Project Information Document (PID)

Appraisal Stage | Date Prepared/Updated: 15-Nov-2022 | Report No: PIDA34677

BASIC INFORMATION

A. Basic Project Data

Country	Project ID	Project Name	Parent Project ID (if any)
Tanzania	P178157	Zanzibar Improving Quality of Basic Education Project	
Region	**Estimated Appraisal Date**	**Estimated Board Date**	**Practice Area (Lead)**
EASTERN AND SOUTHERN AFRICA	15-Nov-2022	20-Dec-2022	Education
Financing Instrument	**Borrower(s)**	**Implementing Agency**	
Investment Project Financing	United Republic of Tanzania	Ministry of Education and Vocational Training (MoEVT)	

Proposed Development Objective(s)

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

Components

Strengthen Teacher Effectiveness
Strengthen Teacher Support
Support Conducive Learning Environments
Strengthen Systems and Support Project Management

PROJECT FINANCING DATA (US$, Millions)

SUMMARY

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

DETAILS

World Bank Group Financing

International Development Association (IDA)	50.00
IDA Credit	50.00

Environmental and Social Risk Classification

Substantial

Decision

The review did authorize the team to appraise and negotiate

Other Decision (as needed)

B. Introduction and Context

Country Context

1. **Zanzibar is a semi-autonomously governed part of the United Republic of Tanzania**. The archipelago consists of two main islands, Pemba and Unguja, which are administratively divided into 5 regions and 11 districts. It has an estimated population of 1.7 million people, representing about 2.8 percent of the total population for the United Republic of Tanzania[1]. About 67 percent of Zanzibaris live on the island of Unguja, and 56 percent of the population live in rural areas[2]. Zanzibar, like mainland Tanzania, is also characterized by its young population, where about 44 percent are aged 15 years old and under.

2. **Zanzibar has had a decade of strong macroeconomic performance characterized by rapid economic growth and moderate inflation.** Economic growth slowed down significantly in 2020 due to the impact of the COVID-19 pandemic which has impacted public spending on education over the past two years. While the economy has been gradually recovering, spending on education has not fully returned to pre-pandemic levels. Between 2016 and 2019, Zanzibar's real Gross Domestic Product (GDP) grew at an average of 7.2 percent, while the real GDP per capita grew on average by 3.5 percent. However, the COVID-19 pandemic led to a substantial slowdown in the tourism sector as they account for almost half of the services sector while services contribute almost one third to the GDP. Real GDP growth rate declined to 1.3 percent in 2020 as a result of the overall slowdown in the services sector. The economy started showing signs of recovery starting in late 2021, bolstered by the steady return of tourists to the island, and estimates indicate an economic growth rate of 5.1 percent for 2021. The growth rate continued to maintain momentum as the economy continued to growth at 5.1 percent in Q1 2022 and 6.6 percent in Q2 2022. Public spending on education, however, has not yet returned to pre-pandemic levels. While public spending on education (in real terms) experienced a steady increase from 3.8-5.8 percent of GDP between 2015/16 and 2018/19, it dropped to 4.3 percent in 2019/20 and to 4.0 percent in 2020/21[3]. Similarly, spending on education as a share of total public spending had risen from 16.8 percent in 2015/16 to 24.3 percent in 2018/19, before registering a decrease to 19 percent in 2019/20 and 20.5 percent in 2020/21, and while the budgeted expenditure for 2021/22 has surpassed 2018/19 levels, it is

[1] Figures are based on population projections from the National Bureau of Statistics of Tanzania since data from the 2022 census are not yet available.
[2] Source: Based on OCGS Household Budget Survey 2019/20
[3] Source: forthcoming Public Expenditure Review in Education and Health in Zanzibar

unclear if budget execution levels will be high. Importantly, most of the spending is focused on salaries (92 percent of primary spending and 80 percent at the secondary level), leaving little spending on non-salary recurrent budget items such as teacher training activities.

3. **Zanzibar has also registered a steady decrease in poverty rates over the past decade.** Since 2009, Zanzibar has registered a steady decrease in the incidence of the population living under the Zanzibar poverty line. The poverty rate declined from 34.9 percent in 2009 to 25.6 in 2019, a reduction of about 1 percentage point per year on average. There has also been fast improvement in various non-monetary poverty indicators such as school enrolment and access to electricity. However, despite a drop in the monetary poverty rate, fast population growth has resulted in the number of poor people remaining high. Moreover, the difference in the poverty rate between urban and rural areas increased, driven by large welfare gaps between the islands of Pemba and Unguja. The rural poverty rate is more than double the urban poverty rate: 33.7 percent vs 15.5 percent. Simulations suggest that in 2020 the urban poverty rate has increased by almost 2 percentage points following the income shock induced by the COVID-19 pandemic, which particularly affected those working in informal, low-skilled jobs in urban areas. Urban poverty is likely to have dropped somewhat again in 2021.

4. **The Revolutionary Government of Zanzibar (RGoZ) aspires to increase GPD per capita and eradicate poverty by 2050 through sustainable and inclusive human development led growth.** The RGoZ aims to accelerate the structural transformation of Zanzibar's productive capabilities through economic modernization and diversification with a particular focus on export-oriented and technology-driven development. To achieve this objective and ensure inclusive growth and poverty reduction goals are also met, the RGoZ is seeking to strengthen its human capital base, corresponding to Pillar II of the Development Vision 2050, to provide the youth with the education and skills needed to harness those economic opportunities and fully participate in the economic transformation. This is particularly important as a large share of youth in Zanzibar tend to not complete 12 years of education and many are not engaged in any economic activity. For example, according to the most recent household survey[4], 35 percent of 17-year-olds had already left school, and over half were not engaged in any economic activity.

5. **Strengthening human capital to achieve these ambitious development goals will require significant investment in education to improve foundational learning outcomes and provide the cognitive and socio-emotional skills necessary for the successful acquisition of technical skills in post-basic education**. The 2022 Human Capital Index reveals that a child born in Tanzania today will only be 39 percent as productive as they could be if they enjoyed complete education and full health. In Zanzibar, an 18-year-old averages about 7.8 years of schooling. However, when adjusting for quality of education received, the learning-adjusted years of schooling (LAYS) is only 5.1 years, indicating that, on average, students lose the equivalent of 2.7 years of schooling due to poor quality of education service delivery. The Development Vision 2050 plan specifically calls for quality inclusive education and training programs to improve learning outcomes. The plan emphasizes the need for acquisition of basic literacy and numeracy skills in primary and higher-order skills, such as critical thinking, creativity and innovation, as well as labor market-oriented skills development for the secondary level and beyond (Pillar 2.1).

Sectoral and Institutional Context

[4] Source: Based on OCGS Household Budget Survey 2019/20

6. **The RGoZ has made significant progress in recent years towards its goals of providing universal access to basic education[5], and the public school system remains the largest education service provider in Zanzibar**. The government abolished school fees in pre-primary and primary schools in 2015 and in secondary schools in 2018, leading to a significant increase in enrollment in government schools, which, today, accommodates over 467,000 students. The government remains the largest provider of education in Zanzibar. Private schools' account for about 15 percent of total enrollment of close to 552,000 students across pre-primary, primary, and secondary levels. Enrollment in private schools has increased by 14 percent between 2017 and 2021 while public schools' enrollment has increased by 27 percent over the same period. Increasing access to pre-primary has been a clear priority for the ministry and the results are particularly impressive with Gross Enrollment Ratios (GER), increasing from 57 to 87.8 percent between 2014/15 and 2019/20. The increase in access to pre-primary education has been largely equitable across key dimensions such as rural and urban areas, sex, wealth quintiles, as well as across the regions of Pemba and Unguja. At the primary level, the GER was 112 percent in 2019/20 and is above 100 percent across all dimensions (wealth quintile, sex, region, areas). Access at the lower secondary level has also substantially increased over time although disparities persist at this level. The GER at the lower secondary increased from 68.0 to 90.0 percent between 2014/15 and 2019/20 with Pemba reaching 70.4 percent compared to Unguja at 105.1 percent. Access to lower secondary was also significantly higher among non-poor households at 104.9 percent compared to 70 percent for poor households. COVID-19 has had a limited impact on enrollment at the pre-primary and primary levels which, based on recent administrative data for 2020 and 2021, showed an increase in enrollment at the primary education level of 8 and 6 percent respectively. However, it did show a decrease in enrollment of 4 percent and 0.3 percent in secondary schools in 2020 and 2021 respectively.

7. **The education system is characterized by low repetition and dropout rates in primary and relatively high transition rates to lower secondary, but survival rates tend to decline early in lower secondary.** Most children, boys and girls, start school and progress through the primary cycle with little to no repetition but tend to repeat classes and drop out more frequently within the lower secondary cycle, in part due to their lack of readiness to participate in high-stakes examinations in Form 2 and Form 4. About 5.8 percent of primary school age children were out of school in 2019, most of whom have never (or not yet) attended school. However, among the lower secondary school age children, the out of school rate was on average 14 percent, largely made up of children who dropped out of school at some point during the basic education cycle. The dropout rate was higher among boys (15.6 percent) than girls (12.2 percent) and also higher in rural areas (17.2 percent) compared to urban areas (10 percent). The overall survival rate throughout primary education is high, although lower among boys and girls from poor households living in rural areas (77 and 89 percent respectively). Most children tend to pass the end of primary cycle examination and transition to Form 1. On average, in 2020, 98.1 percent of students passed the Standard 6 examination (96.8 percent of boys and 99.3 percent for girls), and about 97.3 percent of those transitioned to Form 1 (96.4 percent for boys and 98.1 percent for girls) which is the first year of lower secondary. However, the survival rate tends to drop within the lower secondary cycle, especially among poor rural boys. About 80 percent of students pass the Form 2 examination, although the pass rate is only 67 percent among boys compared with 85 percent for girls.

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

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

9. **Learning outcomes are not consistently measured, limiting the ability to diagnose the state of learning in the system, and provide feedback for improvement.** Although examinations are held at various stages of the basic education cycle, standardized learning outcomes are not systematically measured with low-stakes assessments, and participation in large scale regional or international assessments is sporadic, largely based on availability of external funding. There are currently four main examinations within the basic education cycle: (i) the Standard 4 exam; (ii) the Standard 6 exam; (iii) the Form 2 examination; and (iv) the Form 4 examination. The first three are prepared and administered by the Zanzibar Examination Council (ZEC) whereas the Form 4 exam is administered by the National Examination Council of Tanzania (NECTA) in mainland. While examination results are important to determine progression of students within the cycle, they are not designed to provide consistently comparable, critical feedback on learning outcomes and are not meant to be used for monitoring purposes. Technical Assistance is being provided to ZEC under the Zanzibar Improving Student Prospects (ZISP) Project (P153277) to strengthen the quality of the Form 2 examinations and ensure there is a feedback loop to teachers, but reforms to the assessment system have not yet been finalized. Zanzibar has participated in large scale assessments which measure and have clear proficiency benchmarks for learning outcomes such as the EGRA/EGMA assessments conducted through USAID in 2014 and 2017 (measuring literacy and numeracy learning outcomes in standard 3) as well as the Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ III) in 2007 (standard 6). However, participation in regional or international assessments tends to be sporadic, largely depending on available funding, and also varies in terms of focus (grades and subject matters).

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

11. **Schooling infrastructure provision and the learning environment in schools are not conducive to learning**. The schooling infrastructure has not kept up with increase in enrollments since the introduction of the free primary and secondary education policy in 2015 and 2018, leading to large class sizes as well as a high incidence of double and triple shifts, especially at the primary level. Both impact the learning environment, reducing the quantity and quality of the contact time between teacher and student. The average Pupil Classroom Ratio (PCR) at the primary level tends to be higher in districts with higher levels of poverty, in particular in Pemba districts of Chake Chake, Micheweni, Mkoani, and Wete which average 86-108 students per class. There are 21 wards[6] across Zanzibar where primary schools average over 100 pupils per classroom, while the national standards calls for class size of no more than 45 pupils. In addition, about 44 percent of primary schools use double shifts (or triple shifts in some instances) in order to accommodate all children. This tends to be more widespread in some districts of Unguja such as Kaskazini B, Mjini and Magharabi A where over 70 percent of schools operate in double shifts. In some extreme cases, where there is a very large number of students in the community but not enough schooling facilities, different schools end up sharing the same premises and building facilities, alternating the use of the school in the morning and in the afternoon on a monthly basis.

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

13. **Accessibility to schools remains an issue in some areas, especially at the secondary level**. On average, 51 percent and 41 percent of primary and secondary students, respectively, commute less than 1km to school. However, there are still some pockets where distance to school is 3km or more. These tend to be more prevalent at the secondary level, especially in Pemba. For example, in the district of Micheweni, close to a quarter of all secondary students, girls and boys, still travel 3km or more to reach school. This contributes to several challenges, including lateness from students and teachers due to lack of adequate, regular public transportation and high transportation costs which may be a barrier to regular attendance.

14. **Teachers tend to have the required qualifications, but the pre-service curriculum is not up-to-date and there is a lack of adequate and sustained provision of effective in-service training.** There are about 14,000 teachers in the public education system, about 71 percent of whom are women. Teachers also tend to be young and are likely to stay in the system for many years. Pre-service training and certification is provided through three Teacher Training Colleges as well as the School of Education at the State University of Zanzibar (SUZA). Most teachers have the required qualifications (98.8 percent are qualified at the primary level and 99.4 percent at the secondary level) but their content-knowledge and pedagogical knowledge indicates that teachers still lack some core skills to teach effectively.

15. **Teacher Centers (TCs) which support in-service teacher training have limited capacity and resources to adequately support teachers on a regular basis while project-based teacher training is limited.** There are presently two main modalities through which in-service training is provided: (i) project-based training- these are *ad-hoc* training sessions which are provided in the context of a project, for example ZISP or the USAID project Jifunze Uewele. These tend to be time-bound, targeting part of the teachers in the system, and tend to focus on a specific area of needs; and (ii) continuous professional develop trainings offered by the 11 TCs within the districts in their catchment area. The TC-based trainings are developed based on a needs-assessment conducted from classroom observations carried out by

[6] The ward is the lower administrative unit.

TC Subject Advisors as well as from inspectorate reports and are organized on a monthly basis to target specific issues that were observed. Trainings are usually open to one teacher at the school who is then expected to train other teachers upon their return. Some of the main shortcomings of the current system and some of the lessons learned from ZISP indicate that: (i) project-based trainings can be effective but because they are usually limited in scope and time, government systems need to be ready to continue to support teachers post-training to ensure the training is effectively applied in the classroom; (ii) project-based training are usually focused on specific content and may not address other critical challenges; (iii) TCs have limited financial resources, usually mobilized through income-generating activities, to finance transportation costs to visit schools and to carry out classroom observations and conduct needs assessments; (iv) training at TCs is usually offered to only one teacher at the school and teachers report that beneficiaries are either unable or unwilling to provide training to others upon their return, limiting the impact of the training; [7] and (v) Subject Advisors may themselves have weaknesses in their content and pedagogical knowledge to effectively support teachers[8].

16. **Boys, especially those from rural areas and low socioeconomic background, tend to disengage from education earlier than girls.** Increasingly, at the lower secondary level, boys are failing to progress and complete their education. Boys, especially from rural areas and low socioeconomic background, tend to disengage from education early. At the lower secondary level in particular, boys tend to repeat classes more often than girls, perform less well on the Form 2 examination and are more likely to drop out before completing Form 4. In 2021, the transition rate between Form 2 and Form 3 among girls was 88.4 percent compared to only 70.5 percent for boys. Trend data reveal that the gap, has been increasing over time- in 2017, transition rates were 11 percentage points higher for girls, in 2021, this has increased to 18 percentage points. A closer look at the gap by district revealed that this trend was true across all districts of Zanzibar, although the gender gap was more pronounced in some areas such as Kusini, where the transition rate among girls and boys were 79 percent and 46 percent respectively, hence a gap of 33 percentage points.

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

18. **Promoting girls' successful completion of lower secondary, especially in science and mathematics, will require teachers trained in gender-sensitive and gender-responsive pedagogical approaches.** The Essary et al. (2017) study[9], which was conducted with over 130 teachers in Tanzania including Zanzibar, revealed that teachers often hold pre-conceived perceptions of what is important for boys and girls to learn. According to the study, teachers agreed that it was important for boys to learn mechanics, mathematics, advanced mathematics, chemistry and accounting while it was deemed important for girls to learn cooking, Kiswahili, typing and sewing. Juma et. al (2017)

[7] Source: Consultative workshop was held in March 2022 with a group of primary and secondary teachers.
[8] This was highlighted during a visit to TC in Kitope, Zanzibar in March 2022.
[9] Source: Essary, J. and J. Hootb (2017). Gender Equity in Tanzanian Classrooms. International Journal of the Whole Child, VOL. 2, NO. 2.

also highlights that most primary and secondary school teachers in Zanzibar do not receive sufficient, if any, inclusive education training. Some efforts have been made to pilot programs to improve teachers' competencies, for example, a training course was provided to 20 schools through the State University of Zanzibar (SUZA) on inclusive education modules[10], including gender-sensitive and gender-responsive pedagogy. The Zanzibar chapter of the Forum for African Women Educationalists (FAWE) has also implemented ad hoc teacher training activities on gender-responsive pedagogy. However, additional efforts will be required to ensure training is disseminated to all teachers and applied in the classroom.

19. **Ensuring education is inclusive, especially for students living with disabilities, is a priority for the MoEVT.** There are about 1,011 pre-primary, 5,145 primary and 4,407 secondary students who are documented as living with a disability[11]. This is equivalent to about 1.7 percent of pre-primary and primary students and 3.8 percent of secondary students. According to the EMIS data, over 53 percent are students with partial visual disabilities. The MoEVT has also recently constructed two schools, one in Pemba and one in Unguja, with boarding and medical facilities for those students suffering from more severe disabilities and who may require additional health services to effectively pursue their education. As the MoEVT tries to expand access for students living with disabilities, teachers also require additional training to strengthen inclusive teaching skills.

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

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

[10] There are 11 modules spanning different core issues, including gender and life-skills.
[11] Source: Education Management Information System (EMIS) 2021

22. **The MoEVT has also recently adopted a new competency-based curriculum for pre-primary and primary education which seeks to strengthen early foundational reading and numeracy skills and better prepare students for upper primary and secondary education.** The curriculum was developed over a period of three years with support from international technical assistance financed by the Global Partnership for Education (GPE) multiplier fund[12]. The MoEVT has undergone broad consultations with various stakeholders on the curriculum which is widely seen as a tremendously positive development for the sector. Some of key innovations introduced in the new curriculum include: (i) the introduction of daily reading period in the timetable as well as a library period to enhance time spent reading; (ii) decrease in the number of subjects from 11 to 8 in upper primary; and (iii) and revision of the structure of the education system which has moved from a 2-6-4-2 system with two years of compulsory pre-primary, six years of primary, four years of lower secondary and two years of upper secondary to 2-7-4-2, extending primary education by one year to align with the system in mainland Tanzania. The new curriculum introduces new learner-centered pedagogical approaches as well as new approaches to continuous and summative assessments. A similar review of the secondary curriculum will be conducted by the Tanzania Institute of Education (TIE) and the revised curriculum is expected to be rolled out in 2025. Similar to the changes brought to the primary level, it is expected that the new secondary curriculum will focus on competency-based and learner-centered approaches.

C. Proposed Development Objective(s)

Development Objective(s) (From PAD)

23. **To improve teaching competencies, strengthen learning outcomes, and reduce the gender gap in transition rates within basic education.**

Key Results

PDO Level Indicators

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

24. Corporate results indicators (CRI) will measure:
    - Teachers recruited or trained (overall and female) (number)
    - Students benefiting from direct interventions to enhance learning (overall and female) (number)

[12] UNICEF is the grant agent for this fund.

D. Project Description

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

26. **Component 1: Strengthen Teacher Effectiveness.** This component aims to strengthen content-knowledge and pedagogical skills of pre-service and in-service primary and lower secondary teachers, especially in the core areas of English, Mathematics and Sciences. It will also support critical investment in education technology (edtech) that will enhance teaching in the classroom by: (i) providing access to high quality, curriculum-aligned resources, provided through the Virtual Learning Environment (VLE), as well as resources for effective lesson planning and formative assessment activities; and (ii) providing low-cost technology to facilitate teaching in the classroom and teachers' access to the VLE. Edtech will also be leveraged to facilitate teacher training and the Continuous Professional Development (CPD) program.

27. **Sub-component 1.1: Teacher Competencies and Skills.** This sub-component will support: (i) the development and/or adaptation of high-quality teacher training modules, training manuals and materials for primary and lower secondary levels; and (ii) the implementation of cluster and school-based in-service teacher training for primary and lower secondary teachers. Identifying the right learning experiences, resources and content, ensuring they are well organized, and delivering them in a way that adheres to effective adult learning principles will be critical to ensure training is successful. Modules supporting implementation of the new competency-based curriculum, related pedagogical approaches, and classroom assessment techniques will be prioritized. Additional training modules will be developed in alignment with priorities identified through a teacher needs assessment. All modules will be accessible through a Learning Management System (LMS) that is integrated into the VLE (see component 1.2) and will support both online training and/or blended training approaches, whether self-paced or part of a scheduled program of activities.[13] Modules will include content refreshers for priority areas identified in the needs assessment, combined with pedagogical strategies to teach those priority curriculum areas effectively and English language training. They will also cover key cross-cutting issues, such as teacher ethics and codes of conduct, positive discipline techniques, digital skills to enhance teaching, and inclusive education topics, including on learning disabilities. This activity will be led by the Department of Teacher Education (DTE) and the Zanzibar Institute of Education (ZIE), with Technical Assistance to support development of modules and their maintenance within the LMS.

28. **This sub-component will support the delivery of teacher training through the school-based and cluster-based CPD models.**[14] Structured large-scale cluster-based training models will be prioritized to deliver training on the new competency-based curriculum for both primary and lower secondary teachers followed by more focused school-based CPD sessions that will take place at least once a month, throughout the school year. The school-based CPD modality will serve to reinforce topics covered during the large-scale training, providing an opportunity for teachers to practice these new approaches within their school context and receive more tailored feedback and support. Existing Teacher Centers (TCs) [15] will support implementation of both modalities. As such, this sub-component will finance: (i) capacity building for pedagogical leaders who will support teacher training, including TC Subject Advisors, Panel and Resource Teachers, or other experienced teachers such as those who successfully completed the ZISP trainings, to effectively facilitate and coordinate CPD activities at the school or cluster levels and become effective coaches/facilitators who will provide

ongoing support and coaching; (ii) large scale cluster level training that will focus on the dissemination of the new competency-based curriculum; and (iii) transfers to schools to facilitate the effective coordination, monitoring and support the implementation of school-based CPD activities.[16] These transfers will be conditional on school headteachers effectively monitoring and reporting on school-based CPD activities in a timely manner. School headteachers will be trained how to support and monitor school-based CPD effectively. The school-based CPD will be rolled out in a phased approach, starting with four districts, allowing for lessons learned from the pilot schools to inform the scale-up to all eleven districts. Support will be provided to the DTE to strengthen their capacity to plan, operationalize and monitor implementation of the CPD plan. This activity will be led by the DTE and ZIE, with Technical Assistance.

29. **Sub-component 1.2: Digital content and digital skills**. This sub-component will support the implementation, expansion and monitoring and evaluation of the VLE.[17] The VLE has two main functionalities: (a) a well-organized and user Open Education Resource (OER) Repository that will be populated with relevant subject area content for primary and lower secondary teachers and students seeking to learn or strengthen their understanding, particularly in Mathematics, Science and English subjects, or to use during classroom instruction; and (b) an LMS where teachers and students can register and follow structured courses of learning, including self-paced modules, and teachers can access CPD modules to support or supplement face-to-face and blended teacher training activities. This sub-component will finance: (i) TA to support the curation, adaptation, and creation of relevant, high-quality content to populate the OER Repository and courses in the LMS (including to those developed under sub-component 1.1) , as well as to maintain, upgrade, and host the VLE platform itself; (ii) training of the VLE team on management and maintenance of the platform, the courses, and the content; (iii) an evaluation of the platform, content, and courses, through iterative testing and monitoring of performance indicators;[18] and (iv) an ICT equipment and connectivity package[19] to facilitate teachers' and students' access to the VLE platform and improve teaching in the classroom. Particular attention will be given to ensure offline access to the VLE content through the school hubs in case of weak or no internet connectivity so as to minimize disruptions to CPD activities. This is important to ensure equitable access and more widespread use of resources, especially for teachers and students in rural areas, who typically experience greater challenges and disruptions to service delivery.

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

[13] The CPD plan will be developed in the first year of the project outlining the training plan for the different cohorts of teachers. Further details will be fleshed out in the Project Implementation Manual (PIM).
[14] The CPD program will draw on the COACH initiative introduced by the World Bank to improve the effectiveness of in-service teacher training.
[15] During focus group discussions, teachers indicated that although they value ad-hoc training programs supported by NGOs or DPs, it is not always clear whether the training modules are fully vetted by all instances within MoEVT, especially when training is carried out by structures outside of the ministry. This can lead to hesitation in applying techniques in the classroom for fear that this will not be recognized by inspectors or TC subject advisors as appropriate.
[16] The transfer will be based on a per-teacher basis. A positive list of eligible expenditures will be defined in the PIM. It is expected to cover, inter alia, transportation costs, printed materials, and stationery.
[17] The development of the VLE has begun under the ZISP project and initial pilot is expected to conclude January 2023. Information from the pilot will serve to strengthen and inform the scale-up under ZIQUE.
[18] These indicators will be further developed in the PIM
[19] The ICT package will be defined in the PIM

VLE team with Technical Assistance.

31. **Sub-component 1.3: Pre-service teacher training**. This sub-component will support the review, revision, and implementation of the pre-service teacher education curriculum to ensure alignment with the new competency-based student curriculum, pedagogical approaches and instructional materials. This step is critical to ensure that the pre-service teacher training programs administered in Teacher Training Colleges (TTCs) and SUZA adequately prepare student teachers on the requirements of the new competency-based curriculum. The new pre-service program will also incorporate adequate and well-structured pre-service practicum in the classroom setting to further strengthen student teachers' readiness. This sub-component will finance: (i) the review of the existing teacher education curriculum and development of a revised teacher education curriculum; (ii) development of new teaching and learning materials to be used across both TTCs and SUZA; and (iii) training of TTC and SUZA instructors. This activity will be led by the DTE, with Technical Assistance.

32. **Component 2: Strengthen Teacher Support.** This component aims to strengthen core parts of the education ecosystem that support teachers and teaching practices in the classroom, including inspectorate support to teachers, measurement and feedback on student learning outcomes, and access to quality teaching and learning materials in the classroom. In particular, the component will: (i) improve the inspectorate's capacity to assess and provide formative feedback to teachers through more effective classroom observations tools and guidelines; (ii) develop and implement a Large-Scale Assessment (LSA) to provide system-level feedback on achievement of core learning outcomes-information gathered from the LSA is expected to inform priorities for the teacher CPD program and VLE content development, as well as to support education management, policy and reform; and (iii) provide high quality teaching and learning materials based on the new competency-based curriculum.

33. **Sub-component 2.1: Inspectorate reform**. This sub-component will focus on improving the quality of the support and feedback provided to teachers by inspectors. This sub-component will finance: (i) the review and revision of existing inspectorate tools and guidelines to ensure alignment with new pedagogical approaches and improve effectiveness of inspector visits; (ii) the training of inspectors on the new tools and guidelines; and (iii) the implementation, monitoring and evaluation of the inspectorate tools. The new guidelines and tools will leverage global evidence on effective teacher support and will lean on existing resources such as the TEACH tool[20] developed by the World Bank. TEACH holistically measures what happens in the classroom by focusing on time spent on learning as well the quality of teaching practices, in particular those which contribute to students' cognitive and socioemotional skills. Importantly, the tool is practical and helps identify individual teachers' strengths and weaknesses and to provide targeted support to teachers. The revised inspectorate tools will also provide important supplementary feedback on classroom application of new pedagogical approaches introduced during teacher training. This activity will be led by the Office of Chief Inspector of Education (OCIE) with the support of Technical Assistance.

34. **Sub-component 2.2: Large-Scale Assessment.** This sub-component will suuport the MoEVT to develop and implement at least two rounds of a Large-Scale Assessment in two grades: Standard 4 (grade 4) and Form 2 (grade 9). The LSA will produce data on learning achievement in core learning areas of reading (in both Kiswahili and English) and numeracy, as well as on curriculum-aligned objectives, disaggregated across important subgroups such as boys and girls, urban and rural students, and public and private students. It will explore factors linked to observed levels of student learning. The repeated rounds of the LSA will also provide comparable data on learning outcomes over time and allow the MoEVT to monitor student learning and make informed decisions on how to further enhance the quality of

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

education. The LSA will follow policy linking[21] guidelines which ensure that national learning assessments are aligned in content and linked to a common scale such as the Global Proficiency Framework (GPF) for regional and international comparability. The introduction of the LSA is an important innovation and will be the first time the MoEVT will lead the assessment development, data collection and analysis of assessment results. Specifically, this sub-component will finance: (i) the development of a learning assessment framework which is an important strategic and foundational document to ensure an effective and well-integrated learning assessment ecosystem; (ii) the development and implementation of two rounds of the LSA in year 3 and 5 of the Project; and (iii) dissemination of findings to policymakers, teachers and other key stakeholders. This activity will be led by the Zanzibar Institute of Education, in collaboration with the Zanzibar Examination Council, with the support of Technical Assistance.

35. **Sub-component 2.3: Teaching and Learning Materials**. This subcomponent will support: (i) the development, printing and distribution of student textbooks, teacher guides, readers and supplementary materials for lower secondary grades;[22] and (ii) the acquisition and distribution of leveled readers for upper primary grades to supplement the instructional materials provided through other development partners at the primary level. The lower secondary instructional materials will be aligned with the revised competency-based curriculum which is expected to be rolled out by mainland Tanzania's NECTA in 2025.[23] The subcomponent will target a textbook-to-student ratio and teacher guide-to-teacher ratio of 1:1 in all government secondary schools.[24] The TLM resources will be made available to students and teachers through the VLE. Importantly, the teacher guides will include QR codes linking lessons to additional resources and content for teachers on the VLE which they can use to enhance the classroom experience (see sub-component 1.2). At the primary level, leveled readers will be provided to support reading activities introduced in the new curriculum, specifically the new daily reading period and library hour have been introduced in the school timetable to further strengthen reading practice. Specific training will be provided to teachers on the use of leveled readers to improve reading fluency and comprehension and to strengthen the acquisition of English as a second language. The Teaching and Learning Materials (TLM) will also include adapted textbooks, supplementary materials and leveled readers for students with partial or total visual impairment. This activity will be led by ZIE with the support of Technical Assistance.

36. **Component 3: Support Conducive Learning Environment**.

37. This component aims to improve the learning environment in the most underserved areas by reducing class sizes and building schools which are closer to communities. The MoEVT will be incentivized to develop critical planning documents including a school construction strategy and inclusive school designs and plans. The MoEVT will also be incentivized to pilot the construction of at least one school using alternative, environmentally-conscious construction materials. The MoEVT will be incentivized to achieve the objective of reducing class sizes through a carefully targeted approach, intervening in priority areas as identified in the school construction strategy. Lastly, this component will pilot a targeted Science and Leadership program which seeks to reduce boys' disengagement in education and promote girls' performance, especially in mathematics and sciences. The program will target vulnerable students from areas which tend to register higher dropout rates or lower scores in math and science in the Form 2 examination. The activities are organized into two sub-components:

[21] See more information on policy linking: https://www.edu-links.org/resources/policy-linking-measuring-global-learning-outcomes
[22] Digital versions of the Teaching and Learning Materials (TLM) will also be made available to students and teachers through the VLE.
[23] Zanzibar has its own pre-primary and primary curriculum but follows the curriculum for secondary education set by mainland Tanzania's NECTA.
[24] There are currently 304 government primary schools and 218 government secondary schools

38. **Sub-component 3.1: Targeted school construction**. This sub-component will support the MoEVT to: (i) develop a school construction strategy and standardized school design plans as foundational documents prior to the start of the construction program and (ii) support a targeted construction program which will focus on wards with high pupil-classroom ratios[25] and those where the closest school is more than 3km from the community. The school construction study under preparation in ZISP will serve as an input into the preparation of the strategy and designs and is expected to help fast-track the process. An inclusive school design approach will be adopted to ensure the design takes into account students living with disabilities and that the classroom design takes into pedagogical requirements for example an area for a classroom library shelf and storage. In addition, by reducing the class size, this sub-component will improve teaching practices in the classroom, facilitating the application of active learning pedagogy promoted under the new curriculum. Smaller class sizes are also an important part of improving teaching conditions.[26] Bringing schools closer to the community would reduce barriers to access, especially for girls in lower secondary and especially in districts of Pemba, for instance Micheweni and Chake-Chake, where on average 20 percent of children commute more than 3km to school. It is expected that at least 400 classrooms will be constructed under the project although the final figures will be determined once the construction strategy and priorities have been set in year 1. In addition, this sub-component will also finance the construction of at least one school using alternative construction material to sand, leaning on the findings from the school construction study conducted under ZISP which explored viable cost-effective alternatives. Sand shortages in Zanzibar is a critical environmental issue, which also led to a temporary ban on sand mining during the implementation of ZISP, causing some delays to the construction of the school hub facilities. It also is aligned with the environmentally friendly agenda to minimize the impact of construction under the project. This will provide further evidence-base information on the long term possibilities of using cost-effective and environmentally safer alternatives to sand in school construction programs. This activity will be led by the Civil Works Unit with the support of Technical Assistance.

39. **Sub-component 3.2: Boys and Girls Science and Leadership Program.** This sub-component will support the MoEVT to implement a Boys and Girls Science and Leadership Program (BGSLP) targeting boys and girls transitioning from primary to lower secondary in areas with higher incidences of dropout in lower secondary and who are at-risk of dropping out (for example older students). The BGSLP would be a structured cohort program which would: (i) emphasize life skills and socio-emotional learning which have been shown to reduce dropout and learning anxiety;[27] (ii) garner their interest in completing their studies by developing their interest in real-life and relevant applications of mathematics and science; and (iii) foster greater engagement with their families. It would include activities to introduce boys and girls to the fields of science, applied mathematics and technology (for example introduction to coding and gaming) with application to their everyday lives. The BGSLP would also host activities to foster the development of personal strengths such as self-esteem and confidence and interpersonal skills, and will hone leadership skills, including through meeting leading professionals, including women, working in the Science, Technology, Engineering, Arts and Mathematics (STEM) fields. The intervention builds on the experience at the Regeza Mwendo School Hub called *Amsha Amsha or "Awaken"* where events are held at the school hubs to encourage students to participate in educational but fun activities such as quizzes and competitions in math, science and reading. This subcomponent will finance: (i) the TA to support the design and implementation of activities; (ii) the implementation of the activity and (iii) the impact

[25] The official target class size in Zanzibar is 25 students in pre-primary, 45 in primary and 45 in secondary. The selection criteria and targeting parameters will be further refined during project preparation.

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

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

evaluation which will document the effectiveness of these innovations on core indicators such as dropout. This activity will be led by a technical working group that will be set up by the MoEVT composed of various stakeholders, including relevant Non-Governmental Organizations (NGOs), under the Inclusive Education and Skills Unit.

40. **Component 4: Strengthen Systems and Support Project Management**. This component aims to strengthen capacity and systems at all levels to support the effective achievement of project results while adhering to corporate safeguards and requirements, including those pertaining to fiduciary functions and monitoring, reporting and evaluation. It will do so through by strengthening governance and working environment at the ministry, improve public policy planning and delivery, and strengthen capacity within key departments to support the implementation of activities. It will also support the preparation of key studies to inform critical teacher policy reforms. Lastly, the sub-component will strengthen data systems which provide valuable information for both planning purposes as well as to inform the monitoring and evaluation reporting requirements.

41. **Sub-component 4.1: Capacity building for effective sector and reform management.** This component aims to develop core capacity within MoEVT to support education reform and effective policy planning. It will finance: (i) a functional review/assessment of the ministry and core agencies such as ZIE and ZEC and develop an action plan to improve governance in the education sector; (ii) leadership training and capacity building for planning; (iii) capacity building for ZIE on textbook chain management and support relevant research on curriculum emerging issues and innovation; (iv) capacity building of fiduciary teams as well as safeguards focal points and engineers to carry out effective monitoring during construction and development of capacity to effectively support environmental and social safeguards activities. A capacity development plan will be prepared and included in the PIM to further identify specific areas for capacity development, beneficiaries and timeframes for completion of activities. The component will also support enhancing the operational environment to foster better outcomes. To that end, the subcomponent will also support the renovation and expansion of: (i) the ministry building in Unguja and (ii) the two Teacher Training Colleges (one in Pemba, one in Unguja).

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

43. **Sub-component 4.3: Project management, monitoring and evaluation, and data systems strengthening**. This sub-component will enhance the capacity of the project implementing unit to effectively manage and support the project. As such this sub-component will: (i) support project-related implementation and monitoring costs; and (ii) support the strengthening of data systems- this would be achieved by improving data management and supporting the timely production of the annual school census and abstract, supporting the integration of all platforms with the School Information System (SIS) and support the roll-out of the SIS in the schools.

Legal Operational Policies

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

Summary of Assessment of Environmental and Social Risks and Impacts

31. The potential environmental risks and impacts of the project are primarily associated with subproject activities under Component 2, Sub component 2.3 which will finance the development and/or adaptation, printing and distribution of student textbooks, teacher guides, supplementary materials, and graded readers for primary and lower secondary grades, Component 1, Sub Component 1.2 which will finance the purchase of necessary equipment to facilitate access to the Virtual Learning Environment (VLE) platform to support Continuous Professional Development (CPD) activities at the school level, and Component 3, Sub component 3.1 which will support a targeted construction program and will focus on wards with high pupil-classroom ratios and those where the closest school is more than 3 km from the community. The predicted environmental risks associated with the project include (i) the generation of GHGs from printing activities and preparation of learning materials from sub component 1.1, (ii) the generation of electronic waste due to purchasing of equipment from sub component 2.1, and from sub component 3.1 the anticipated risks and impacts include (iii) construction wastes and other related solid wastes, (iv) occupational safety and health risks linked to construction workers, (v) community health and safety risks from the handling, transport, and disposal of construction wastes and other related solid wastes, (vi) possible soil erosion, land degradation, water source depletion, etc. could also arise in relation to improper construction activities and water extraction activities, (vii) possible soil and groundwater contamination owing to the generated wastes, (viii) construction workers and community exposure to COVID-19, (ix) air and noise emissions, (x) possible road accident resulting from the transportation of materials from source to the construction site, (xi) biodiversity impacts. Potential risks and impacts during operation of classrooms will include pollution of land and water caused by the generation of e-waste from purchasing of e-equipment, printing of materials and the use of classrooms. Hence e-waste management planning will be necessary. Printing of materials will also lead to GHG emissions. Solid and liquid wastes from the students and other users of the facilities may lead to pollution of water, air, land and poor sanitation and health issues if not properly managed. Other impacts might include conflicts with the community due to increased number of students increased pressure on social services and utilities, increased and noise levels and safety and health risks due to fire hazards or spread of infectious diseases such as COVID-19 pandemic.

32. Based on the type and extent of the aforesaid and other envisioned environmental related impacts from the printing activities and construction program and given the low capacity of the Ministry to manage the associated risks, the potential environmental risk of the project is rated to be Substantial. These impacts can be addressed through standard mitigation measures and compliance with relevant national laws and good international industry practice, and guidance from adherence the project' s ESMF which will serve as an underlying framework to address the E&S risks and impacts.

33. ZIQUE will support Zanzibar government's initiatives to finance critical school infrastructure and to make the students' learning environment conducive. Under component 3, ZIQUE will support a targeted construction program that will focus on wards with high pupil-classroom ratios thus resulting into smaller class sizes and reducing distance to schools in area where closest school is more than 3km from the community thus reducing barriers to access, especially

for girls in lower secondary schools. These interventions will have positive impacts in terms of ensuring access to school for children in rural Zanzibar. Part of subcomponent 3 is to develop a school construction strategy and standardized school design that will adopt and inclusive approach to ensure the design considers students living with disabilities. The design also needs to consider the needs of the lower secondary school girls by designing spaces that will cater for their monthly needs. The project social risk rating (SRR) is substantial at this stage because construction of additional classrooms or new schools are likely to result into the potential social impacts that will require mitigation. The constructions of extra classrooms might require additional land in urban areas, thus resulting in loss of land or loss of livelihood in school owned land and other related impacts to the affected households. The constructions activities may give access to the Project workers/contractors/local masons to the school compounds, thus imposing risks of GBV and Sexual exploitation to the young children both boys and girls.

E. Implementation

Institutional and Implementation Arrangements

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

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