



RESTRUCTURING PAPER
ON A
PROPOSED PROJECT RESTRUCTURING
OF
TANZANIA SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT (SEQUIP)
APPROVED ON MARCH 31, 2020
TO
THE UNITED REPUBLIC OF TANZANIA

EDUCATION

AFRICA EAST

Regional Vice President:	Hafez M. H. Ghanem
Country Director:	Mara K. Warwick
Regional Director:	Amit Dar
Practice Manager/Manager:	Safaa El Tayeb El-Kogali
Task Team Leader(s):	Innocent Kibira Najjumba Mulindwa

**ABBREVIATIONS AND ACRONYMS**

AEP	Alternative Education Pathway
Cr	Credit
DLI	Disbursement-linked Indicator
DLR	Disbursement-linked Result
EoI	Expression of Interest
ESCP	Environmental and Social Commitment Plan
ESF	Environmental and Social Framework
ESMF	Environmental and Social Management Framework
FY	Financial Year
GBV	Gender Based Violence
GRM	Grievances Redress Mechanism
IDA	International Development Association
ISR	Implementation Status Report
IST	Implementation Support Team
IVA	Independent Verification Agency
LGA	Local Government Authority
MoEST	Ministry of Education, Science, and Technology
NECTA	National Examinations Council of Tanzania
PCT	Project Coordination Team
PDO	Project Development Objective
POM	Project Operations Manual
PO-RALG	President's Office, Regional Administration and Local Government
SDR	Special Drawing Rights
SEP	Stakeholder Engagement Plan
SEQUIP	Secondary Education Quality Improvement Project
SSP	Safe School Program



The World Bank

Tanzania Secondary Education Quality Improvement Project (SEQUIP) (P170480)

BASIC DATA

Product Information

Project ID P170480	Financing Instrument Investment Project Financing
Environmental and Social Risk Classification (ESRC) Substantial	
Approval Date 31-Mar-2020	Current Closing Date 31-Jan-2026

Organizations

Borrower United Republic of Tanzania	Responsible Agency President's Office, Regional; Administration and Local Government, Ministry of Education, Science and Technology
---	--

Project Development Objective (PDO)

Original PDO

To increase access to secondary education, provide responsive learning environments for girls, and improve completion of quality secondary education for girls and boys.

Summary Status of Financing (US\$, Millions)

Ln/Cr/Tf	Approval	Signing	Effectiveness	Closing	Net		
					Commitment	Disbursed	Undisbursed
IDA-65340	31-Mar-2020	21-May-2020	23-Nov-2020	31-Jan-2026	500.00	74.00	446.04

Policy Waiver(s)

Does this restructuring trigger the need for any policy waiver(s)?

No



I. INTRODUCTION, PROJECT STATUS AND RATIONALE FOR RESTRUCTURING

1. This Restructuring Paper (RP) seeks approval, at the Country Director Level, to restructure the Secondary Education Quality Improvement Project (SEQUIP). A Level 2 restructuring is proposed comprising: (a) addition of two Disbursement Linked Results (DLRs) to one of the Disbursement Linked Indicators (DLIs), reallocate project funds across DLIs, extend deadlines for the foundational DLRs, and adjust a legal condition to respond to implementation realities. The Government of Tanzania has requested this restructuring in a letter dated February 14, 2022. The Restructuring Paper and elements therein were discussed and agreed with World Bank management and Government teams at the ministries of education and local government administration.

2. **The Secondary Education Quality Improvement Project (SEQUIP)** (IDA Cr. 65340)¹ was approved on March 31, 2020 and declared effective on November 23, 2020, with the Project Development Objective (PDO) to increase access to secondary education, provide responsive learning environments for girls, and improve completion of quality secondary education for girls and boys. Since effectiveness, the government has been working towards achieving first-year results that support activities critical to the achievement of future project results. The project is currently scheduled to close on January 31, 2026.

3. **The COVID-19² pandemic led to temporary school closures, but government actions are likely to have limited any negative impacts on achieving the PDO.** Tanzania has reported 26,160 cases and 725 deaths from COVID-19 since the onset of the pandemic. The pandemic led to primary and secondary schools closing for 37 days between March and June 2020. Schools reopened on June 29, 2020, and the government introduced measures to make up for lost learning time by extending the school day and altering the school calendar to increase the number of days schools were opened. Data collected after school closures indicate that dropout rates were low and between 2019 and 2021 secondary school enrolment increased from 2.3 to 2.7 million. Moreover, national secondary school examination rates also improved compared with pre-pandemic levels.

4. **Progress towards achieving the PDO is rated Satisfactory (S), overall implementation progress is rated Moderately Satisfactory (MS), with an overall risk rating of Substantial. The project has registered improvements in some PDO indicators.** In the latest Implementation Status and Results Report (ISR) in December 2021, progress on PDO indicators related to enrolment were on track to meet targets. For example, the number of girls reaching the end of the lower secondary school cycle in government schools had increased from 139,596 to 220,385 between 2019 and 2021. The number of girls starting the upper secondary school cycle had also increased from 24,637 to 29,165 over the same period. While the proportion of dropouts enrolling in alternative education pathways and then moving back into the government school system have not changed, the introduction of free education at the AEPs for girls with effect from January 2022, has led to an increase in new female entrants to the program from 1,500 in 2021 to more than 3,000 in February 2022. In parallel, Government launched the revised AEP curriculum for improved quality of education. The above mentioned two reforms which work at the demand and supply side of AEPs have potential to increase the proportion of children who move from the AEPs back to the government system over years. The materials to be used in the delivery of the Safe Schools Program (SSP) package are being finalized. The initiatives planned to

¹ The total amount for SEQUIP is US\$500 million equivalent, of which US\$480 million is disbursed against agreed results and using Disbursement Linked Indicators (DLIs) covering three project components with the remaining US\$20 million allocated to the fourth component to finance project coordination, monitoring and evaluation.

² Coronavirus Disease 2019 (COVID-19).



contribute to the other PDO indicators are ongoing and soon, their impact will be realized. The project has no overdue financial management report and audit issues.

5. The planned activities for the foundational phase are underway and are expected to accelerate progress towards achieving the PDO but an extension to current deadlines is required. The first set of DLRs focus on foundational activities expected to contribute to the PDO achievement in the subsequent years of the project. For example, foundational Disbursement Linked Results (DLRs) included the completion of a review and improvement in the Alternative Education Pathway (AEP) curriculum as well as a plan for expansion in the number of AEP centers. The completion of these activities was necessary before AEP opportunities can be expanded and their quality improved. The AEP curriculum has been fully revised and aligned with the formal secondary education system, a draft expansion plan has been developed, and the government waived the tuition fees for girls effective January 2022 (DLI 1). A task force has also been established and is working to develop the Safe Schools Program (SSP) that aims to reduce school-based violence and strengthen support for adolescent girls (DLI 3). Systems have also been developed to monitor children at-risk of drop-out and provide support and follow-up to children that drop-out (DLI 5). Except for developing the Form 3 learning evaluation (DLI 10) which is yet to commence, all foundational activities are well underway but require more time to be completed than had originally been envisaged. Several factors contributed to the delay in completion of the foundational activities including delayed project effectiveness; political changes in the country and resultant impact on government operations (presidential elections of 2020; delayed constitution of technical teams by the statutory organs responsible for the implementation of respective initiatives; the need to adhere to the established national standards and procedures including securing managerial approvals and endorsement of prepared materials and guidelines for national use; and the prolonged virtual working environment and associated implementation supervision challenges. The team's assessment is that once the foundational activities are completed, Government has a credible plan to implement and complete project activities by the closing date of January 2026 due to the decentralised service delivery structure led by the Local Government Administrations (LGA), who will be responsible for the overall implementation of the project activities in the respective schools.

6. The government, with some delay, has made progress on many of the project's legal covenants and other agreements but some are still to be completed. The government held a successful Stakeholder Forum in August 2020 which provided local stakeholders an opportunity to hear about the project and provide initial feedback. It has also developed a national Gender Based Violence (GBV) project action plan, established the main grievance redress mechanisms (GRMs) for the project and undertaken an evaluation of how effectively they are functioning. A fully staffed Project Coordination Team (PCT) has also been established and is supporting project implementation. The Implementation Support Team (IST) was recruited to build the capacity of the Local Government Administrations (LGAs) to plan for and execute the infrastructure sub-program in the beneficiary schools to be identified using an agreed criterion. However, there have been substantial delays in procuring the project's Independent Verification Agent (IVA) which is still at the evaluation stage of the Expressions of Interest (Eoi) and is likely to be completed in April 2022.

7. The overall safeguards risk rating remains substantial because the project is still at foundational phase but preparation of agreed mitigation measures progressing well. Several material measures and actions to mitigate SEQUIP's potential environmental and social risks and impacts have been prepared consistent with the Environmental and Social Commitment Plan (ESCP) but their impact will be realised when project implementation starts in the schools. Environmental and social specialists were recruited to support project implementation. Monitoring tools have been developed to facilitate monitoring and reporting. The existing Grievances Redress Mechanism (GRM) to be used by the project was appraised to guide improvements to be effected at these levels and a costed implementation plan has been developed. A costed Gender Based Violence (GBV) action plan was also developed and approved for implementation, supported by a comprehensive communications campaign. The initial awareness raising and capacity



development activities around the environmental and social management framework for SEQUIP has been conducted at the regional level. The infrastructure designs to guide school construction activities have been developed and adopted for the entire secondary school subsector. The Implementation Support Team (IST) to facilitate the implementation of the school construction program has been recruited. The IST firm will undertake the phased capacity development and endorsement of the Local Government Administrations' (LGAs) site specific environmental assessments, Environmental and Social Management Plans (ESMPs) and school specific construction plans. In addition, the IST must expeditiously complete the school infrastructure needs assessment and develop a consolidated school infrastructure capacity development plan. Implementation of these actions will be strictly monitored and possible measures added should they be found deficient in addressing the emerging challenges.

8. Policy developments that clarify that pregnant girls and young mothers can continue their education in public schools have implications for SEQUIP implementation. On November 24, 2021, Government issued a statement and circular clarifying that pregnancy or motherhood are not grounds for expulsion from government schools.³ The circular also allows for all dropouts, including young mothers, to return to formal schools to complete their education. To support these announcements, the government is developing guidelines to outline the roles and responsibilities of all stakeholders to enable dropouts, including pregnant schoolgirls and mothers, to return to school and resume their studies in public schools. The government has requested that these policy developments are supported through the SSP to assist in the development of continuation guidelines and to support their implementation and monitoring. The support to the SSP is also expected to reduce drop-out in government secondary schools and this will necessitate shifts in the emphasis of funding in SEQUIP between the DLIs associated with supporting dropouts to access AEP centers and DLIs supporting the expansion of government secondary schools.

II. DESCRIPTION OF PROPOSED CHANGES

³ Statement by the Minister of Education on November 24, 2021, and Education Circular No. 1 on the Re-Entry of Student Dropouts in Primary and Secondary Education, November 24, 2021.



9. The proposed restructuring responds to the Government request to support recent policy development on girls' education, address delays in foundational activities and accelerate project progress to ensure PDO targets are met.

The restructuring proposes to make four changes. First, it aims to introduce two new DLRs under the Safe Schools Program (DLI 5) to support the development and implementation of the required circulars and guidelines to allow pregnant girls and young mothers to continue their schooling in government schools. Second, to reallocate some project funds to support the implementation of the continuation guidelines for pregnant girls and other related results. This includes a further advance of US\$50 million equivalent to accelerate project progress. Third, to extend the deadlines for foundational Disbursement Linked Results (DLRs). Fourth, considering a revised and phased implementation, the restructuring aims to remove the condition that requires the Implementation Support Team (IST) to be in place for one year prior to the start of any construction activities related to project results on achieving minimum infrastructure standards.

10. The introduction of two new DLRs under the Safe Schools Program (DLI 3) to (a) finalize the circular and guidelines permitting school dropouts including pregnant schoolgirls to continue in government schools; and (b) to support the implementation of these guidelines. The new DLRs will enhance access to secondary education especially among girls in Tanzania, which is a key element of the PDO. Table 1 outlines the new DLRs and their associated allocations, while Annexes I and II detail the verification protocols for the added DLIs that will be integrated in the Project Operations Manual (POM).

Table 1: Proposed additional DLRs under DLI 3: Safe Schools Program

DLI	Description	Scalable?	Proposed disbursement (SDR)
(3) DLI 3: Number of government schools implementing safe school program to support girls	DLR 3.4 [MoEST] has issued and disseminated a circular and continuation guideline to permit school dropouts and children who have their studies interrupted (e.g., pregnant girls) to return to government schools Deadline: June 30, 2022	No	3,642,000
	DLR 3.5 (FY2023-24) Number of LGAs that demonstrate the implementation of the continuation guidelines approved under DLR 3.4 through the issuance of a report that demonstrates: (a) the establishment of a monitoring system tracing the implementation of such guidelines; and (b) the return to public schools and continuation of studies, as per said guidelines, of dropouts and children who have had their studies interrupted (including pregnant girls)	Yes	3,642,000 [SDR 364,200 for every 10 LGAs demonstrating implementation]

11. Changes in the amounts allocated for existing DLIs to fund the new DLRs under DLI 3 and to increase project incentives for government secondary school expansion, enrolment, and completion of female students. It is expected that the implementation of the new guidelines will reduce dropouts from government secondary schools and place greater urgency to expand secondary school places. In order to support a more rapid scale up of secondary school access the proposed restructuring increases the related incentives by (a) increasing the overall allocations to the results related to the Safe Schools Program (DLI 3), the number of girls enrolled in Form 5 government schools



(DLI 4) and the number of schools reaching minimum infrastructure standards (DLI 11) and (b) providing more funding on DLRs at the beginning of the project to incentivize the required planning and to make more project funding available earlier to support project related activities. Funds are largely reallocated from DLIs 1 and 2 because the number of dropouts is expected to decline which will make the targets for AEPs easier to achieve. Table 2 outlines the proposed reallocations. The proposed reallocations will also require a reallocation across disbursement categories which is outlined in Section IV of the restructuring paper. Finally, to help to accelerate progress, and support the government implement activities related to achieving the results contained in project DLIs, it is proposed to provide an additional advance, from the project's first disbursement category, in the amount of SDR 36.42 million (US\$ 50 million equivalent). This will bring the total advance on the project up to SDR 90.32 million.

Table 2: Proposed Reallocations between DLIs and DLRs

DLI	Description		Funding (SDR million)					
			Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Total
1	Percentage of female secondary school dropouts completing Alternative Education Pathways Form 4 (Stage 2)	Original	14.568		10.926		10.926	36.42
		Revised	7.284		5.463		5.463	18.21
2	Percentage of Alternative Education Pathway females enrolling in Form 5 and other post-secondary education	Original			14.568		7.284	21.852
		Revised			7.284		3.642	10.926
3	Number of government schools implementing Safe School Program to support girls	Original	7.284		7.284		7.284	21.852
		Revised		18.21	7.284	3.642	7.284	36.42
4	Females/girls enrolled in Form 5 in government schools	Original	14.568		14.568		14.568	43.704
		Revised	21.852		14.568		14.568	50.988
5	Strengthening information systems and incentives to prevent drop-out and support transfer to and from AEP	Original	2.1852		5.0988			7.284
		Revised	5.0988		2.1852			7.284
11	Percentage of secondary schools under each LGA achieving minimum infrastructure standards	Original	14.568		32.778		32.778	80.124
		Revised	29.136		29.136		29.136	87.408

12. Extend deadlines for foundational DLRs. To account for initial delays in project effectiveness and to ensure that critical planning and strategies are completed, the proposed restructuring extends the deadlines for all first year DLRs. Table 3 provides the details of provisionally agreed deadlines.

Table 3: Proposed deadline extensions for Foundational DLRs

DLR	Description	Current deadline	Proposed deadline
DLR 1.1	(1) Costed plan for AEP expansion developed; (2) Said plan is approved by MoEST; and (3) Following developed: relevant guidelines, and updated curriculum and training modules for implementation of approved plan.	30-Jun-21	30- Jun -22
DLR 3.1	(1) Develop circular on the safe school program/approach and MoEST approves and issues circular; and (2) Develop relevant guidelines, training materials and monitoring tools for implementation of safe school program/approach.	30-Jun-21	30-Jun - 22



DLR 4.1	Costed implementation plan to improve girls' education outcomes is developed; and said plan is approved by MoEST.	30-Jun-21	30-Jun-22
DLR 5.1	Information system to track secondary school dropouts developed; and said system approved by MoEST.	30-Jun-21	30-Jun-22
DLR 6.1	(1) Four (4) modules for mathematics and science in-service teacher training developed and approved by MoEST, and (2) Technical and costed plan for mode of delivery of said modules developed and approved by MoEST.	30-Jun-21	30-Jun-22
DLR 7.1	National Secondary School Teacher Deployment Strategy approved by MoEST, including agreed formula for deployment of new teachers	30-Jun-21	30-Jun-22
DLR 9.1	Development and approval of an ICT strategy, concept design, and costing.	30-Jun-21	30-Jun-22
DLR 10.1	Establishment of guidelines and instruments for carrying out of Form 3 national learning evaluation.	30-Jun-21	30-Jun-22
DLR 11.1	(1) Carried out Completed assessment of existing infrastructure and of projected infrastructure needs; and (2) Costed LGA plans based on such projected needs and aligned with School Construction and Maintenance Strategy approved by MoEST and the School Construction Standards approved by the Association.	30-Jun-21	30-Jun-22

13. Remove the requirement that the IST is in place for at least one year prior to the completion of the assessments and costed LGA plans under DLI 11 (minimum infrastructure standards). To accelerate project implementation, the Project will initially support 20 rather than 184 Local Government Authorities (LGAs) to improve the proportion of secondary schools achieving minimum infrastructure standards. The current condition for the IST to be in place for at least one year prior to all LGA Plans being completed is incompatible with the new phased approach. The restructuring is proposing to replace this legal condition with the following requirements before LGAs can commence project related infrastructure activities: (a) the IST is in place and working; (b) develops an approved LGA training program to outline the Environmental and Social Framework (ESF) requirements for all infrastructure improvements; (c) delivers the training to the LGA; and (d) the LGA has demonstrated that it has met a set of ESF readiness criteria for each sub-project to ensure that the appropriate safeguard processes have been adhered to. Details of these procedures will be included as part of the revisions to the POM and will be aligned to existing requirements outlined in the project's Environmental and Social Commitment Plan (ESCP) and related ESF instruments.

III. SUMMARY OF CHANGES

	Changed	Not Changed
Results Framework	✓	
PBCs	✓	
Components and Cost	✓	
Reallocation between Disbursement Categories	✓	
Disbursement Estimates	✓	
Social Analysis	✓	
Implementing Agency		✓



DDO Status		✓
Project's Development Objectives		✓
Loan Closing Date(s)		✓
Cancellations Proposed		✓
Disbursements Arrangements		✓
Overall Risk Rating		✓
Legal Covenants		✓
Institutional Arrangements		✓
Financial Management		✓
Procurement		✓
Implementation Schedule		✓
Other Change(s)		✓
Economic and Financial Analysis		✓
Technical Analysis		✓
Environmental Analysis		✓

IV. DETAILED CHANGE(S)

COMPONENTS

Current Component Name	Current Cost (US\$M)	Action	Proposed Component Name	Proposed Cost (US\$M)
Component 1: Empowering Girls Through Secondary Education and Life Skills	180.00	Revised	Component 1: Empowering Girls Through Secondary Education and Life Skills	170.00
Component 2: Digitally-Enabled Effective Teaching and Learning	115.00	No Change	Component 2: Digitally-Enabled Effective Teaching and Learning	115.00
Component 3: Reducing Barriers to Girls' Education through Facilitating Access to Secondary Schools	185.00	Revised	Component 3: Reducing Barriers to Girls' Education through Facilitating Access to Secondary Schools	195.00
Component 4: Project Coordination, Monitoring and Evaluation	20.00	No Change	Component 4: Project Coordination, Monitoring and Evaluation	20.00



The World Bank

Tanzania Secondary Education Quality Improvement Project (SEQUIP) (P170480)

TOTAL	500.00	500.00
-------	--------	--------

REALLOCATION BETWEEN DISBURSEMENT CATEGORIES

Current Allocation		Actuals + Committed	Proposed Allocation	Financing % (Type Total)	
				Current	Proposed
IDA-65340-001 Currency: XDR					
iLap Category Sequence No: 1		Current Expenditure Category: EEPs for Prt 1 & 2 of the project			
269,508,000.00		0.00	262,224,000.00	100.00	100.00
iLap Category Sequence No: 2		Current Expenditure Category: EEPs for Prt 3 of the project			
80,124,000.00		0.00	87,408,000.00	100.00	100.00
iLap Category Sequence No: 3		Current Expenditure Category: Gds,NCS,CS(Incl Audits),Tr,OC prt 4			
14,568,000.00		0.00	14,568,000.00	100.00	100.00
Total	364,200,000.00	0.00	364,200,000.00		

DISBURSEMENT ESTIMATES

Change in Disbursement Estimates

Yes

Year	Current	Proposed
2020	8,522,500.00	0.00
2021	63,951,000.00	0.00
2022	101,098,500.00	160,677,083.00
2023	114,733,500.00	89,192,708.00
2024	98,518,000.00	89,192,708.00
2025	85,368,500.00	80,468,750.00



The World Bank

Tanzania Secondary Education Quality Improvement Project (SEQUIP) (P170480)

2026	27,808,000.00	80,468,750.00
------	---------------	---------------



The World Bank

Tanzania Secondary Education Quality Improvement Project (SEQUIP) (P170480)

Results framework

COUNTRY: Tanzania

Tanzania Secondary Education Quality Improvement Project (SEQUIP)

Project Development Objectives(s)

To increase access to secondary education, provide responsive learning environments for girls, and improve completion of quality secondary education for girls and boys.

Project Development Objective Indicators by Objectives/ Outcomes

Indicator Name	PBC	Baseline	Intermediate Targets	End Target
			1	
Access and responsive learning environments for girls				
Percentage of female secondary school drop-outs completing Alternative Education Pathways Form 4 (Stage 2) (Percentage)	PBC 1, 1	1.00	10.00	15.00
Alternative Education Pathway females enrolling in Form 5 and other post-secondary education (Percentage)	PBC 2, 2	13.00	21.00	26.00
Government schools implementing Safe School Program to support girls (Number)	PBC 3, 3	0.00	1,000.00	2,000.00
Improved completion of secondary education				
Government school enrolment in Form 4 (last grade of lower secondary) (Number)		278,239.00	443,003.00	515,438.00
Government school enrolment in Form 4 (last grade of lower secondary) (Female, Number) (Number)		139,596.00	230,416.00	259,555.00



The World Bank

Tanzania Secondary Education Quality Improvement Project (SEQUIP) (P170480)

Indicator Name	PBC	Baseline	Intermediate Targets	End Target
			1	
Government school enrolment in Form 4 (last grade of lower secondary) (Male, Number) (Number)		138,643.00	212,587.00	255,883.00
Females enrolled in Form 5 in government schools (Number)	PBC 4, 4	24,637.00	34,637.00	39,637.00
Improved quality of secondary education				
Improvement in classroom teaching practice in Government Secondary Schools through regular in-service teacher training (Number)	PBC 6, 6	0.00	20,000.00	20,000.00
Secondary schools with adequate learning environments (Text)		0.00	25% of schools in all 184 LGAs meet standards	50% of schools in all 184 LGAs meet standards

Intermediate Results Indicators by Components

Indicator Name	PBC	Baseline	Intermediate Targets	End Target
			1	
Empowering Girls through Secondary Education and Life Skills				
Strengthening information systems and incentives to prevent drop-out and support transfer to/from AEP (Yes/No)	PBC 5, 5	No	Yes	Yes
AEP centers with adequate learning materials (Percentage)		0.00	37.50	75.00
AEP centers with trained facilitators and provided with adequate teacher guides (Percentage)		0.00	37.50	75.00



The World Bank

Tanzania Secondary Education Quality Improvement Project (SEQUIP) (P170480)

Indicator Name	PBC	Baseline	Intermediate Targets	End Target
			1	
Female AEP learners (Number)		2,839.00	4,419.00	6,000.00
AEP centers receiving government subsidy to support enrollment of vulnerable girls (Number)		0.00	25.00	50.00
Digitally-Enabled and Effective Teaching and Learning				
Average gender gap in Form 4 and Form 6 examination pass rates in mathematics and science (Percentage)		13.00	11.00	8.00
Government secondary schools with mathematics and science teachers deployed in line with national standards (Percentage)	PBC 7, 7	0.00	25.00	50.00
LGAs where 50 percent of secondary schools have minimum teaching and learning material standards (Text)	PBC 8, 8	0.00	25% of all schools in 184 LGAs meet standards	50% of all schools in 184 LGAs meet standards
Government schools successfully implementing ICT program (Number)	PBC 9, 9	0.00	350.00	1,500.00
Form 3 national learning evaluation conducted (Number)	PBC 10, 10	0.00	1.00	2.00
Reducing Barriers to Girls' Education through Facilitating Access to Secondary Schools				
LGAs where 50 percent of secondary schools have basic infrastructure package (Text)	PBC 11, 11	0.00	25% of all schools in 184 LGAs meet standards	50% of all schools in 184 LGAs meet standards
Level of biannually released funds in line with agreed program budget framework (Percentage)	PBC 12, 12	0.00	100.00	100.00
Average distance to government secondary schools in rural areas (Text)		tbd (June 2020)	tbd (June 2020)	tbd (June 2020)



The World Bank

Tanzania Secondary Education Quality Improvement Project (SEQUIP) (P170480)

Indicator Name	PBC	Baseline	Intermediate Targets	End Target
			1	
Students benefiting from direct interventions to enhance learning (CRI, Number)		1,814,686.00	2,596,203.00	6,451,006.00
Students benefiting from direct interventions to enhance learning - Female (CRI, Number)		920,039.00	1,294,452.00	3,191,718.00
Project Coordination, Monitoring and Evaluation				
Percentage of grievances received and addressed through the Project Grievance Redress Mechanisms (Percentage)		0.00	50.00	80.00

Performance-Based Conditions Matrix

PBC 1	Percentage of female secondary school drop-outs completing Alternative Education Pathways Form 4 (Stage 2)			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	Yes	Percentage	50,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	1.00			
FY21 - FY23			20,000,000.00	US\$20 million if the DLR is achieved, 0 otherwise
FY22 -FY23			0.00	
FY23-FY24			15,000,000.00	US\$1,666,666 for every 1 percentage point increase



The World Bank

Tanzania Secondary Education Quality Improvement Project (SEQUIP) (P170480)

FY24-FY25		0.00	
FY25-FY26		15,000,000.00	US\$1,071,428 for every 1 percentage point increase

Action: This PBC has been Revised. See below.

PBC 1	Percentage of female secondary school drop-outs completing Alternative Education Pathways Form 4 (Stage 2)			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	Yes	Percentage	2.49	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	1.00			
FY21 - FY23			9,978,082.19	US\$9,978,082.19 upon completion
FY22 -FY23			0.00	
FY23-FY24			7,483,561.64	US\$831,506.85 for every 1 percentage point increase
FY24-FY25			0.00	
FY25-FY26			7,483,561.64	US\$534,540.12 for every 1 percentage point increase
Rationale:				
Reallocation of funds				

**The World Bank**

Tanzania Secondary Education Quality Improvement Project (SEQUIP) (P170480)

PBC 2	Alternative Education Pathway females enrolling in Form 5 and other post-secondary education			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	Yes	Percentage	30,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	13.00			
FY21 - FY23			0.00	
FY22 -FY23			0.00	
FY23-FY24			20,000,000.00	US\$2,500,000 for every 1 percentage point increase
FY24-FY25			0.00	
FY25-FY26			10,000,000.00	US\$769,230 for every 1 percentage point increase
Action: This PBC has been Revised. See below.				
PBC 2	Alternative Education Pathway females enrolling in Form 5 and other post-secondary education			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	Yes	Percentage	1.49	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	13.00			
FY21 - FY23			0.00	



The World Bank

Tanzania Secondary Education Quality Improvement Project (SEQUIP) (P170480)

FY22 -FY23		9,976,082.19	US\$1,247,260.27 forevery 1 percentage point increase
FY23-FY24		0.00	
FY24-FY25		4,989,041.10	US\$383,772.39 every 1 percentage point increase
FY25-FY26		0.00	

Rationale:

Reallocation of funds and updating with correct amounts in US\$ as required by the system.

PBC 3	Government schools implementing Safe School Program to support girls			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Process	Yes	Number	30,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
FY21 - FY23			10,000,000.00	US\$10 million if the DLR is achieved, 0 otherwise
FY22 -FY23			0.00	
FY23-FY24			10,000,000.00	US\$14,285 for every school implementing safe school program
FY24-FY25			0.00	
FY25-FY26			10,000,000.00	US\$7,692 for every school implementing safe school program t



The World Bank

Tanzania Secondary Education Quality Improvement Project (SEQUIP) (P170480)

Action: This PBC has been Revised. See below.

PBC 3	Government schools implementing Safe School Program to support girls			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Process	Yes	Number	4.98	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
FY21 - FY23			19,956,164.38	US\$19,956,164.38 million if the DLR is achieved, 0 otherwise
FY22 -FY23			9,978,082.19	US\$14,254.40 per school
FY23-FY24			9,978,082.19	US\$7,675.45 per school
FY24-FY25			4,989,041.10	US\$4,989,041.10 upon completion or 0 otherwise
FY25-FY26			4,989,041.10	US\$498,904.11 for every 10 LGAs demonstrating implementation
Rationale: Reallocating funds across the DLI to cater for the added DLRs.				
PBC 4	Females enrolled in Form 5 in government schools			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Number	60,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula



The World Bank

Tanzania Secondary Education Quality Improvement Project (SEQUIP) (P170480)

Baseline	24,637.00		
FY21 - FY23		20,000,000.00	US\$20 million if the DLR is achieved, 0 otherwise
FY22 -FY23		0.00	
FY23-FY24		20,000,000.00	US\$2,000 for every additional girl enrolling
FY24-FY25		0.00	
FY25-FY26		20,000,000.00	US\$1,333 for every additional girl enrolling

Action: This PBC has been Revised. See below.

PBC 4	Females enrolled in Form 5 in government schools			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Number	6.98	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	24,637.00			
FY21 - FY23			29,934,246.58	US\$ 29,934,246.58 million if the DLR is achieved, 0 otherwise
FY22 -FY23			19,956,164.38	US\$1,995.62 per additional girl enrolled
FY23-FY24			0.00	0.00
FY24-FY25			19,956,164.38	US\$1,330.41 for every additional girl enrolled

**The World Bank**

Tanzania Secondary Education Quality Improvement Project (SEQUIP) (P170480)

FY25-FY26			0.00	0.00
Rationale: <i>Updating of project allocated amounts in US\$</i>				
PBC 5	Strengthening information systems and incentives to prevent drop-out and support transfer to/from AEP			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Process	No	Yes/No	10,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
FY21 - FY23			3,000,000.00	US\$3 million if the DLR is achieved, 0 otherwise
FY22 -FY23			0.00	
FY23-FY24			7,000,000.00	US\$7 million if the DLR is achieved, 0 otherwise
FY24-FY25			0.00	
FY25-FY26			0.00	
Action: This PBC has been Revised. See below.				



The World Bank

Tanzania Secondary Education Quality Improvement Project (SEQUIP) (P170480)

PBC 5	<i>Strengthening information systems and incentives to prevent drop-out and support transfer to/from AEP</i>			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Process	No	Yes/No	9,978,082.19	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
FY21 - FY23			6,984,657.53	US\$6,984,657.53 if the DLR is achieved, 0 otherwise
FY22 -FY23			0.00	
FY23-FY24			2,993,424.66	US\$2,993,424.66 if the DLR is achieved, 0 otherwise
FY24-FY25			0.00	
FY25-FY26			0.00	
Rationale: <i>Updating amounts following re-allocations</i>				
PBC 6	Improvement in classroom teaching practice in Government Secondary Schools through regular in-service teacher training			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Number	30,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			



The World Bank

Tanzania Secondary Education Quality Improvement Project (SEQUIP) (P170480)

FY21 - FY23		6,000,000.00	US\$ 6 million if the DLR is achieved, 0 otherwise
FY22 -FY23		0.00	
FY23-FY24		12,000,000.00	US\$ 600 for every 1 teacher completing
FY24-FY25		0.00	
FY25-FY26		12,000,000.00	US\$ 600 for every 1 teacher completing

Action: This PBC has been Revised. See below.

PBC 6	<i>Improvement in classroom teaching practice in Government Secondary Schools through regular in-service teacher training</i>			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
<i>Output</i>	<i>Yes</i>	<i>Number</i>	<i>2.99</i>	<i>0.00</i>
Period	Value		Allocated Amount (USD)	Formula
<i>Baseline</i>	<i>0.00</i>			
<i>FY21 - FY23</i>			<i>5,986,849.32</i>	<i>US\$ 5,986,849.32 if the DLR is achieved, 0 otherwise</i>
<i>FY22 -FY23</i>			<i>0.00</i>	
<i>FY23-FY24</i>			<i>11,973,698.63</i>	<i>US\$ 598.68 for every 1 teacher completing</i>
<i>FY24-FY25</i>			<i>0.00</i>	
<i>FY25-FY26</i>			<i>11,973,698.63</i>	<i>US\$ 598.68 for every additional 1 teacher completing</i>



The World Bank

Tanzania Secondary Education Quality Improvement Project (SEQUIP) (P170480)

Rationale:

Update amounts with the correct values in US\$

PBC 7	Government secondary schools with mathematics and science teachers deployed in line with national standards			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	Yes	Percentage	30,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
FY21 - FY23			11,250,000.00	US\$11.25 million if the DLR is achieved, 0 otherwise
FY22 -FY23			0.00	
FY23-FY24			6,250,000.00	US\$ 250,000 for every 1 percent improvement
FY24-FY25			0.00	
FY25-FY26			12,500,000.00	US\$ 250,000 for every 1 percent

Action: This PBC has been Revised. See below.

PBC 7	Government secondary schools with mathematics and science teachers deployed in line with national standards			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	Yes	Percentage	2.99	0.00
Period	Value		Allocated Amount (USD)	Formula



The World Bank

Tanzania Secondary Education Quality Improvement Project (SEQUIP) (P170480)

Baseline	0.00		
FY21 - FY23		11,225,342.47	US\$11,225,342.47 million if the DLR is achieved, 0 otherwise
FY22 -FY23		0.00	
FY23-FY24		6,236,301.37	US\$ 249,452.05 for every 1 percent improvement
FY24-FY25		12,472,602.74	US\$ 249,452.05 for every 1 percent
FY25-FY26		0.00	

Rationale:

Update with the correct values as per the FA amendment

PBC 8	LGAs where 50 percent of secondary schools have minimum teaching and learning material standards			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Text	30,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
FY21 - FY23			0.00	
FY22 -FY23			0.00	
FY23-FY24			15,000,000.00	US\$81,521 for every LGA (total 184) achieving target
FY24-FY25			0.00	



The World Bank

Tanzania Secondary Education Quality Improvement Project (SEQUIP) (P170480)

FY25-FY26			15,000,000.00	US\$81,521 for every LGA (total 184) achieving target
Action: This PBC has been Revised. See below.				
PBC 8	LGAs where 50 percent of secondary schools have minimum teaching and learning material standards			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Text	2.99	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
FY21 - FY23			0.00	
FY22 -FY23			0.00	
FY23-FY24			14,967,123.29	US\$81,342.47 for every LGA (total 184) achieving target
FY24-FY25			0.00	
FY25-FY26			14,967,123.29	US\$81,342.47 for every LGA (total 184) achieving target
Rationale:				
Update amounts consistent with the FA amendment				

**The World Bank**

Tanzania Secondary Education Quality Improvement Project (SEQUIP) (P170480)

PBC 9	Government schools successfully implementing ICT program			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Number	10,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
FY21 - FY23			3,000,000.00	US\$3 million if the DLR is achieved, 0 otherwise
FY22 -FY23			0.00	
FY23-FY24			3,500,000.00	US\$10,000 for every school implementing the ICT concept
FY24-FY25			0.00	
FY25-FY26			3,500,000.00	US\$3,043 for every additional school implementing the ICT co
Action: This PBC has been Revised. See below.				
PBC 9	Government schools successfully implementing ICT program			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Number	9,978,082.20	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			

**The World Bank**

Tanzania Secondary Education Quality Improvement Project (SEQUIP) (P170480)

FY21 - FY23		2,993,424.66	US\$2,993,424.66 million if the DLR is achieved, 0 otherwise
FY22 -FY23		0.00	
FY23-FY24		3,492,328.77	US\$9,978.08 for every school implementing the ICT concept
FY24-FY25		0.00	
FY25-FY26		3,492,328.77	US\$3,036.81 for every additional school implementing the ICT co

Rationale:*Provide updated amounts in US\$*

PBC 10	Form 3 national learning evaluation conducted			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Process	No	Number	15,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
FY21 - FY23			7,000,000.00	US\$7 million if the DLR is achieved, 0 otherwise
FY22 -FY23			0.00	
FY23-FY24			4,000,000.00	US\$4 million if the DLR is achieved, 0 otherwise
FY24-FY25			0.00	



The World Bank

Tanzania Secondary Education Quality Improvement Project (SEQUIP) (P170480)

FY25-FY26			4,000,000.00	US\$4 million if the DLR is achieved, 0 otherwise
Action: This PBC has been Revised. See below.				
PBC 10	Form 3 national learning evaluation conducted			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Process	No	Number	1.49	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
FY21 - FY23			6,984,657.53	US\$6,984,657.53 million if the DLR is achieved, 0 otherwise
FY22 -FY23			0.00	
FY23-FY24			3,991,232.88	US\$ 3,991,232.88 million if the DLR is achieved, 0 otherwise
FY24-FY25			0.00	
FY25-FY26			3,991,232.88	US\$3,991,232.88 million if the DLR is achieved, 0 otherwise
Rationale:				
Updating values with the correct amounts.				

**The World Bank**

Tanzania Secondary Education Quality Improvement Project (SEQUIP) (P170480)

PBC 11	LGAs where 50 percent of secondary schools have basic infrastructure package			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Text	110,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
FY21 - FY23			20,000,000.00	US\$20 million if the DLR is achieved, 0 otherwise
FY22 -FY23			0.00	
FY23-FY24			45,000,000.00	US\$244,565 for every LGA (total 184) achieving target for pe
FY24-FY25			0.00	
FY25-FY26			45,000,000.00	US\$244,565 for every LGA (total 184) achieving target for pe
Action: This PBC has been Revised. See below.				
PBC 11	LGAs where 50 percent of secondary schools have basic infrastructure package			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Text	1.19	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			

**The World Bank**

Tanzania Secondary Education Quality Improvement Project (SEQUIP) (P170480)

FY21 - FY23		39,912,328.77	US\$39,912,328.77 million if the DLR is achieved, 0 otherwise
FY22 -FY23		0.00	
FY23-FY24		39,912,328.77	US\$216,915.07 for every LGA (total 184) achieving target for pe
FY24-FY25		0.00	
FY25-FY26		39,912,328.77	US\$216,915.07 for every LGA (total 184) achieving target for pe

Rationale:*Update the amounts with the correct values in US\$*

PBC 12	Level of biannually released funds in line with agreed program budget framework			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Process	Yes	Percentage	75,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
FY21 - FY23			15,000,000.00	US\$150,000 for every 1 percent of funds released according t
FY22 -FY23			20,000,000.00	US\$200,000 for every 1 percent of funds released according t
FY23-FY24			20,000,000.00	US\$200,000 for every 1 percent of funds released according t
FY24-FY25			20,000,000.00	US\$200,000 for every 1 percent of funds released according t



The World Bank

Tanzania Secondary Education Quality Improvement Project (SEQUIP) (P170480)

FY25-FY26			0.00	
Action: This PBC has been Revised. See below.				
PBC 12	Level of biannually released funds in line with agreed program budget framework			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Process	Yes	Percentage	7.48	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
FY21 - FY23			14,967,123.29	US\$149,671.23 for every 1 percent of funds released according t
FY22 -FY23			19,956,164.38	US\$199,561.64 for every 1 percent of funds released according t
FY23-FY24			19,956,164.38	US\$199,561.64 for every 1 percent of funds released according t
FY24-FY25			19,956,164.38	US\$199,561.64 for every 1 percent of funds released according t
FY25-FY26			0.00	
Rationale:				
Align fund values with the amended FA				

**Verification Protocol Table: Performance-Based Conditions**

PBC 1	Percentage of female secondary school drop-outs completing Alternative Education Pathways Form 4 (Stage 2)
Description	As described in the PAD
Data source/ Agency	DLR FY21 Costed action plan from MoEST, guidelines, curriculum and training modules from MoEST. Matrix of responses to comments and consultations. Documents submitted for comments to IDA no later than 90 days before expected date of verification, and final documents submitted for verification 60 days before expected date of verification. DLRS FY22 and FY24 EMIS data
Verification Entity	Independent Verification Entity
Procedure	<p>DLR FY21 Costed action Development and approval of costed plan for AEP expansion. Development of relevant guidelines, updated syllabus and training modules.</p> <p>FY23 and FY25 DLR Comparison of claim with EMIS data and Form 4 examination data by independent entity. The number of girls sitting the Form 4 examination as a share of female lower secondary school drop-outs will be verified using EMIS and examination data by a third-party firm. Physical verification of EMIS records at representative sample of AEP centers in 15 randomly selected LGAs.</p>
PBC 1	Percentage of female secondary school drop-outs completing Alternative Education Pathways Form 4 (Stage 2)
Description	As described in the PAD
Data source/ Agency	DLR FY21 Costed action plan from MoEST, guidelines, curriculum and training modules from MoEST. Matrix of responses to comments and consultations. Documents submitted for comments to IDA no later than 90 days before expected date of verification, and final documents submitted for verification 60 days before expected date of verification. DLRS FY22 and FY24 EMIS data
Verification Entity	Independent Verification Entity



Procedure	<p>DLR FY21 Costed action Development and approval of costed plan for AEP expansion. Development of relevant guidelines, updated syllabus and training modules.</p> <p>FY23 and FY25 DLR Comparison of claim with EMIS data and Form 4 examination data by independent entity. The number of girls sitting the Form 4 examination as a share of female lower secondary school drop-outs will be verified using EMIS and examination data by a third-party firm. Physical verification of EMIS records at representative sample of AEP centers in 15 randomly selected LGAs.</p>
PBC 2	Alternative Education Pathway females enrolling in Form 5 and other post-secondary education
Description	As described in the PAD
Data source/ Agency	Form 4 examination data for students attending AEP centers, PO-RALG's selection database, and EMIS data.
Verification Entity	Independent Verification Entity
Procedure	The information provided will be reviewed and compared to publicly available EMIS data by a third-party firm. Physical verification of in-school records will be carried out as part of the regular verification visits to all AEP centers in a minimum of 15 randomly selected LGAs.
PBC 2	Alternative Education Pathway females enrolling in Form 5 and other post-secondary education
Description	As described in the PAD
Data source/ Agency	Form 4 examination data for students attending AEP centers, PO-RALG's selection database, and EMIS data.
Verification Entity	Independent Verification Entity
Procedure	The information provided will be reviewed and compared to publicly available EMIS data by a third-party firm. Physical verification of in-school records will be carried out as part of the regular verification visits to all AEP centers in a minimum of 15 randomly selected LGAs.



PBC 3	Government schools implementing Safe School Program to support girls
Description	As described in the PAD
Data source/ Agency	FY21 DLR Circular on safe school model and approved guidelines, training materials and monitoring tools. Matrix of responses to comments and consultations. FY23 and FY25 DLRs LGA reports
Verification Entity	Independent Verification Entity
Procedure	<p>FY21 DLR</p> <p>Development, approval and issuance of circular on the safe school model. Development of relevant guidelines, training materials and monitoring tools. The SSP will be considered developed with the following content, at minimum:</p> <ul style="list-style-type: none">• Issuance of circular and guidelines on safe school model to schools• Develop (i) training materials for WEO; (ii) criteria to be guidance counselors, (iii) ways of identifying and selecting guidance counselors, (iv) tools for supporting students in need, and (v) modules for gender sensitive training including: life skills, issues girls may face in the classroom, teaching practices that support equal learning environments, ways to notice and prevent actions that may harm girls physically and emotionally. <p>Independent entity to certify adequacy of the safe school model as acceptable to IDA and to verify the adequacy of consultations and incorporation of consultation comments and recommendations in finished products.</p> <p>FY23 and FY25 DLR</p> <p>Number of government lower and upper secondary schools implementing the safe school model. The SSP will be considered achieved with the following activities, at minimum:</p> <ul style="list-style-type: none">• Implementation of training to guidance counselors and teachers on gender-sensitive training, teachers code of conduct, supporting students who have learning difficulties, including students with physical needs, and students with cognitive and emotional needs.• Establishment of Parent-Teacher Associations.• Implementation of training for headteachers, school boards and Parent-Teacher Associations on school management and school planning.• Evidence of school engagement with parents and the local community on the challenges faced by learners including girls and at-risk learners.• Establishment of a safe school passage plan to reduce risks associated with travelling to and from school.



	<ul style="list-style-type: none"> • Establishment of boys and girls clubs, and student councils. • Methodology for sharing information on the GRM with all schools, teachers, parents, and students of schools implementing the SSP. <p>Comparison of claim with LGA and SQA reports. Physical verification in a random sample of a minimum of 50 government secondary schools recorded as having implemented the safe school model to support girls.</p>
PBC 3	Government schools implementing Safe School Program to support girls
Description	As described in the PAD
Data source/ Agency	FY21 DLR Circular on safe school model and approved guidelines, training materials and monitoring tools. Matrix of responses to comments and consultations. FY23 and FY25 DLRs LGA reports
Verification Entity	Independent Verification Entity
Procedure	<p>FY21 DLR</p> <p>Development, approval and issuance of circular on the safe school model. Development of relevant guidelines, training materials and monitoring tools. The SSP will be considered developed with the following content, at minimum:</p> <ul style="list-style-type: none"> • Issuance of circular and guidelines on safe school model to schools • Develop (i) training materials for WEO; (ii) criteria to be guidance counselors, (iii) ways of identifying and selecting guidance counselors, (iv) tools for supporting students in need, and (v) modules for gender sensitive training including: life skills, issues girls may face in the classroom, teaching practices that support equal learning environments, ways to notice and prevent actions that may harm girls physically and emotionally. <p>Independent entity to certify adequacy of the safe school model as acceptable to IDA and to verify the adequacy of consultations and incorporation of consultation comments and recommendations in finished products.</p> <p>FY23 and FY25 DLR</p> <p>Number of government lower and upper secondary schools implementing the safe school model. The SSP will be considered achieved with the following activities, at minimum:</p> <ul style="list-style-type: none"> • Implementation of training to guidance counselors and teachers on gender-sensitive training, teachers code of conduct, supporting students who have learning difficulties, including students with physical needs, and students with cognitive and emotional needs. • Establishment of Parent-Teacher Associations.



The World Bank

Tanzania Secondary Education Quality Improvement Project (SEQUIP) (P170480)

	<ul style="list-style-type: none"> • Implementation of training for headteachers, school boards and Parent-Teacher Associations on school management and school planning. • Evidence of school engagement with parents and the local community on the challenges faced by learners including girls and at-risk learners. • Establishment of a safe school passage plan to reduce risks associated with travelling to and from school. • Establishment of boys and girls clubs, and student councils. • Methodology for sharing information on the GRM with all schools, teachers, parents, and students of schools implementing the SSP. <p>Comparison of claim with LGA and SQA reports. Physical verification in a random sample of a minimum of 50 government secondary schools recorded as having implemented the safe school model to support girls.</p>
PBC 4	Females enrolled in Form 5 in government schools
Description	Females enrolled in Form 5 in government schools
Data source/ Agency	FY21 DLR Initial disbursement will be measured at the national level and made on the development of a costed and approved plan aligned with the Inclusive Education strategy to improve girls' outcomes, approved by Government and acceptable by IDA. The strategy will also include initiatives to support lower secondary school completion for girls who drop-out (for example, access to Open and Distance Learning centers). Documents submitted for comments to IDA no later than 90 days before expected date of verification, and final documents submitted for verification 60 days before expected date of verification. Subsequent disbursements will be measured at the national level and made against the number of additional female students enrolled in Form 5 in government schools. FY23 and FY25 DLR EMIS data with disaggregated enrollment rates by gender
Verification Entity	Independent verification entity
Procedure	<p>FY21 DLR</p> <p>Independent entity to verify the adequacy of consultations and incorporation of consultation recommendations into the approved costed action plan; and to verify that the costed action plan is aligned with the Inclusive Education strategy as found acceptable by IDA.</p> <p>FY23 and FY25 DLR</p>



The World Bank

Tanzania Secondary Education Quality Improvement Project (SEQUIP) (P170480)

	Comparison of claim with EMIS data by independent entity. Physical verification of EMIS records at representative sample of all government secondary schools in 15 randomly selected LGAs.
PBC 4	Females enrolled in Form 5 in government schools
Description	Females enrolled in Form 5 in government schools
Data source/ Agency	FY21 DLR Initial disbursement will be measured at the national level and made on the development of a costed and approved plan aligned with the Inclusive Education strategy to improve girls' outcomes, approved by Government and acceptable by IDA. The strategy will also include initiatives to support lower secondary school completion for girls who drop-out (for example, access to Open and Distance Learning centers). Documents submitted for comments to IDA no later than 90 days before expected date of verification, and final documents submitted for verification 60 days before expected date of verification. Subsequent disbursements will be measured at the national level and made against the number of additional female students enrolled in Form 5 in government schools. FY23 and FY25 DLR EMIS data with disaggregated enrollment rates by gender
Verification Entity	Independent verification entity
Procedure	<p>FY21 DLR</p> <p>Independent entity to verify the adequacy of consultations and incorporation of consultation recommendations into the approved costed action plan; and to verify that the costed action plan is aligned with the Inclusive Education strategy as found acceptable by IDA.</p> <p>FY23 and FY25 DLR</p> <p>Comparison of claim with EMIS data by independent entity. Physical verification of EMIS records at representative sample of all government secondary schools in 15 randomly selected LGAs.</p>
PBC 5	Strengthening information systems and incentives to prevent drop-out and support transfer to/from AEP
Description	
Data source/ Agency	Disbursements will be made in two tranches based on (a) documentation and an approved plan to develop a workable information system, linked to the existing EMIS system, to track all secondary school children to clearly identify drop-outs, and reasons for drop-out, for follow up at the LGA level. (b) a functioning software system that can identify when secondary



	school drop-outs enroll in alternative education programs and report on the share of secondary school drop-outs pursuing alternative education opportunities at the LGA level.
Verification Entity	Independent Verification Entity
Procedure	<p>FY21 DLR Independent entity to verify the adequacy of the proposed/developed information system to track all secondary school drop-outs and record their future enrolment in further education.</p> <p>FY23 DLR Independent entity to verify the operationalizing of drop-out tracking system in all secondary schools and post-secondary education institutions.</p>
PBC 5	Strengthening information systems and incentives to prevent drop-out and support transfer to/from AEP
Description	As in the PAD and POM
Data source/ Agency	Disbursements will be made in two tranches based on (a) documentation and an approved plan to develop a workable information system, linked to the existing EMIS system, to track all secondary school children to clearly identify drop-outs, and reasons for drop-out, for follow up at the LGA level. (b) a functioning software system that can identify when secondary school drop-outs enroll in alternative education programs and report on the share of secondary school drop-outs pursuing alternative education opportunities at the LGA level.
Verification Entity	Independent Verification Entity
Procedure	<p>FY21 DLR Independent entity to verify the adequacy of the proposed/developed information system to track all secondary school drop-outs and record their future enrolment in further education.</p> <p>FY23 DLR Independent entity to verify the operationalizing of drop-out tracking system in all secondary schools and post-secondary education institutions.</p>



PBC 6	Improvement in classroom teaching practice in Government Secondary Schools through regular in-service teacher training
Description	As described in the PAD
Data source/ Agency	FY21 in-service training modules developed and validated by government following assurance that recommendations and comments are incorporated in final in-service training modules; matrix of responses to comments and consultations. Documents submitted for comments to IDA no later than 90 days before expected date of verification, and final documents submitted for verification 60 days before expected date of verification. FY23 and FY25 data on establishment of Teacher In-Service Training Centers (TITCs), School Quality Assurance Officer reports of training and Head teacher/WEO classroom observation reports will be used against the number of secondary school teachers completing individual modules and demonstrating of improved classroom practice.
Verification Entity	Independent verification entity
Procedure	<p>FY21 DLR</p> <p>Independent verification entity to verify that modules have been developed as acceptable to IDA and will verify the adequacy of consultations and incorporation of consultation comments and recommendations in finished products. Each in-service development module will be considered achieved if the following is included:</p> <ul style="list-style-type: none">• clear module objectives and related content (open-source in the case of online materials);• clear sequencing of module contents and teaching-learning activities, including follow-up and mentoring;• agenda for module delivery in the case of both cluster-based training and online training, including: number of sessions and amount of days needed per session;• clear outputs of the modules;• clear descriptions of intended classroom practices/behaviors;• a tool for Head teacher/WEO observation of classroom practices based on module content and objectives;• accompanying teacher trainer guide in the case of cluster-based training;• framework for the evaluation of student-teacher successful completion of modules, including in-classroom assessment activities, final exam, and evidence of behavioral changes through portfolio submission;• Pre-and post-proficiency tests to measure improvements in teacher knowledge of INSET material. <p>FY23 and FY25 DLR</p> <p>Verification of Teacher In-Service Training Centers (TITCs) establishment and of teachers participation, completion and assessment records as provided by the Ward Education Officer (WEO), district SQA office, or records of online completion.</p>



	Verification of claim with comparison of School Quality Assurance reports of trainings and Head teacher classroom observation reports. Improved classroom practice will be evaluated based on Head teacher and/or WEO observation reports, and these will be provided for verification in all government secondary schools in a randomly selected sample of 15 LGAs. Improvements in teaching practices will be considered achieved if at least 60% of observed teachers, who participated in training, show improvement according the approved module-specific observation tools. Observations will take place during regular verification visits to all government secondary schools in a the randomly selected 15 LGA sample.
PBC 6	Improvement in classroom teaching practice in Government Secondary Schools through regular in-service teacher training
Description	As described in the PAD
Data source/ Agency	FY21 in-service training modules developed and validated by government following assurance that recommendations and comments are incorporated in final in-service training modules; matrix of responses to comments and consultations. Documents submitted for comments to IDA no later than 90 days before expected date of verification, and final documents submitted for verification 60 days before expected date of verification. FY23 and FY25 data on establishment of Teacher In-Service Training Centers (TITCs), School Quality Assurance Officer reports of training and Head teacher/WEO classroom observation reports will be used against the number of secondary school teachers completing individual modules and demonstrating of improved classroom practice.
Verification Entity	Independent verification entity
Procedure	<p>FY21 DLR</p> <p>Independent verification entity to verify that modules have been developed as acceptable to IDA and will verify the adequacy of consultations and incorporation of consultation comments and recommendations in finished products. Each in-service development module will be considered achieved if the following is included:</p> <ul style="list-style-type: none">• clear module objectives and related content (open-source in the case of online materials);• clear sequencing of module contents and teaching-learning activities, including follow-up and mentoring;• agenda for module delivery in the case of both cluster-based training and online training, including: number of sessions and amount of days needed per session;• clear outputs of the modules;• clear descriptions of intended classroom practices/behaviors;• a tool for Head teacher/WEO observation of classroom practices based on module content and objectives;• accompanying teacher trainer guide in the case of cluster-based training;



	<ul style="list-style-type: none"> framework for the evaluation of student-teacher successful completion of modules, including in-classroom assessment activities, final exam, and evidence of behavioral changes through portfolio submission; Pre-and post-proficiency tests to measure improvements in teacher knowledge of INSET material. <p>FY23 and FY25 DLR</p> <p>Verification of Teacher In-Service Training Centers (TITCs) establishment and of teachers participation, completion and assessment records as provided by the Ward Education Officer (WEO), district SQA office, or records of online completion. Verification of claim with comparison of School Quality Assurance reports of trainings and Head teacher classroom observation reports. Improved classroom practice will be evaluated based on Head teacher and/or WEO observation reports, and these will be provided for verification in all government secondary schools in a randomly selected sample of 15 LGAs. Improvements in teaching practices will be considered achieved if at least 60% of observed teachers, who participated in training, show improvement according the approved module-specific observation tools. Observations will take place during regular verification visits to all government secondary schools in a the randomly selected 15 LGA sample.</p>
PBC 7	Government secondary schools with mathematics and science teachers deployed in line with national standards
Description	
Data source/ Agency	FY21 The Recipient has approved a National Secondary School Teacher Deployment Strategy, including formula for deployment of new teachers and distribution of existing teachers. Strategy approved by Government; matrix of responses to comments and consultations. Documents to be submitted for comments to IDA no later than 90 days before expected date of verification, and final documents submitted for verification 60 days before expected date of verification. FY23 and FY25 DLR EMIS data disaggregated by subject to show the number of lower and upper secondary schools with science and mathematics teachers in line with standards set in strategy.
Verification Entity	Independent Verification Agent
Procedure	<p>FY21 DLR</p> <p>Independent entity to certify adequacy of consultations and incorporation of consultation recommendations in completed strategy. Teacher deployment strategy will be assessed to ensure that it provides clear criteria for teacher deployment. To be considered achieved, the teacher deployment strategy will need to include the following:</p> <ul style="list-style-type: none"> Link to ESDP



	<ul style="list-style-type: none">• Formula/standards for deployment of new teachers and distribution of existing teachers by subject and linked to curriculum• Identification of the roles and responsibilities for MoEST, PO-RALG and LGAs for the deployment and distribution of teachers• Costed action plan <p>FY23 and FY25 DLR</p> <p>Comparison of claim with EMIS data by independent entity. EMIS data supplemented with information on double shifting and the subjects that teachers teach will be used to verify that schools achieve the standards outlined in the teacher deployment strategy. Physical verification of school records in all government schools in a sample of a minimum of 15 randomly selected LGAs.</p>
PBC 7	Government secondary schools with mathematics and science teachers deployed in line with national standards
Description	As in the PAD
Data source/ Agency	FY21 The Recipient has approved a National Secondary School Teacher Deployment Strategy, including formula for deployment of new teachers and distribution of existing teachers. Strategy approved by Government; matrix of responses to comments and consultations. Documents to be submitted for comments to IDA no later than 90 days before expected date of verification, and final documents submitted for verification 60 days before expected date of verification. FY23 and FY25 DLR EMIS data disaggregated by subject to show the number of lower and upper secondary schools with science and mathematics teachers in line with standards set in strategy.
Verification Entity	Independent Verification Agent
Procedure	<p>FY21 DLR</p> <p>Independent entity to certify adequacy of consultations and incorporation of consultation recommendations in completed strategy. Teacher deployment strategy will be assessed to ensure that it provides clear criteria for teacher deployment. To be considered achieved, the teacher deployment strategy will need to include the following:</p> <ul style="list-style-type: none">• Link to ESDP• Formula/standards for deployment of new teachers and distribution of existing teachers by subject and linked to curriculum



	<ul style="list-style-type: none"> • Identification of the roles and responsibilities for MoEST, PO-RALG and LGAs for the deployment and distribution of teachers • Costed action plan <p>FY23 and FY25 DLR</p> <p>Comparison of claim with EMIS data by independent entity. EMIS data supplemented with information on double shifting and the subjects that teachers teach will be used to verify that schools achieve the standards outlined in the teacher deployment strategy. Physical verification of school records in all government schools in a sample of a minimum of 15 randomly selected LGAs.</p>
PBC 8	LGAs where 50 percent of secondary schools have minimum teaching and learning material standards
Description	Number of LGAs where 50 percent of secondary schools have minimum teaching and learning material standards, define as: ☑- 1:1 student textbook ratios in mathematics and science classes ☑- teacher to teacher guide ratio of 2:1 in mathematics and science
Data source/ Agency	EMIS data. Disbursements will be made on the number of LGAs achieving targets for the percentage of schools that achieve a 1:1 student textbook ratio in mathematics and science subjects and a 2:1 availability of teacher guides.
Verification Entity	Independent Verification Entity
Procedure	Comparison of claim with EMIS data by independent verification entity. Physical verification of EMIS records will be carried out as part of the regular verification visits to all government secondary schools in a minimum of 15 randomly selected LGAs.
PBC 8	LGAs where 50 percent of secondary schools have minimum teaching and learning material standards
Description	Number of LGAs where 50 percent of secondary schools have minimum teaching and learning material standards, define as: ☑- 1:1 student textbook ratios in mathematics and science classes ☑- teacher to teacher guide ratio of 2:1 in mathematics and science
Data source/ Agency	EMIS data. Disbursements will be made on the number of LGAs achieving targets for the percentage of schools that achieve a 1:1 student textbook ratio in mathematics and science subjects and a 2:1 availability of teacher guides.
Verification Entity	Independent Verification Entity



Procedure	Comparison of claim with EMIS data by independent verification entity. Physical verification of EMIS records will be carried out as part of the regular verification visits to all government secondary schools in a minimum of 15 randomly selected LGAs.
PBC 9	Government schools successfully implementing ICT program
Description	As described in the PAD
Data source/ Agency	FY20 DLR ICT strategy and ICT concept design developed and validated by government; matrix of responses to comments and consultations. Documents submitted for comments to IDA no later than 90 days before expected date of verification, and final documents submitted for verification 60 days before expected date of verification. FY22 and FY24 DLRs MoEST reports on number of schools adopting the ICT package.
Verification Entity	Independent Verification Entity
Procedure	<p>FY21 DLR</p> <p>Independent entity to certify adequacy of consultations and incorporation of consultation recommendations in finished strategy and concept design documents.</p> <p>The ICT strategy will be considered achieved with the following:</p> <ul style="list-style-type: none">• background, intervention mapping, evaluation, and summary of lessons learned for ICT for education interventions in Tanzania;• link to ESDP;• clear guidance of who/what office is responsible for conducting needs assessment, planning and coordinating the delivery of ICT interventions in either MoEST or PO-RALG or both; <p>The ICT concept design will be considered achieved with the following:</p> <ul style="list-style-type: none">• Selection of schools for the intervention;• Technical proposal justifying the intervention;• Proposal for the mode of delivery and how the concept will be evaluated and phased in;• Proposal for ICT package to include: teacher CPD online and offline content portal; e-content to support teacher class preparation, e-learning student resources to support learning; teacher training modules on use of ICT in teaching, digital infrastructure, equipment and maintenance package; internet connectivity.• Clear description of how the delivery will be quality assured;• Proposed calendar of activities, including institutional responsibility and estimated cost;



	<ul style="list-style-type: none"> The costed action plan must include unit costs of proposed activities such as: materials and equipment, workshops, transportation, per diems, accommodations, and piloting. <p>FY23 and FY25 DLRs</p> <p>Comparison of claim with MoEST reports. Physical verification of MoEST reports through regular verification visits to a random sample of a minimum of 50 government secondary schools recorded as having implemented the ICT program.</p>
PBC 9	Government schools successfully implementing ICT program
Description	As described in the PAD
Data source/ Agency	FY20 DLR ICT strategy and ICT concept design developed and validated by government; matrix of responses to comments and consultations. Documents submitted for comments to IDA no later than 90 days before expected date of verification, and final documents submitted for verification 60 days before expected date of verification. FY22 and FY24 DLRs MoEST reports on number of schools adopting the ICT package.
Verification Entity	Independent Verification Entity
Procedure	<p>FY21 DLR</p> <p>Independent entity to certify adequacy of consultations and incorporation of consultation recommendations in finished strategy and concept design documents.</p> <p>The ICT strategy will be considered achieved with the following:</p> <ul style="list-style-type: none"> background, intervention mapping, evaluation, and summary of lessons learned for ICT for education interventions in Tanzania; link to ESDP; clear guidance of who/what office is responsible for conducting needs assessment, planning and coordinating the delivery of ICT interventions in either MoEST or PO-RALG or both; <p>The ICT concept design will be considered achieved with the following:</p> <ul style="list-style-type: none"> Selection of schools for the intervention; Technical proposal justifying the intervention; Proposal for the mode of delivery and how the concept will be evaluated and phased in;



	<ul style="list-style-type: none">• Proposal for ICT package to include: teacher CPD online and offline content portal; e-content to support teacher class preparation, e-learning student resources to support learning; teacher training modules on use of ICT in teaching, digital infrastructure, equipment and maintenance package; internet connectivity.• Clear description of how the delivery will be quality assured;• Proposed calendar of activities, including institutional responsibility and estimated cost;• The costed action plan must include unit costs of proposed activities such as: materials and equipment, workshops, transportation, per diems, accommodations, and piloting. <p>FY23 and FY25 DLRs</p> <p>Comparison of claim with MoEST reports. Physical verification of MoEST reports through regular verification visits to a random sample of a minimum of 50 government secondary schools recorded as having implemented the ICT program.</p>
PBC 10	Form 3 national learning evaluation conducted
Description	Number of Form 3 national learning evaluations conducted
Data source/ Agency	FY21 DLR Guidelines and instruments to conduct the lower secondary learning evaluation are validated by government after incorporation of comments; matrix of responses to comments and consultations. Documents submitted for comments to IDA no later than 90 days before expected date of verification, and final documents submitted for verification 60 days before. FY23 DLR MoEST and EMIS data; publication of data and report on MoEST and PO-RALG site. FY25 DLR reviewed lower secondary learning evaluation validated by government. MoEST and EMIS data; publication of data and report on MoEST and PO-RALG site.
Verification Entity	Independent Verification Entity
Procedure	<p>FY21 DLR</p> <p>Independent entity to verify that guidelines and instruments to conduct the lower secondary learning evaluation were developed and finalized with comments provided, as acceptable by IDA. The guidelines and materials will include the following, at minimum:</p> <ul style="list-style-type: none">• Statement of objectives for learning evaluation• Sampling approach including sample size (schools and students) commensurate with the objectives of providing national, regional and between group representativeness



	<ul style="list-style-type: none"> • Implementation details including plans for item and questionnaire development, pre-testing, data entry protocols, the roles and responsibilities of MoEST agencies and how learning evaluation will be administered. • Instruments for learning evaluation including learning assessments, student, teacher and school questionnaires developed in line with overall objectives of evaluation. <p>FY23 DLR</p> <p>Verification of claim with MoEST data; Physical verification of national Form 3 learning evaluation in a nationally representative sample determined in guidelines (Year 1). Verification of the publication of findings in at least two national newspapers and on the MoEST and PO-RALG website. The evaluation report will be considered achieved with the following:</p> <ul style="list-style-type: none"> • Form 3 national learning evaluation in a nationally representative sample in line with guidelines • Technical evaluation includes details of sampling outcome; distribution of sample; regular analysis of test item validity and an evaluation of survey implementation • Results of learning evaluation and technical report are published <p>FY25 DLR</p> <p>Verification entity to verify that national Form 3 learning evaluation is reviewed and revised based on initial round as found acceptable by IDA and that comments of consultations are incorporated in final assessment. Verification of claim with MoEST data; Physical verification of lower secondary learning evaluation in a nationally representative sample determined in guidelines (Year 1).</p> <p>The national learning evaluation (first and second round) will have to include (i) a clear approach to ensure trends in student outcomes can be determined, and the second round will explain (ii) how the first round evaluation was used to adjust the second round.</p>
PBC 10	Form 3 national learning evaluation conducted
Description	Number of Form 3 national learning evaluations conducted
Data source/ Agency	FY21 DLR Guidelines and instruments to conduct the lower secondary learning evaluation are validated by government after incorporation of comments; matrix of responses to comments and consultations. Documents submitted for comments to IDA no later than 90 days before expected date of verification, and final documents submitted for verification 60 days before. FY23 DLR MoEST and EMIS data; publication of data and report on MoEST and PO-RALG site. FY25 DLR reviewed



	lower secondary learning evaluation validated by government. MoEST and EMIS data; publication of data and report on MoEST and PO-RALG site.
Verification Entity	Independent Verification Entity
Procedure	<p>FY21 DLR</p> <p>Independent entity to verify that guidelines and instruments to conduct the lower secondary learning evaluation were developed and finalized with comments provided, as acceptable by IDA. The guidelines and materials will include the following, at minimum:</p> <ul style="list-style-type: none">• Statement of objectives for learning evaluation• Sampling approach including sample size (schools and students) commensurate with the objectives of providing national, regional and between group representativeness• Implementation details including plans for item and questionnaire development, pre-testing, data entry protocols, the roles and responsibilities of MoEST agencies and how learning evaluation will be administered.• Instruments for learning evaluation including learning assessments, student, teacher and school questionnaires developed in line with overall objectives of evaluation. <p>FY23 DLR</p> <p>Verification of claim with MoEST data; Physical verification of national Form 3 learning evaluation in a nationally representative sample determined in guidelines (Year 1). Verification of the publication of findings in at least two national newspapers and on the MoEST and PO-RALG website. The evaluation report will be considered achieved with the following:</p> <ul style="list-style-type: none">• Form 3 national learning evaluation in a nationally representative sample in line with guidelines• Technical evaluation includes details of sampling outcome; distribution of sample; regular analysis of test item validity and an evaluation of survey implementation• Results of learning evaluation and technical report are published <p>FY25 DLR</p> <p>Verification entity to verify that national Form 3 learning evaluation is reviewed and revised based on initial round as found acceptable by IDA and that comments of consultations are incorporated in final assessment. Verification of claim with MoEST data; Physical verification of lower secondary learning evaluation in a nationally representative sample determined in guidelines (Year 1).</p>



	The national learning evaluation (first and second round) will have to include (i) a clear approach to ensure trends in student outcomes can be determined, and the second round will explain (ii) how the first round evaluation was used to adjust the second round.
PBC 11	LGAs where 50 percent of secondary schools have basic infrastructure package
Description	Number of LGAs where 50 percent of secondary school have basic infrastructure package defined as: Student classroom ratio of 50:1 or less Student to functioning latrine ratio of 25:1 for girls and 30:1 for boys At least one multipurpose laboratory
Data source/ Agency	FY21 DLR Report of assessment of infrastructure and projected need for each LGA, including costing and approved infrastructure plans; and MoEST has aligned the standards with the ESF. FY23 and FY25 DLRs EMIS data will be used to determine the number of LGAs achieving targets for the percentage of schools achieving the minimum infrastructure package. Disbursement against this DLI will be conditional on a set of agreed building standards included in the Project Operations Manual and ESMF.
Verification Entity	Independent Verification Entity
Procedure	<p>FY21 DLR</p> <p>Verification entity to verify that the assessment of existing infrastructure and projected need is completed for each LGA. LGA plans will be assessed by specialists to ensure their feasibility and alignment with the approved school construction strategy and the SEQUIP Environmental and Social Management Framework (ESMF). Verification entity would sample a minimum of 15 randomly selected LGAs and verify the data (EMIS) and baselines of the costed action plans.</p> <p>FY23 and FY25 DLR</p> <p>LGAs will provide an annual summary of progress against targets and information collected on the number of schools achieving the minimum infrastructure package supplemented with information on double shifting. Physical verification of EMIS records will be carried out as part of the regular verification visits to all government secondary schools in a minimum of 15 randomly selected LGAs. Verification in a random sample of LGAs would verify that procedures outlined in the ESMF and ESCP in relation to any construction were followed correctly.</p> <p>Building standards outlined in the Projects Operations Manual will need to be adhered to in relation to any new construction undertaken to achieve the DLIs targets.</p>



PBC 11	LGAs where 50 percent of secondary schools have basic infrastructure package
Description	Number of LGAs where 50 percent of secondary school have basic infrastructure package defined as: Student classroom ratio of 50:1 or less Student to functioning latrine ratio of 25:1 for girls and 30:1 for boys At least one multipurpose laboratory
Data source/ Agency	FY21 DLR Report of assessment of infrastructure and projected need for each LGA, including costing and approved infrastructure plans; and MoEST has aligned the standards with the ESF. FY23 and FY25 DLRs EMIS data will be used to determine the number of LGAs achieving targets for the percentage of schools achieving the minimum infrastructure package. Disbursement against this DLI will be conditional on a set of agreed building standards included in the Project Operations Manual and ESMF.
Verification Entity	Independent Verification Entity
Procedure	<p>FY21 DLR</p> <p>Verification entity to verify that the assessment of existing infrastructure and projected need is completed for each LGA. LGA plans will be assessed by specialists to ensure their feasibility and alignment with the approved school construction strategy and the SEQUIP Environmental and Social Management Framework (ESMF). Verification entity would sample a minimum of 15 randomly selected LGAs and verify the data (EMIS) and baselines of the costed action plans.</p> <p>FY23 and FY25 DLR</p> <p>LGAs will provide an annual summary of progress against targets and information collected on the number of schools achieving the minimum infrastructure package supplemented with information on double shifting. Physical verification of EMIS records will be carried out as part of the regular verification visits to all government secondary schools in a minimum of 15 randomly selected LGAs. Verification in a random sample of LGAs would verify that procedures outlined in the ESMF and ESCP in relation to any construction were followed correctly.</p> <p>Building standards outlined in the Projects Operations Manual will need to be adhered to in relation to any new construction undertaken to achieve the DLIs targets.</p>
PBC 12	Level of biannually released funds in line with agreed program budget framework
Description	Level of biannually released funds in line with agreed project budget framework



The World Bank

Tanzania Secondary Education Quality Improvement Project (SEQUIP) (P170480)

Data source/ Agency	(i) Integrated Financial Management Report (IFMR) prepared by Ministries of Finance; Education and PO RALG, and Tanzania Education Authority (ii) Approved SEQUIP Budget Framework; (iii) other certified accounting systems generated reports signed by the respective accounting officers
Verification Entity	Independent Verification Entity
Procedure	Review of IFMR, Budget Framework, and other certified accounting systems-generated reports
PBC 12	Level of biannually released funds in line with agreed program budget framework
Description	Level of biannually released funds in line with agreed project budget framework
Data source/ Agency	(i) Integrated Financial Management Report (IFMR) prepared by Ministries of Finance; Education and PO RALG, and Tanzania Education Authority (ii) Approved SEQUIP Budget Framework; (iii) other certified accounting systems generated reports signed by the respective accounting officers
Verification Entity	Independent Verification Entity
Procedure	Review of IFMR, Budget Framework, and other certified accounting systems-generated reports



ANNEX I: VERIFICATION PROTOCOL FOR THE NEW DLRs

DLR 3.4: Circular and Continuation Guidelines

DLI	Description	Scalable	Proposed disbursement (SDR)
(3) DLI 3: Number of government schools implementing safe school program to support girls.	<p>DLR 3.4</p> <p>(FY2021-22)</p> <p>[MoEST] has issued and disseminated a circular and continuation guideline to permit school dropouts and children who have their studies interrupted (e.g., Pregnant girls) to return to government schools</p> <p>Deadline: June 30, 2022</p>	No	3,642,000

Additions to Verification Protocol Table

DLI 3	Number of government schools implementing safe school program
Description	DLR 3.4 rewards the approval and issuance of a circular and continuation guidelines to permit school dropouts and children who have had their studies interrupted (e.g., pregnant girls) to return to government schools.
Data source/agency	MoEST issued Circular and Guidelines
Verification Entity	IDA and Independent Verification Agency
Procedure	<p><u>Circular</u></p> <p>To be considered achieved the Circular is required, at a minimum, to include:</p> <ul style="list-style-type: none"> • A statement that the Government will provide opportunities for students who have dropped out due to various reasons to return to the formal education system. • A statement that pregnant girls are also provided with the same opportunity to return and complete their education in the formal education system. • An outline of the requirements and responsibilities of various stakeholders to include: <ul style="list-style-type: none"> ○ Students' responsibility to return to school within a specified timeframe of dropping out or leaving school due to an interruption of their studies.

- A statement on when in the academic year and what grade students can return.
- Requirement for education officials to monitor and evaluate the implementation of the circular.

Continuation Guidelines

To be considered achieved the Guidelines should be full aligned with the Circular and are required, at a minimum, to include:

- An outline of the legal framework associated with the guidelines that includes international, regional, and national agreements and legislation.
- Detailed guidance on the procedures to allow dropouts and children who have had their studies interrupted (e.g., pregnant girls) to return to government schools. These should indicate:
 - For all students that drop-out: (i) the academic year that they are allowed to return into; (ii) the period after drop-out within which students are allowed to return; (iii) the ability of students to return to the same school they previously attended or to attend another school; (iv) provision of guidance and counselling services.
 - For pregnant girls: (i) how long pregnant girls are allowed to remain in school before taking a leave of absence for childbirth; (ii) the ability for pregnant girls to sit examinations prior to childbirth when safe; (iii) the time after childbirth that a student is allowed to return to school; (iv) statement that involuntary pregnancy testing is forbidden.
- Identification of the roles and responsibilities of key stakeholders including the affected child, school management, parents/guardians, community structures and leadership (including the Ward, Village and School Committee Board leadership), community organizations, religious leaders, and government.
- Provision of templates for implementation including: (i) notification letter for school/local authority to inform students of their options to continue their education and where appropriate (e.g., in case of pregnancy) granting of a leave of absence; (ii) notification letters for students to commit to returning to school; (iii) letter to confirm and provide information on return (e.g., date of return, school returning to) from school/local authority to student/parents.
- A monitoring and evaluation plan that identifies measurable indicators, data sources, responsibilities, and frequency of data collection. The plan should identify clear monitoring procedures to ensure that records are kept on compliance with the guidelines including reporting templates for schools and local government authorities.

DLR 3.5: Implementation of Continuation Guidelines

DLI	Description	Scalable?	Proposed disbursement (SDR)
DLI 3: Number of government schools implementing safe school program to support girls.	<p>DLR 3.5 (FY2023-24)</p> <p>Number of LGAs that demonstrate the implementation of the continuation guidelines approved under DLR 3.4 through the issuance of a report that demonstrates: (a) the establishment of a monitoring system tracing the implementation of such guidelines; and (b) the return to public schools and continuation of studies, as per said guidelines, of dropouts and children who have had their studies interrupted (including pregnant girls)</p>	Yes	SDR 364,200 for every 10 LGAs demonstrating implementation up to a max payment of SDR 3,642,000

Additions to Verification Protocol Table

DLI 3	Number of government schools implementing safe school program
Description	DLR 3.5 rewards the implementation of the Continuation Guidelines that were approved under DLR 3.4 and outline procedures for schools to permit school dropouts and children who have had their studies interrupted (e.g., pregnant girls) to return to government schools.
Data source/agency	LGA Continuation Guidelines Monitoring Report
Verification Entity	IDA and Independent Verification Agency
Procedure	<p>The Verification of achievement for this DLR is expected to provide evidence in each LGA that: (i) the procedures outlined in the Guidelines have taken place (e.g., issuing of letters based on templates); (ii) monitoring and reporting procedures outlined in the Guidelines have been implemented; (iii) drop-outs and students who have had their studies interrupted (e.g., pregnant girls) have, where appropriate, continued in school as per the Guidelines and/or have returned after a break in their schooling.</p> <p>The LGA Continuation Guidelines Monitoring Report will include, at a minimum, the following information:</p> <ul style="list-style-type: none"> Summary tables by each government secondary school detailing: <ul style="list-style-type: none"> The number of children that have dropped out or had their education interrupted. This information should indicate numbers by reason, sex, grade, and semester of drop-out. [Table 1] The number of children that dropped out or had their studies interrupted that have returned. This information should indicate

	<p>numbers by the initial reason they dropped out, sex, grade of return. It should also indicate the number of returnees that originally attended the same school and the number that are returning from other schools. [Table 2]</p> <ul style="list-style-type: none"> ○ The number of children returning each year by the year in which they first dropped out. [Table 3] • Summary table for each school detailing the actions undertaken for each student that leaves the school based on the Guidelines. To include a table that shows for each individual student that leaves: [Table 4] <ul style="list-style-type: none"> ○ Age, sex, year, and semester of drop-out and reason for leaving, ○ Record of actions taken including: (i) issuance of notification letter of option to return; (ii) notification of leave of absence for pregnant girl; (iii) student notification letter of return; (iv) letter from school/LGA to confirm and provide information for return. ○ For girls that drop-out due to pregnancy: (i) pregnancy length before leaving; (ii) information on whether she sat for the examination where appropriate. ○ For children that return: (i) the date of return; (ii) the school/educational institution returned to; (iii) Form/grade returning to. <p>It is expected that these reports will be undertaken each academic year but for achievement purposes a single report providing information separately for 2023 and first half of the 2024 academic year will be required.</p> <p>Information provided in the LGA reports and specifically the data outlined in the described tables will be verified by the Independent Verification Agent through a review of each report and physical verification in all government schools in a sample of a minimum of 15 randomly selected LGAs.</p>
--	--

ANNEX II: FORMATS FOR DLR 3.5 MONITORING TABLES 1-4

Table 1: Sample Monitoring Format for Number of Dropouts

		Semester 1												Semester 2											
		Form 1		Form 2		Form 3		Form 4		Form 5		Form 6		Form 1		Form 2		Form 3		Form 4		Form 5		Form 6	
		male	female	male	female	male	female	male	female	male	female	male	female	male	female	male	female	male	female	male	female	male	female	male	female
School 1	Death																								
	Indiscipline																								
	Pregnancy																								
	Truancy																								
School 2	Death																								
	Indiscipline																								
	Pregnancy																								
	Truancy																								
School 3																									

Table 2: Sample Monitoring Format for Number of Dropouts that have Returned

		Grade in which they left												Number returning who were originally from the same school												Number returning who were from other schools											
		Form 1		Form 2		Form 3		Form 4		Form 5		Form 6		Form 1		Form 2		Form 3		Form 4		Form 5		Form 6		Form 1		Form 2		Form 3		Form 4		Form 5		Form 6	
	Initial reason for drop-out	male	female	male	female	male	female	male	female	male	female	male	female	male	female	male	female	male	female	male	female	male	female	male	female	male	female	male	female	male	female	male	female	male	female	male	female
School 1	Indiscipline																																				
	Pregnancy																																				
	Truancy																																				
School 2	Indiscipline																																				
	Pregnancy																																				
	Truancy																																				
School 3																																					

Table 3: Number of Dropouts that have Returned by Year of Exit and Return

School 1								School 2							
		Academic year in which the drop-outs left								Academic year in which the drop-outs left					
Reason: Indiscipline		2022		2023		2024		Reason: Indiscipline		2022		2023		2024	
Academic year in which they returned		male	female	male	female	male	female	Academic year in which they returned		male	female	male	female	male	female
	2022	male							2022	male					
		female								female					
	2023	male							2023	male					
		female								female					
	2024	male							2024	male					
		female								female					
		Academic year in which the drop-outs left								Academic year in which the drop-outs left					
Reason: Pregnancy		2022		2023		2024		Reason: Pregnancy		2022		2023		2024	
Academic year in which they returned		male	female	male	female	male	female	Academic year in which they returned		male	female	male	female	male	female
	2022	male							2022	male					
		female								female					
	2023	male							2023	male					
		female								female					
	2024	male							2024	male					
		female								female					
		Academic year in which the drop-outs left								Academic year in which the drop-outs left					
Reason: Truancy		2022		2023		2024		Reason: Truancy		2022		2023		2024	
Academic year in which they returned		male	female	male	female	male	female	Academic year in which they returned		male	female	male	female	male	female
	2022	male							2022	male					
		female								female					
	2023	male							2023	male					
		female								female					
	2024	male							2024	male					
		female								female					

Table 4: Summary of Dropout and Return of Students to Public Secondary Schools

School Name																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
-------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--