



Zanzibar Improving Quality of Basic Education Project (P178157)

EASTERN AND SOUTHERN AFRICA | Tanzania | Education Global Practice |
IBRD/IDA | Investment Project Financing | FY 2023 | Seq No: 1 | ARCHIVED on 03-May-2023 | ISR55544 |

Implementing Agencies: Ministry of Education and Vocational Training (MoEVT), United Republic of Tanzania

Key Dates**Key Project Dates**

Bank Approval Date: 22-Dec-2022

Effectiveness Date: --

Planned Mid Term Review Date: --

Actual Mid-Term Review Date:

Original Closing Date: 31-Jan-2029

Revised Closing Date: 31-Jan-2029

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

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

Has the Project Development Objective been changed since Board Approval of the Project Objective?

No

Components Table

Name

Strengthen Teacher Effectiveness:(Cost \$19.00 M)

Strengthen Teacher Support:(Cost \$8.90 M)

Support Conducive Learning Environments:(Cost \$18.00 M)

Strengthen Systems and Support Project Management:(Cost \$4.10 M)

Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	--	<input type="checkbox"/> Satisfactory
Overall Implementation Progress (IP)	--	<input type="checkbox"/> Satisfactory
Overall Risk Rating	--	<input type="checkbox"/> Substantial

Implementation Status and Key Decisions

The Zanzibar Improving Quality of Basic Education (ZIQUE) was approved by the World Bank's (WB) Board of Executive Directors on December 22, 2022, signed by the WB and the Government of the United Republic of Tanzania on February 10, 2023, and is expected to close on January 31, 2029. The ZIQUE Project is expected to become effective by its effectiveness deadline of May 11, 2023.

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 will aim to improve the overall teaching and learning environment classrooms across Zanzibar. The Project also integrates the use of education technology to enhance teaching competencies, learner engagement and systems management. Finally, in alignment with MoEVT's priorities, the Project aims to be inclusive in its design, by meeting the needs of students with disabilities and promoting boys' and girl's retention through the basic education cycle. The Project is expected to achieve its development objective through four components:



Component 1—Strengthen Teacher Effectiveness 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. Edtech will also be leveraged to facilitate teacher training and the implementation of the Continuing Professional Development (CPD) program. Component 1 will also support upgrading the pre-service teacher training through revisions to their curriculum, teaching and learning materials, and also improving the learning environment in Teacher Training Colleges.

Component 2— Strengthen Teacher Support aims to: (i) improve the inspectorate’s capacity to assess and provide 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; (iii) provide high quality teaching and learning materials based on the new competency-based curriculum; and (iv) support strengthening of data systems.

Component 3— Support Conducive Learning Environments aims to improve the learning environment in the most underserved areas by reducing class sizes and building schools which are closer to communities. Component 3 will also pilot a Science and Leadership Program which will seek to promote boys’ engagement in education and boost girls’ performance, especially in Mathematics and Sciences.

Component 4—Strengthen Systems and Support Project Management aims to strengthen capacity and systems at all levels to support the effective implementation of project activities.

Risks

Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	<input type="checkbox"/> Moderate	--	<input type="checkbox"/> Moderate
Macroeconomic	<input type="checkbox"/> Moderate	--	<input type="checkbox"/> Moderate
Sector Strategies and Policies	<input type="checkbox"/> Moderate	--	<input type="checkbox"/> Moderate
Technical Design of Project or Program	<input type="checkbox"/> Moderate	--	<input type="checkbox"/> Moderate
Institutional Capacity for Implementation and Sustainability	<input type="checkbox"/> Substantial	--	<input type="checkbox"/> Substantial
Fiduciary	<input type="checkbox"/> Substantial	--	<input type="checkbox"/> Substantial
Environment and Social	<input type="checkbox"/> Substantial	--	<input type="checkbox"/> Substantial
Stakeholders	<input type="checkbox"/> Low	--	<input type="checkbox"/> Low
Other	<input type="checkbox"/> Low	--	<input type="checkbox"/> Low
Overall	<input type="checkbox"/> Substantial	--	<input type="checkbox"/> Substantial

Results

PDO Indicators by Objectives / Outcomes

Strengthen Teaching Competencies



▶ Percentage of government primary and lower secondary teachers trained that show improved competencies in content-knowledge and pedagogy (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	75.00
Date	20-Dec-2022	--	26-Apr-2023	30-Jan-2029
Comments:	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 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 (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	75.00
Date	20-Dec-2022	--	26-Apr-2023	30-Jan-2029
Comments:	Percentage of government primary schools in targeted districts with an average student per stream (class) ratio of 50 or below. 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.			

Improve Learning Outcomes				
▶ Percentage of government primary school students reaching minimum proficiency in reading by Standard 4 (Kiswahiliii) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	50.00
Date	20-Dec-2022	--	26-Apr-2023	30-Jan-2029
Comments:	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 • Number of words in a story that can be read correctly in one minute and • With a pre-defined level of comprehension. 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. 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.			
☐ Percentage of government primary school students reaching minimum proficiency in reading by Standard 4- girls (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	50.00
Date	20-Dec-2022	--	26-Apr-2023	30-Jan-2029
☐ Percentage of government primary school students reaching minimum proficiency in reading by Standard 4- boys (Percentage, Custom Breakdown)				



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	50.00
Date	20-Dec-2022	--	26-Apr-2023	30-Jan-2029

Reduce Gender Gap in Transition Rates

► Gender gap in transition rate between Form 2 and 3 in government lower secondary schools (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	18.00	--	18.00	10.00
Date	31-Aug-2021	--	26-Apr-2023	30-Jan-2029

Comments: This gap is calculated as the difference in transition rates between Form 2 and Form 3 for boys and girls in government secondary schools. 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.

Transition rate between Form 2 and Form 3 in government secondary schools- boys (Percentage, Custom Supplement)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	65.00	--	65.00	80.00

Transition rate between Form 2 and 3 in government secondary schools- girls (Percentage, Custom Supplement)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	83.00	--	83.00	90.00

Overall Comments

The indicators remain the same as the baseline pending project effectiveness. The Results Framework will be updated after first implementation support mission for ZIQUE.

Intermediate Results Indicators by Components

Strengthen Teacher Effectiveness

► Teachers recruited or trained (Number, Corporate)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	4,500.00
Date	20-Dec-2022	--	26-Apr-2023	30-Jan-2029



Comments:	This CR indicator refers to teachers trained. The indicator remains the same as the baseline pending project effectiveness and will be updated after first implementation support mission for ZIQUE.			
<input type="checkbox"/> Teachers recruited or trained - Female (RMS requirement) (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	2,250.00
► Students benefiting from direct interventions to enhance learning (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	485,000.00
Date	20-Dec-2022	--	26-Apr-2023	30-Jan-2029
Comments:	The CR indicator remains the same as the baseline, pending project effectiveness, and will be updated after first implementation support mission for ZIQUE.			
<input type="checkbox"/> Students benefiting from direct interventions to enhance learning - Female (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	240,000.00
► Number of teacher training modules developed (cumulative) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	30.00
Date	20-Dec-2022	--	26-Apr-2023	30-Jan-2029
Comments:	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.			
<input type="checkbox"/> Number of teacher training modules developed- primary (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	15.00
Date	20-Dec-2022	--	26-Apr-2023	30-Jan-2029
<input type="checkbox"/> Number of teacher training modules developed- lower secondary (cumulative) (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	15.00
Date	20-Dec-2022	--	26-Apr-2023	30-Jan-2029



▶ Number of government teachers participating in at least 4 school-based CPD sessions annually- primary (cumulative) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	1,500.00
Date	20-Dec-2022	--	26-Apr-2023	30-Jan-2029
Comments:	Number of government teachers attending at least 4 school based CPD sessions during the school year in primary			
▶ Number of government teachers participating in at least 4 school-based CPD sessions annually- secondary (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	1,000.00
Date	20-Dec-2022	--	26-Apr-2023	30-Jan-2029
Comments:	Number of government teachers attending at least 4 school based CPD sessions during the school year in secondary (cumulative)			
▶ Percentage of primary and secondary government schools which receive at least 4 coaching visits per year by pedagogical leaders (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	50.00
Date	20-Dec-2022	--	26-Apr-2023	30-Jan-2029
Comments:	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			
☐ Percentage of government schools which receive at least 4 coaching visits per year by pedagogical leaders- primary (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	50.00
Date	20-Dec-2022	--	26-Apr-2023	30-Jan-2029
☐ Percentage of government schools which receive at least 4 coaching visits per year by pedagogical leaders- secondary (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	50.00
Date	20-Dec-2022	--	26-Apr-2023	30-Jan-2029
▶ Number of students in teacher training colleges studying under new pre-service curriculum (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	2,000.00



Date	20-Dec-2022	--	26-Apr-2023	30-Jan-2029
Comments:	Number of students enrolled in teacher training colleges and pursuing the new pre-service primary school curriculum			

Strengthen Teacher Support				
▶ Percentage of primary and lower secondary schools receiving required inspection visits using curriculum aligned and revised guidelines and instruments (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	90.00
Date	20-Dec-2022	--	26-Apr-2023	30-Jan-2029
Comments:	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 carried out in year 1 of the project.			
▶ Number of reports on results of large scale assessments publicly available (cumulative) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	2.00
Date	20-Dec-2022	--	26-Apr-2023	30-Jan-2029
Comments:	A learning assessment framework will be developed year 1/ 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. The first round of the learning assessments will be conducted in 2025 and the second round in 2027			
▶ Percentage of government primary school students reaching minimum proficiency in English literacy skills by Standard 4 (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	30.00
Date	19-Dec-2022	--	26-Apr-2023	30-Jan-2029
Comments:	This indicator will measure the percentage of government primary school students reaching minimum proficiency in English literacy skills by Standard 4. The definition of minimum 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.			
▶ Percentage of government primary school students reaching minimum proficiency in Numeracy by Standard 4 (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	40.00
Date	19-Dec-2022	--	26-Apr-2023	30-Jan-2029
Comments:	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. 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.				
▶ Percentage of government lower secondary school students reaching minimum proficiency in English literacy skills by Form 2 (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	30.00
Date	19-Dec-2022	--	26-Apr-2023	30-Jan-2029
Comments:	This indicator measures the percentage of government lower secondary school students reaching minimum proficiency in English literacy skills by Form 2			
▶ Percentage of government secondary schools with a student textbook ratio no higher than 1:1 in selected subjects (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	100.00
Date	20-Dec-2022	--	26-Apr-2023	30-Jan-2029
Comments:	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.			
☐ Percentage of government secondary schools with a student textbook ratio no higher than 1:1 in selected subjects- English (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	100.00
Date	20-Dec-2022	--	26-Apr-2023	30-Jan-2029
☐ Percentage of government secondary schools with a student textbook ratio no higher than 1:1 in selected subjects- Mathematics (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	100.00
Date	20-Dec-2022	--	26-Apr-2023	30-Jan-2029
☐ Percentage of government secondary schools with a student textbook ratio no higher than 1:1 in selected subjects- Physics (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	100.00
Date	20-Dec-2022	--	26-Apr-2023	30-Jan-2029
▶ Percentage of government secondary schools with a teacher guide ratio of no higher than 1:1 in selected subjects (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target



Value	0.00	--	0.00	100.00
Date	20-Dec-2022	--	26-Apr-2023	30-Jan-2029
Comments:	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.			
► School census integrated with school information system to provide annual statistics on student and teacher attendance (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	--	No	Yes
Date	20-Dec-2022	--	26-Apr-2023	30-Jan-2029
Comments:	Integration of annual school census and school information system provides more detailed school-level information including regular reporting of student and teacher attendance			

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, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	400.00
Date	20-Dec-2022	--	26-Apr-2023	30-Jan-2029
Comments:	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.			
► Construction of at least one school using alternative construction materials is completed (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	--	No	Yes
Date	19-Dec-2022	--	26-Apr-2023	24-Dec-2029
Comments:	This indicator captures MoEVT plan to pilot the construction of at least one school using alternative construction materials to sand			
► Number of participants in the Boys and Girls Science Leadership Program (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	2,000.00
Date	20-Dec-2022	--	26-Apr-2023	30-Jan-2029



Comments: 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 .

Strengthen Systems and Support Project Management				
► Capacity building plan is developed for all key departments (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	--	No	Yes
Date	20-Dec-2022	--	26-Apr-2023	30-Jan-2029
Comments:	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.			
► Teacher reform studies are prepared and CPD-related policy recommendation implemented (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	--	No	Yes
Date	20-Dec-2022	--	26-Apr-2023	30-Jan-2029
Comments:	Teacher reform studies are prepared and approved. CPD-related policy recommendation on related to micro credentialing and teacher career path and progression is implemented			
► Percentage of grievances received and addressed through the Project Grievance Redress Mechanisms (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	80.00
Date	26-Dec-2022	--	26-Apr-2023	30-Jan-2029
Comments:	This is the percentage of grievances received that have been addressed through the Project Grievance Redress Mechanisms. Further details will be provided in the PIM.			

Performance-Based Conditions

Data on Financial Performance

Disbursements (by loan)

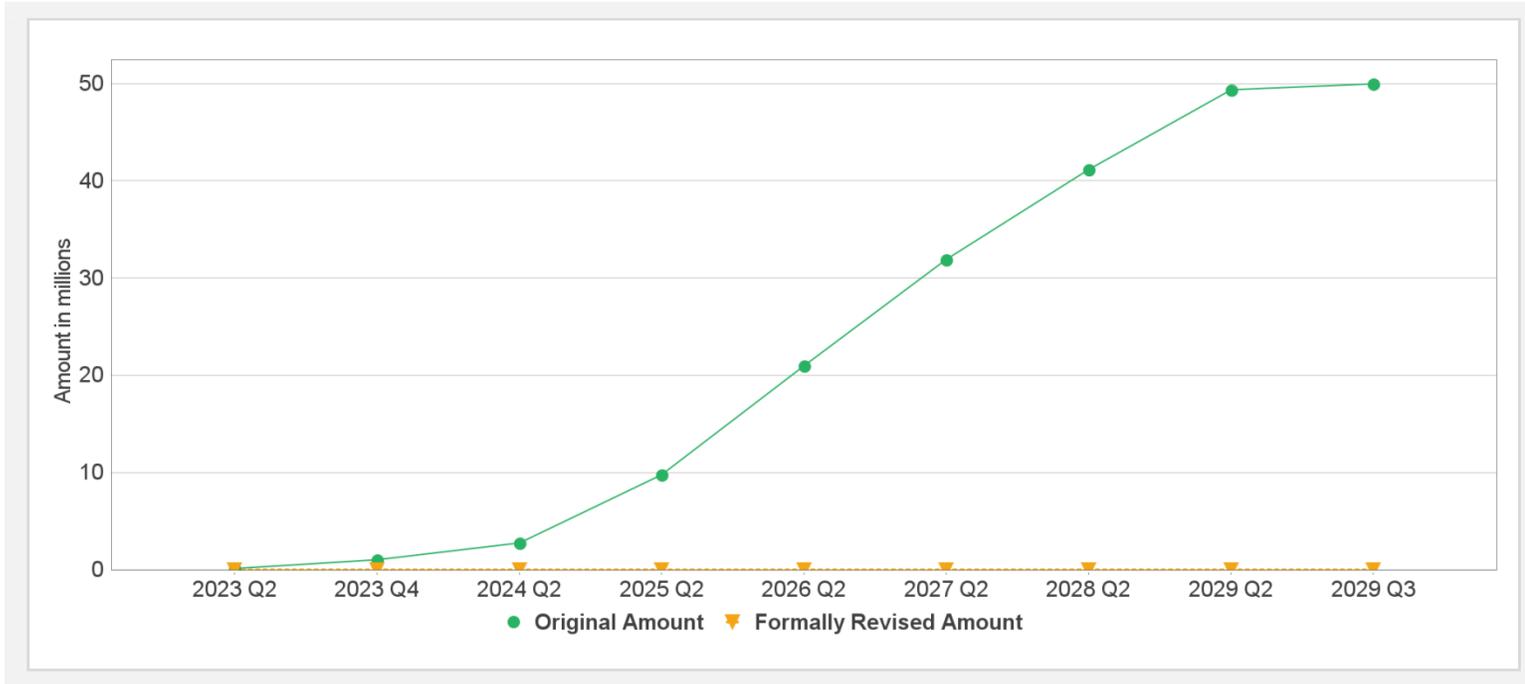
Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P178157	IDA-72580	Not Effective	USD	50.00	50.00	0.00	0.00	52.57	0%

Key Dates (by loan)



Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P178157	IDA-72580	Not Effective	22-Dec-2022	10-Feb-2023	--	31-Jan-2029	31-Jan-2029

Cumulative Disbursements



Restructuring History

There has been no restructuring to date.

Related Project(s)

There are no related projects.