



The Revolutionary Government of Zanzibar

The 9th Annual Joint Education Sector Review (AJESR) 2026

Mid Term Review

The 8th Annual Joint Education Sector Review (AJESR) 2025



COMPACT ENABLING FACTORS

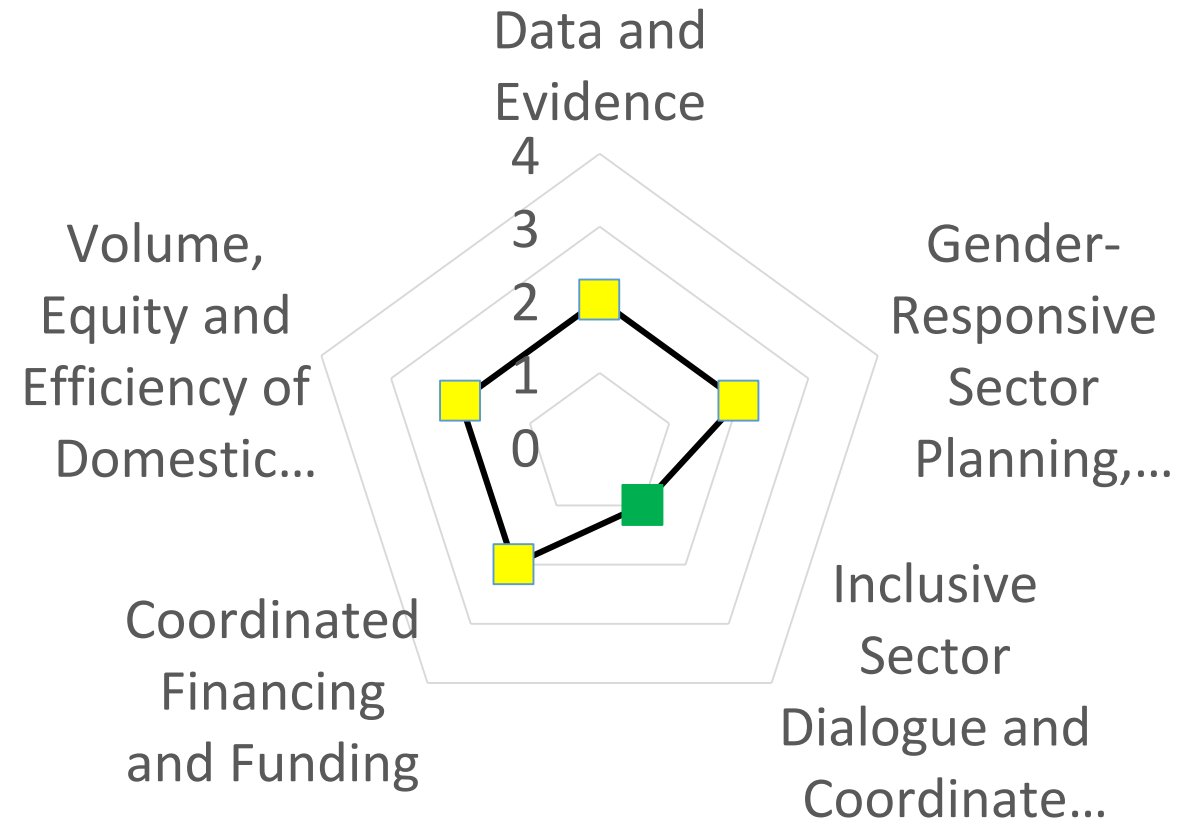
Progress on Enabling Factors key actions

- Four Enabling Factors were identified to guide assessment at the Compact Inception period:
 - Data and Evidence;
 - Gender-Responsive Sector Planning, Policy and Monitoring;
 - Inclusive Dialogue and Coordinated Action; and Coordinated Financing and Funding;
 - Equity, Efficiency and Domestic Financing
- Required Rating at the Compact Inception:
 - Low Priority
 - Medium Priority
 - High Priority

SN	ENABLING FACTOR	RATING AT INCEPTION
1	Data and Evidence	Medium priority
2	Gender-Responsive Sector Planning, Policy and Monitoring	Medium priority
3	Inclusive Sector Dialogue and Coordinated Action	Medium priority
4	Coordinated Financing and Funding	High Priority
5	Volume, Equity and Efficiency of Domestic Financing	High Priority

Progress on enabling factors key actions

- Required Rating at the Compact MTR:
 - Highly Advanced
 - Advanced
 - Somehow Advanced
 - Not Advanced
- Several Actions were identified and implemented over the first term period culminating to advancement at the different factors



Enabling Factors Achievements, Gaps and Opportunities: Data and Evidence

Key Achievements

- Strengthened EMIS foundations: Major EMIS interventions integrated into ZESTP; PM&E Framework completed; e-PM&E system under development
- SIS rollout and ICT investments: nationwide SIS deployment, infrastructure (servers, tablets), and teacher training
- Improved statistical reporting: timely AESA 2025 production with enhanced disaggregation (including disability)
- Established national learning assessment system: National Assessment Framework finalized; EGRA/EGMA 2025 implemented
- Expanded assessment architecture: preparation of Std IV, Form II, and census-based Standard III assessments

Gaps & Opportunities

- EMIS restructuring incomplete → parallel systems across DUIAs causing data inconsistencies
- Limited system integration → need to operationalize SLA approach and link EMIS, SIS, and PM&E
- Risk of fragmented assessment system → need harmonized national assessment architecture
- Uneven data use at decentralized levels → strengthen district dashboards and data-driven planning
- Incomplete indicator publication → GBV/harassment and efficiency indicators require improved disaggregation

Enabling Factors Achievements, Gaps and Opportunities: Gender-Responsive Sector Planning, Policy and Monitoring

Key Achievements

- ZESTP 2023–2030 in place, providing a results-based framework aligned with Compact priorities
- Education Policy review introducing new structure (2+6+4+2+3) and 12 years of compulsory education
- Gender diagnostic study completed aiming to strengthen evidence for gender-responsive planning
- Operational planning strengthened through alignment of ZESTP with MTEF and annual reporting

Gaps & Opportunities

- Policy approval delays slowing legal reforms (e.g., Education Act revision). Risk of implementing reforms without formal legal/policy anchoring
- Gender mainstreaming not yet fully operationalized (diagnostic, guidelines, training pending)
- Need to strengthen gender-responsive monitoring (e.g., GPI, indicators in ZESTP/ESPR)
- Operational plan requires revision to reflect increased education budget-planned for 2027

Enabling Factors Achievements, Gaps and Opportunities: Inclusive Sector Dialogue and Coordinated Action

Key Achievements

- LEG/ZESC self-assessment completed, generating recommendations to strengthen coordination and inclusivity
- Formal adoption of ZESC ToRs, clarifying roles, responsibilities, and dialogue structures
- Revitalization of TWGs and sector dialogue with structured engagement and action planning
- Institutionalized participation of DPAs, CSOs, and ZATU in sector coordination

Gaps & Opportunities

- Irregular meetings and weak follow-up mechanisms across structures
- Need to strengthen Secretariat function and establish a predictable annual meeting calendar
- Opportunity to anchor sector dialogue in evidence (AESAs, ESPRs, ZESTPs) for data-driven decision-making

Enabling Factors Achievements, Gaps and Opportunities: Coordinated Financing and Funding

Key Achievements

- Operationalization of PERZ RBF model linking GPE and Sida financing to results
- Sustained sector dialogue platforms promoting financing alignment
- Joint Task Force/Team meetings strengthening coordination among DPAs and Technical Assistants
- ZESTP Results Framework serving as a clear anchor for aligned sector investments

Gaps & Opportunities

- Limited partner alignment: No new partners joined PERZ; Sida incentive funding withdrawn (now TAS only)
- Risk of parallel financing leading to fragmentation and higher transaction costs
- Opportunity to scale PERZ RBF model as a demonstration for broader partner alignment
- Need for structured partner engagement strategy to harmonize financing around ZESTP priorities

Enabling Factors Achievements, Gaps and Opportunities: Volume, Equity and Efficiency of Domestic Financing

Key Achievements

- Increased education financing with strong political commitment
- Institutionalized equitable allocation frameworks (TAP, CAP, TLMAP, SOB) nationwide
- Improved teacher deployment equity, with TAP compliance reaching 100% by 2025
Expansion of school-level financing through SOBs to all pre-primary and primary schools
- Strengthened infrastructure planning with classroom requirement and distribution frameworks

Gaps & Opportunities

- Declining budget share (18.9%) and uneven execution, especially for development budget:
- Procurement and infrastructure delays affecting classrooms and TLM delivery
- Equity frameworks require refinement (e.g., district funding based on school numbers and distance)
- Need to strengthen efficiency tracking (linking survival, attendance, and OOSCY data)

Performance on the Compact Theory of Change

Overall Performance

Outcomes

Overall: Improved Foundational Skills with specific focus on reading, writing, arithmetic, and creativity Skills

Intermediate Outcomes

- 1 Pre-primary And Primary Education Competence Based Curriculum (CBC) Rolled Out
- 2 Systems For Teacher Services Management And Development Improved
- 3 Improved Gender Equality And Social Inclusion
- 4 Improved Education Management For Effective And Efficient Services Delivery

Rating

Moderately Satisfactory

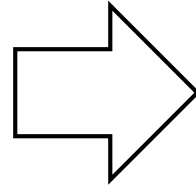
Moderately Satisfactory

Justification

- Several outputs have been achieved or are on track reflecting strong reform trajectory
- The first EGRA/EGMA Survey has been successfully conducted providing benchmarks and allowing the setting of targets for informed decisions on improved 3Rs
- The Government is continuing to deploy efforts to minimize delays in implementation timelines and variability in execution

Intermediate Outcome 1: Pre-Primary and Primary Education Competence Based Curriculum (CBC) Rolled Out

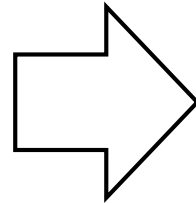
Output 1.1: Teaching & Learning Materials for CBC Rollout Available:



Success: Teaching and Learning Materials developed, distributed-standard V&VI under completion. Teacher education curriculum updated.

Challenge: Timing gap with the curriculum rollout schedule remain

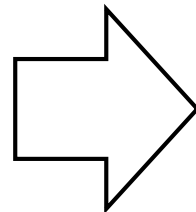
Output 1.2: Knowledge & Skills on CBC Delivery Developed:



Success: Large-scale teacher and inspector orientation on the CBC achieved,

Opportunities: Teacher Centre infrastructure and induction systems remain to be done

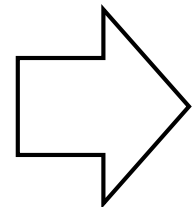
Output 1.3: Infrastructure Constructed for Quality CBC Rollout



Success: Classrooms and ICT connectivity scaled up with strong planning frameworks (Classroom Allocation Plan-CAP).

Gaps remain: Land availability, teacher housing, ICT equipment and connectivity reach

Output 1.4: Systems for Assessment & Inspection Strengthened

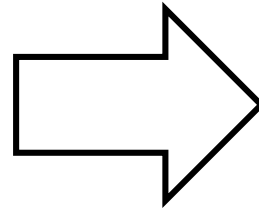


Success: National assessment framework and EGRA/EGMA established; inspection tools aligned,

Opportunity: Need to understand the needs for exam reforms to align with the CBC.

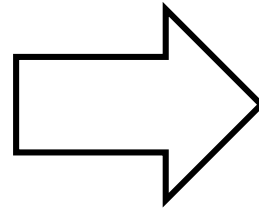
Intermediate Outcome 2: Systems for Teacher Services Management and Development Improved

Output 2.1: Teachers' Continuous Professional Development (TCPD) Institutionalized



Z-TSC establishment initiated. TCPD framework and digital systems established; progress in CPD delivery, but Teacher Centre financing and capacity remain uneven

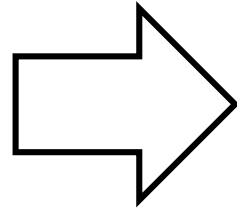
Output 2.2: Teacher Services Management Improved



Strong gains in equitable teacher deployment (100% TAP compliance); Teacher Service Commission underway but not yet operational

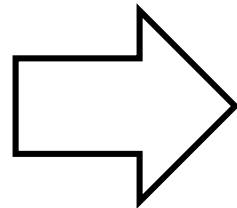
Intermediate Outcome 2: Improved Gender Equality and Social Inclusion

Output 3.1: Gender & Inclusion Mainstreamed in Policy, Planning, Monitoring & Curriculum



Success: Guideline for establishment of student clubs developed and trainings conducted. GBV Advocacy Strategy development started.
Ongoing: Gender mainstreaming guidelines delayed due to delayed Gender Diagnostics Study.

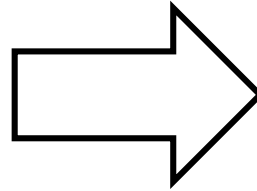
Output 3.2: Inclusive Education Ensured for Equal Participation



Success: Strong progress in school feeding and inclusive frameworks, 2 Inclusive schools operational.
Gaps: Planned 3 additional inclusive schools, data, and emergency systems

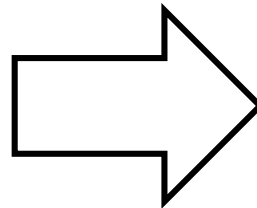
Intermediate Outcome 1: Improved Education Management for Effective and Efficient Services Delivery

Output 4.1: Policy, Legal Frameworks & Structures Revisited



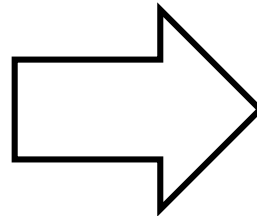
Policy review completed and reform elements prepared, but approval delays continue to stall legal and institutional changes

Output 4.2: Education Financing & Expenditure Increased



School financing (SOB) and results-based planning strengthened, but budget execution and absorption gaps persist

Output 1.3: Systems for Planning, Implementation & Monitoring Strengthened



Progress in EMIS groundwork and decentralized structures, but system integration, roles, and data use remain weak

Progress on Key Performance Indicators



Proportion of Learners at the National EGR/EGM Benchmark-Reading

Indicator and Benchmark	2025 (Baseline)			Targets	
	Total	Male	Female	2027	2029
Proportion of learners at end of Std II achieving minimum proficiency in Reading Comprehension (RC) (≥80%)	42.2%	36.1%	48.2%	44%	46%
Proportion of learners at end of Std II achieving minimum proficiency in Oral Reading Fluency-meaningful words reading- (≥45 Correct Words Per Minute)	20%	16%	23%	22%	24%
Proportion of learners at end of Std II achieving minimum proficiency in Oral Reading Fluency-Non word/meaningless words reading- (≥40 Correct Non Words Per Minute)	15.7%	14.2%	17.2%	18%	20%



Proportion of Learners at the National EGR/EGM Benchmark-Math

Indicator and Benchmark

Indicator and Benchmark	2025 (Baseline)			Targets	
	Total	Male	Female	2027	2029
Proportion of learners at end of Std II achieving minimum proficiency in addition- ($\geq 80\%$)	7.0%	6.6%	7.3%	9%	11%
Proportion of learners at end of Std II achieving minimum proficiency in subtraction- ($\geq 80\%$)	5.0%	4.7%	5.3%	7%	9%
Proportion of learners at end of Std II achieving minimum proficiency in Missing Number (pattern completion)- ($\geq 60\%$)	11.3%	12.5%	10.1%	13%	15%

Proportion of Learners Scoring Zero-Reading

Indicator	2025 (Baseline)			Targets	
	Total	Male	Female	2027	2029
Reduced % of children at the end of Std II who are scoring zero on Oral comprehension	20.6%	26.0%	15.3%	19%	17%
Reduced % of children at the end of Std II who are scoring zero at Oral reading fluency	14%	17%	10%	12%	10%
Reduced % of children at the end of Std II who are scoring zero on Non-word reading	15.4%	19.6%	11.3%	13%	11%

Proportion of Learners Scoring Zero-Math

Indicator and Benchmark

Indicator and Benchmark	2025 (Baseline)			Targets	
	Total	Male	Female	2027	2029
Reduced % of children at the end of Std II who are scoring zero on Addition subtask	10.8%	12.0%	9.5%	9%	7%
Reduced % of children at the end of Std II who are scoring zero on Addition subtask	20.0%	20.9%	19.1%	18%	16%
Reduced % of children at the end of Std II who are scoring zero on Missing Number	21.5%	22.0%	21.1%	20%	18%

Changes to the Partnership Compact Going Forward



Revisions to the Compact Going Forward

General Revisions

- **Compact Timeframe:** The Compact timeframe was 2022/23 to 2029/30. This timeframe remains the same, aligning with the ZESTP as well as the GPE 2030 Financing.
- **Priority Reform Areas/Outcomes:** The Outcome of the Compact has been broadened to accommodate interventions for secondary education-hence moving from covering only Pre-Primary and Primary Education to covering the entire Basic Education Sub Sector. This includes specific interventions for rollout of VET in secondary education.
- **Compact Results Framework (CRF):** This has been added in order to ensure there is consensus on indicators to assess performance of the Compact at Output, Intermediate Outcome and Outcome levels.

General Revisions

- **Proposed GPE Areas for 2030 Financing:** During the Compact MTR, an indication of intervention measures to be considered for GPE 2030 Financing was done. The focus on GPE support remains on Pre-Primary and Primary education with emphasis on foundational skills including integrated vocational and creativity skills at the level.
- **Assessment of Performance at Outcome Level:** Going Forward, the Outcome level indicators to assess performance of the Compact have been integrated in the Compact Results Framework. In addition, and since the GPE requires that the Compact reports on selected 3 to 10 indicators at its MTR, EGRA/EGMA Reading and Writing Indicators have been used to assess performance of the Compact Outcome at its Mid Term.

Revisions to the Compact Going Forward

Revision to the Compact Impact and Outcome

- The Compact Impact statement remains the same “Improved Equitable Access to Quality Learning”.
- The Outcome statement was revised to accommodate the expanded scope, from “*Improved foundational skills at the basic education level with specific focus on reading, writing, arithmetic and creativity*” to “**Improved Foundational and Vocational Skills at the Basic Education Level with specific focus on reading, writing, arithmetic, creativity and vocational skills**”.

Changes at Output and Activity level

- The four key Intermediate Outcomes expected to be achieved and ultimately lead to achievement of the Compact Outcome were retained with revisions to accommodate the entire basic education sub sector
- The draft report-Table 13 provides details on the key changes at this level.
- A detailed Compact Results Framework is provided in the report as Annex 1.