP will be published automatically on the United Nations Development Business online (UNDB online) and on the World Bank’s external website. Specific Procurement Notices for all procurement under International Competitive Procurement procedures and Requests for Expressions of Interest for all consulting services estimated to equivalent to US\$300,000 and above shall be published in UNDB online and the World Bank’s external website and at least one newspaper of national circulation in the borrower’s country or in the official gazette or on a widely used website or electronic portal with free national and international access.

36. **Public procurement activities in Zanzibar are governed by the Public Procurement and Disposal of Public Assets Act No. 11 of 2016 and its Procurement Regulations of 2021.** The act repealed the Public Procurement and Disposal of Public Assets Act, No. 9 of 2005. The ZPPDA issued some of the standard bidding documents in July 2021 which are in line with the Act and Regulations. All these documents are accessible on the ZPPDA’s websites free of charge.



37. **Zanzibar has established an e-Procurement System, E-Procurement Zanzibar (e-ProZ).** From July 2022, all procurement activities which are funded by the government through the e-ProZ. For the e-ProZ to be used for procurement activities under World Bank funded Projects, the Bank must assess and validated the system on its compliance with the MDB's e-Tendering Guidelines. At present, the Bank is carrying out the assessment of the system and once the assessment is completed the Bank will share the report the government and its decision whether the system can be used on procurement activities under the World Bank funded Projects.

38. **Procurement implementation arrangements.** Procurement activities under the Project will be carried out by MoEVT. MoEVT will establish a PCU to oversee general Project coordination, procurement, financial management, monitoring and evaluation and environmental and social risks management supervision. The PCU will be responsible for the day-to-day management of the procurement activities of the Project. The PCU will work closely with the MoEVT's PDMU to carry out procurement activities of the Project as per requirements of the ZPPDPA Act and its Regulations especially in processing the internal clearances. PCU will work closely with the user departments which will be involved in the Project implementation. The user departments will be responsible for consolidating the needs and requirements, preparing specifications, terms of references, involved in evaluations, inspecting delivered medicines and managing the resulting contracts.

39. **A procurement capacity assessment of the MoEVT was carried out in October 2022.** The assessment included a review of the organizational structure, functions, staff skills and experience, and adequacy for implementation of the Project and the interaction with the relevant departments within the ministries involved in procurement process. MoEVT has established all the necessary organs for adjudicating and managing procurement activities in accordance with the ZPPDPA Act and its Regulations. The assessment revealed that MoEVT has the experience of implementing World Bank funded Projects based on previous and ongoing Projects (ZISP - P153277), although it is noted that frequent transferring of the procurement staffs has on occasions resulted into loss of capacity. Currently, PDMU has five staff with limited experience in managing procurement of large and complex works, goods, and consulting services, in accordance with World Bank Procurement Regulations. Further, the assessment revealed that; (i) staffing level is inadequate to cope with volume of procurement transactions; (ii) frequent transfer of the procurement staffs - newly appointed/recruited staffs take time to understand issues related sector's procurement activities and procedures; (iii) PDMUs and User Departments staff have inadequate knowledge and skills/experience in contract and claims management; (iv) inefficiencies in processing procurement activities in terms of preparation of Terms of References (ToRs), specifications, bidding documents, request for proposals, and bids/proposals evaluations; and (v) inadequate records filing and management system.

40. **The overall procurement risk was assessed to be 'Substantial'.** Mitigation measures are proposed in Table 4 below.

Table 4: Procurement Risks and Mitigation Measures

Risk	Mitigation Measure	Timeframe	Responsibility
PDMU staff have limited experience in managing procurement of complex works, goods and consulting works; in accordance	Provide training on the World Bank Procurement Regulations and procedures. For sustainability reasons, MoEVT will prepare a	Throughout Project implementation	MoEVT



Risk	Mitigation Measure	Timeframe	Responsibility
with World Bank Procurement Regulations and procedures.	capacity-building plan for the Tender Boards, PDMUs, and user departments.		
Staffing level is inadequate to cope with volume of procurement transactions and frequent staff transfers	Deploy additional three staffs and recruit a Procurement Specialists to support and build capacity of the MoEVT apart from assisting in processing procurement activities during the first two years of Project implementation. Emphasis should be to build capacity of the PDMU and users departments and not only staffs implementing Project’s activities.	Three months after Project effectiveness	MoEVT
Inefficiencies in processing, approving, and managing procurement activities	Ensure procurements are processed as per the timelines in the procurement plans, including timely, Tender Board approvals, preparation of ToRs and specifications by user and technical departments	Throughout Project implementation	MoEVT
PDMUs and User Departments staff have limited knowledge and skills/experience in contract and claims management	Conduct training tailored toward addressing weaknesses in contract management for PDMU staff and technical departments of the Ministry.	Throughout Project implementation	MoEVT
Inadequate records keeping system and storage space	Establish a sound filling and records management system.	Throughout Project implementation	MoEVT

41. **Procurement oversight and monitoring arrangements.** The World Bank exercises its procurement oversight through a risk-based approach comprising prior and post reviews as appropriate. The World Bank sets mandatory thresholds for prior review based on the procurement risk rating of the Project. The requirement for a prior or post review shall be specified in the PP. The World Bank will carry out post-reviews of procurement activities undertaken by the borrower to determine whether they comply with the requirements of the Legal Agreement. The World Bank may also use the services of the ZPPDA for carrying out post reviews for the Project. The procurement approaches, methods and thresholds will be detailed in the PIM.

42. **Frequency of procurement supervision.** In addition to the prior review supervision to be carried out by the World Bank offices, the capacity assessment of the IAs recommends one supervision mission every six months to visit the field to carry out post review of procurement actions.

43. **Training and workshops.** The Project will finance training and workshops, if required, based on an annual training plan and budget, which shall be submitted to the World Bank for its prior review and approval. The annual training plan will identify, among other things, (a) the training envisaged; (b) the justification for the training; (c) the personnel to be trained, including staff in regional offices; (d) the duration for such training; and (e) the estimated cost of the training. At the time of the actual training, the request shall be submitted to the World Bank for review and approval. Upon completion of the training, the trainees shall be required to prepare and submit a report on the training received.

E. Implementation Support Plan



44. **The World Bank’s implementation support will be critical to help the MoEVT achieve the PDO and meet the fiduciary and E&S obligations.** The implementation support will consist of (a) implementation support missions; (b) regular technical meetings both virtual and field visits by the World Bank between the formal review missions; (c) implementing agency reporting based on internal monitoring; and (d) internal audit and FM reporting. Key data and documentation include those related to progress on monitoring indicators, financial reports, and procurement documents and contracts.

45. **Formal implementation support missions will be carried out three times for the first year and then semiannually with a focus on Project results, implementation bottlenecks, and ESS and fiduciary requirements.** All missions will include fiduciary and E&S reviews. The continuous Project implementation support will be provided through virtual meetings and through the World Bank office in Dar es Salaam. Intermittent technical missions focusing on specific components will be carried out as needed.