TZ Education Program for Results (EPforR) (P147486)

Program Development Objectives

Program Development Objective (from Program Appraisal Document)
A. Program Development Objective(s) Improve education quality in Tanzanian primary and secondary schools.

Overall Ratings

<table>
<thead>
<tr>
<th>Name</th>
<th>Previous Rating</th>
<th>Current Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress towards achievement of PDO</td>
<td>Moderately Satisfactory</td>
<td>Moderately Satisfactory</td>
</tr>
<tr>
<td>Overall Implementation Progress (IP)</td>
<td>Moderately Satisfactory</td>
<td>Moderately Satisfactory</td>
</tr>
</tbody>
</table>

Implementation Status and Key Decisions

The Government is completing the third year of implementing the Fee-Free Basic Education Policy (FBEP), that eliminated a key barrier to education by abolishing informal primary school fees and lower secondary school tuition fees from December 2015. The FBEP and government policy to expand school places has led to an unprecedented increase in primary and lower secondary school enrolment. Between 2015/16 and 2017/18, the number of children enrolled in primary education increased from 8,639,202 to 10,111,671, and net enrolment rates rose from 84 percent to 91 percent respectively. In lower secondary, enrolment increased from 1,767,890 to 1,991,021 over the same period (equivalent to a 13 percent increase). The introduction of FBEP has created significant resource and logistical challenges for the sector. However, despite the added pressure of increased enrolment, the Government has made continued efforts to support and strengthen the sector's achievements. Overall progress towards the Program Development Objective continues to be moderately satisfactory. The annual review in late 2019 will provide an opportunity to fully assess progress on the Program and its ratings. Since the last ISR there has been progress in a number of key areas. First, the Government has been able to ensure automatic replacement for teachers that leave the system. While this is an important first step further efforts to implement the teacher deployment strategy to address the significant shortage of teachers in basic education. Second, 2.8 million textbooks and 281,000 teacher guides have been produced and distributed. Third, budget framework releases, including capitation grants, are on track to be fully achieved by the time of the annual review.

Data on Financial Performance

Disbursements (by loan)

<table>
<thead>
<tr>
<th>Project</th>
<th>Loan/Credit/TF</th>
<th>Status</th>
<th>Currency</th>
<th>Original</th>
<th>Revised</th>
<th>Cancelled</th>
<th>Disbursed</th>
<th>Undisbursed</th>
<th>% Disbursed</th>
</tr>
</thead>
<tbody>
<tr>
<td>P147486</td>
<td>IDA-55270</td>
<td>Closed</td>
<td>USD</td>
<td>122.00</td>
<td>122.00</td>
<td>0.00</td>
<td>95.39</td>
<td>15.22</td>
<td>86%</td>
</tr>
<tr>
<td>P147486</td>
<td>IDA-60610</td>
<td>Effective</td>
<td>USD</td>
<td>80.00</td>
<td>80.00</td>
<td>0.00</td>
<td>24.98</td>
<td>56.97</td>
<td>30%</td>
</tr>
</tbody>
</table>

Key Dates (by loan)
### Program Action Plan

<table>
<thead>
<tr>
<th>Action Description</th>
<th>1. Update Program Operations Manual to reflect changes under AF, including updated verification procedures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>DLI#</td>
</tr>
<tr>
<td>Technical</td>
<td>Client</td>
</tr>
<tr>
<td>Completion Measurement</td>
<td>POM</td>
</tr>
<tr>
<td>Comments</td>
<td>The POM will be further updated to include (i) the Board approved Global Partnership for Education (GPE) 2 funding; and (ii) approved restructuring to EPforR AF (Credit No. 6061). The POM revisions will be completed by end of June 2019.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Description</th>
<th>2. Provide capacity building to LGA accountants and internal auditors in order to provide implementation support to schools.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>DLI#</td>
</tr>
<tr>
<td>Fiduciary Systems</td>
<td>Client</td>
</tr>
<tr>
<td>Completion Measurement</td>
<td>Ongoing, monitored through the annual Fiduciary mission.</td>
</tr>
<tr>
<td>Comments</td>
<td>Ongoing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>DLI#</td>
</tr>
<tr>
<td>Fiduciary Systems</td>
<td>Client</td>
</tr>
<tr>
<td>Completion Measurement</td>
<td>Ongoing, monitored through the annual Fiduciary mission.</td>
</tr>
<tr>
<td>Comments</td>
<td>Ongoing. ADEM has prepared the guidelines which are now being used in training of School Management Teams. To be followed up by the Fiduciary Mission in 2019 and completion criteria set.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Description</th>
<th>4. Provide adequate hardware and software to internal auditors at both central and LGA level to enable them to carry out their work, including access to Epicor and Lawson software.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>DLI#</td>
</tr>
<tr>
<td>Fiduciary Systems</td>
<td>Client</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Completion Measurement</td>
<td></td>
</tr>
<tr>
<td>Availability of hardware and software to internal auditors, monitored through the annual Fiduciary mission.</td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td></td>
</tr>
<tr>
<td>Laptops were procured for Internal Auditors (MOEST &amp; PO RALG HQs) in 2018 but availability continues to be low at the LGA level. To be followed up by the Fiduciary Mission 2019.</td>
<td></td>
</tr>
</tbody>
</table>

**Action Description**

5. School Improvement Toolkits: Provide and disseminate toolkits to primary and secondary schools in English and Kiswahili to address the lack of a proper set up for procurement functions and procedures.

<table>
<thead>
<tr>
<th>Source</th>
<th>DLI#</th>
<th>Responsibility</th>
<th>Timing</th>
<th>Timing Value</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiduciary Systems</td>
<td>Client</td>
<td></td>
<td>Recurrent</td>
<td>Continuous</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

**Completion Measurement**

Ongoing, monitored through the annual Fiduciary mission.

**Comments**

Ongoing.

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**Action Description**

6. Share timely reports and budgets with RACEF Technical Working Group, including biennial disbursement and execution reports.

<table>
<thead>
<tr>
<th>Source</th>
<th>DLI#</th>
<th>Responsibility</th>
<th>Timing</th>
<th>Timing Value</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiduciary Systems</td>
<td>Client</td>
<td></td>
<td>Recurrent</td>
<td>Continuous</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

**Completion Measurement**

Ongoing, monitored through the annual Fiduciary mission.

**Comments**

EPforR Coordination has procured Quick Books for use in FY2018/19, not IFMIS, and the SMT will discuss EPforR expenditure as a standing agenda. Quarterly expenditure reports are prepared and feed into Epicor.

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**Action Description**

7. Strengthen LGA and school service boards by establishing a complaints register and ensuring complaints are attended to.

<table>
<thead>
<tr>
<th>Source</th>
<th>DLI#</th>
<th>Responsibility</th>
<th>Timing</th>
<th>Timing Value</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental and Social Systems</td>
<td>Client</td>
<td></td>
<td>Recurrent</td>
<td>Continuous</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

**Completion Measurement**

Ongoing, monitored through the annual Environment and Social Safeguards mission.

**Comments**

The GRM exists but is not uniform across Ministries or schools. MoEST and PO-RALG to agree on a uniform GRM and improve monitoring & implementation of grievances. The school committees/boards, should be trained on conflict resolution and management.

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**Action Description**

8. The EPforR coordination team will include a social development specialist and the environmental focal point of the MoEST.
### Environmental and Social Systems

**Source:** Client  
**Responsibility:** Recurrent  
**Timing:** Continuous  
**Status:** Completed

**Completion Measurement:** Specialist and Focal person in place in MoEST.

**Comments:** Both MoEST & Po-RALG have an ESS focal point. Training was conducted in September 2018. ESS training to be included in the EPforR Regional/ LGA level workshops to improve ESS understanding, and the Government will identify what support is required.

### Action Description

9. A Grievance Redress Mechanism (GRM) to be established at the school and LGA levels. The GRM has been discussed with stakeholders.

**Source**  
**Responsibility**  
**Timing**  
**Timing Value**  
**Status**

<table>
<thead>
<tr>
<th>Environmental and Social Systems</th>
<th>Client</th>
<th>Recurrent</th>
<th>Continuous</th>
<th>In Progress</th>
</tr>
</thead>
</table>

**Completion Measurement:** Establishment of GRM in school and LGA, monitored through the annual Environment and Social Safeguards mission.

**Comments:** Ongoing.

### Risks

#### Systematic Operations Risk-rating Tool

<table>
<thead>
<tr>
<th>Risk Category</th>
<th>Rating at Approval</th>
<th>Previous Rating</th>
<th>Current Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political and Governance</td>
<td>--</td>
<td>Moderate</td>
<td>Moderate</td>
</tr>
<tr>
<td>Macroeconomic</td>
<td>--</td>
<td>Moderate</td>
<td>Moderate</td>
</tr>
<tr>
<td>Sector Strategies and Policies</td>
<td>--</td>
<td>Substantial</td>
<td>Substantial</td>
</tr>
<tr>
<td>Technical Design of Project or Program</td>
<td>--</td>
<td>Substantial</td>
<td>Substantial</td>
</tr>
<tr>
<td>Institutional Capacity for Implementation and Sustainability</td>
<td>--</td>
<td>Substantial</td>
<td>Substantial</td>
</tr>
<tr>
<td>Fiduciary</td>
<td>--</td>
<td>Substantial</td>
<td>Substantial</td>
</tr>
<tr>
<td>Environment and Social</td>
<td>--</td>
<td>Moderate</td>
<td>Moderate</td>
</tr>
<tr>
<td>Stakeholders</td>
<td>--</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>Other</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Overall</td>
<td>--</td>
<td>Substantial</td>
<td>Substantial</td>
</tr>
</tbody>
</table>

### Results
PDO Indicators by Objectives / Outcomes

To improve education quality in Tanzanian primary and secondary schools

| PDO 1: National average for reading correct words per minute in Oral Reading Fluency (ORF) sub module of EGRA assessment among Grade 2 students (Number, Custom) |
|---|---|---|---|---|
| Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | 17.90 | 17.30 | 17.30 | 25.00 |
| Comments | Measured as 'words per minute'. |

| PDO 2: National average on Level I Subtraction sub module of EGMA assessment among Grade 2 students (Number, Custom) |
|---|---|---|---|---|
| Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | 5.50 | 5.60 | 5.60 | 7.00 |
| Comments | Measured as correct Answers per Minute |

| PDO 3: Percentage of teachers found in classroom during unannounced visit (primary & secondary schools) (Percentage, Custom) |
|---|---|---|---|---|
| Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | 47.00 | 57.00 | 57.00 | 56.00 |
| Comments | Measured from the Service Delivery Indicators (2016 and 2018). |

| PDO 4A: Average Teacher Knowledge Score in Mathematics (Percentage, Custom) |
|---|---|---|---|---|
| Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | 63.10 | 64.90 | 64.90 | 65.00 |
| Comments | Measured from the Service Delivery Indicators (2016) |

| PDO 4B: Average Teacher Knowledge Score in English (Percentage, Custom) |
|---|---|---|---|---|
| Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | 41.90 | 31.70 | 31.70 | 45.00 |
| Comments | Measured from the Service Delivery Indicators (2016 and 2018). |
PDO 5A: National Average on CSEE Pass Rate in Mathematics (Percentage, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>16.80</td>
<td>19.20</td>
<td>19.20</td>
<td>22.30</td>
</tr>
<tr>
<td>Comments</td>
<td>To be updated following FY2018/19 Annual Review.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PDO 5B: National Average on CSEE Pass Rate in English (Percentage, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>56.20</td>
<td>67.90</td>
<td>67.90</td>
<td>74.80</td>
</tr>
<tr>
<td>Comments</td>
<td>To be updated following FY2018/19 Annual Review.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PDO 5C: National Average on CSEE Pass Rates in Sciences (Percentage, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>53.60</td>
<td>54.20</td>
<td>54.20</td>
<td>71.40</td>
</tr>
<tr>
<td>Comments</td>
<td>To be updated following FY2018/19 Annual Review.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Intermediate Results Indicators by Results Areas

Improved mastery of 3R (reading and numeracy) skills in Grade 2 students

Percentage of Students achieving Grade 2 minimum numeracy skills (Percentage, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>7.90</td>
<td>6.70</td>
<td>6.70</td>
<td>12.00</td>
</tr>
<tr>
<td>Comments</td>
<td>Minimum numeracy skills are defined as 80 percent achievement on EGMA Addition and Subtraction Level 2. For consistency the same methodology has been utilized by the Government.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percentage of students achieving benchmark ORF (50 correct wpm) in EGRA (Amount(USD), Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>6.50</td>
<td>2.10</td>
<td>2.10</td>
<td>8.00</td>
</tr>
</tbody>
</table>
The benchmark is 50 correct wpm. For consistency the same methodology has been utilized by the Government.

### National Average on Level 2 Addition and Subtraction sub module of 3R assessments among Grade 2 Students (Percentage, Custom)

<table>
<thead>
<tr>
<th>Value</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>26.80</td>
<td>19.70</td>
<td>19.70</td>
<td>30.00</td>
</tr>
</tbody>
</table>

|------------|------------|------------|------------|------------|

Comments: For consistency the same 3R methodology has been utilized by the Government.

### Share of pupils with English Textbooks in Standard 4 (Percentage, Custom)

<table>
<thead>
<tr>
<th>Value</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>26.30</td>
<td>18.50</td>
<td>18.50</td>
<td>50.00</td>
</tr>
</tbody>
</table>

|------------|------------|------------|------------|------------|

Comments: Measured through the Service Delivery Indicators (2016 and 2018).

### Share of pupils with Mathematics Textbooks in Standard 4 (Percentage, Custom)

<table>
<thead>
<tr>
<th>Value</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>24.60</td>
<td>21.40</td>
<td>21.40</td>
<td>50.00</td>
</tr>
</tbody>
</table>

|------------|------------|------------|------------|------------|

Comments: Measured through the Service Delivery Indicators (2016 and 2018).

### Released monthly full amount of capitation grants agreed for each year to all Primary Schools within each LGA (Percentage, Custom)

<table>
<thead>
<tr>
<th>Value</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>109.00</td>
<td>134.00</td>
<td>134.00</td>
<td>85.00</td>
</tr>
</tbody>
</table>

|------------|------------|------------|------------|------------|

Comments: To be updated following FY2018/19 Annual Review.

### Released monthly full amount of capitation grants agreed for each year to all Secondary Schools within each LGA (Percentage, Custom)

<table>
<thead>
<tr>
<th>Value</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>107.00</td>
<td>160.00</td>
<td>160.00</td>
<td>85.00</td>
</tr>
</tbody>
</table>

|------------|------------|------------|------------|------------|

Comments: To be updated following FY2018/19 Annual Review.

### Percentage of Primary Schools providing evidence of receipt of textbooks showing subject and grade level (Percentage, Custom)
### Percentage of public primary and secondary schools displaying school report cards based on Whole School Inspection (Percentage, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>0.00</td>
<td>15.00</td>
<td>15.00</td>
<td>100.00</td>
</tr>
<tr>
<td>Comments</td>
<td>To be updated following FY2018/19 Annual Review.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The new School Quality Assurance Framework is currently being rolled out, with 3,789 schools visited by November 2018. To be updated following FY2018/19 Annual Review.

### Percentage (Primary) (Percentage, Custom Breakdown)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>50.00</td>
</tr>
</tbody>
</table>

### Percentage (Secondary) (Percentage, Custom Breakdown)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>50.00</td>
</tr>
</tbody>
</table>

### Number of Primary and Secondary schools that have received monetary School Incentive Grants (SIG) based on performance (Number, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>0.00</td>
<td>361.00</td>
<td>361.00</td>
<td>400.00</td>
</tr>
<tr>
<td>Comments</td>
<td>To be updated following FY2018/19 Annual Review.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Number (Primary Schools) (Number, Custom Breakdown)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>0.00</td>
<td>234.00</td>
<td>234.00</td>
<td>300.00</td>
</tr>
</tbody>
</table>

### Number (Secondary Schools) (Number, Custom Breakdown)
### Share of Female Beneficiaries (Primary and Lower Secondary) (World Bank Core Indicator) (Percentage, Custom)

<table>
<thead>
<tr>
<th>Value</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
</table>

Comments: To be updated following FY2018/19 Annual Review.

#### Improved Performance in Form IV examinations

**Female average pass rate on CSEE in Mathematics (Percentage, Custom)**

<table>
<thead>
<tr>
<th>Value</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
</table>

Comments: To be updated following FY2018/19 Annual Review.

**Female average pass rate on CSEE in English (Percentage, Custom)**

<table>
<thead>
<tr>
<th>Value</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
</table>

Comments: To be updated following FY2018/19 Annual Review.

**Female average pass rate on CSEE in Sciences (Percentage, Custom)**

<table>
<thead>
<tr>
<th>Value</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
</table>

Comments: To be updated following FY2018/19 Annual Review.

#### Improved Teacher Performance

**Percentage of Schools Receiving Follow Up Inspection Visits (Percentage, Custom)**

<table>
<thead>
<tr>
<th>Value</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>00.00</td>
<td>00.00</td>
<td>00.00</td>
<td>10.00</td>
</tr>
</tbody>
</table>
### Volume of outstanding teacher claims older than three months (Tanzania Billion Shillings) (Number, Custom)

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.00</td>
<td>34.00</td>
<td>34.00</td>
<td>2.00</td>
</tr>
</tbody>
</table>

|------------|-------------------|------------------|-------------|-------------|

Comments: To be updated following FY2018/19 Annual Review.

### Other Program Indicators

#### Direct Program Beneficiaries (World Bank Core Indicator) (Number, Custom)

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>9,700,000.00</td>
<td>13,889,000.00</td>
<td>13,889,000.00</td>
<td>12,100,000.00</td>
</tr>
</tbody>
</table>

|---------------|-------------------|------------------|--------------|-------------|

Comments: To be updated following FY2018/19 Annual Review.

#### Students (Number, Custom Breakdown)

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>9,700,000.00</td>
<td>13,700,000.00</td>
<td>13,700,000.00</td>
<td>12,100,000.00</td>
</tr>
</tbody>
</table>

|---------------|-------------------|------------------|--------------|-------------|

#### Teachers (Number, Custom Breakdown)

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>248,720.00</td>
<td>189,000.00</td>
<td>189,000.00</td>
<td>290,550.00</td>
</tr>
</tbody>
</table>

|---------------|-------------------|------------------|--------------|-------------|

### Disbursement Linked Indicators

#### DLI 1 DLR 1: Recipient has completed all the Foundational Activities (DLR 1.1, 1.2, 1.3, 1.4) (Yes/No) (Process, 36.00, 0%)

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>Annual DLIs to be completed by June 30, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

|-----------|-------------------|------------------|-------------|---|
Foundational DLRs 1.1, 1.2 and 1.3 are complete, following Government approval in December 2017 of the Teacher Deployment Strategy, Inclusive Education Strategy with a dedicated section on children with special needs, and the Operational Manual and Handbook for School Quality Assurance (QA). Foundational DLR 1.4 on School Construction Strategy is delayed with expected completion of August 30, 2019 (end of FY2018/19).

### DLI 2 DLR 2.1: Recipient has released bi-annually total level of funds per agreed EPforR Budget Framework, according to agreed timeline (%) (Process, 38.00, 0%)

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>Annual DLIs to be completed by June 30, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>0.00</td>
<td>97.38</td>
<td>33.83</td>
</tr>
<tr>
<td>Comments</td>
<td>Recipient has released 33.83% of funds per the agreed EPforR Budget Framework, to be further updated following FY2018/19 Annual Review. The achievement is below FY2017/18 bi-annual release of 40.27%.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### DLI 3 DLR 2.2: Recipient has released monthly, full amounts of Capitation Grants (CGs) agreed for each year to all Schools within each LGA (%) (Yes/No) (Process, 12.00, 0%)

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>Annual DLIs to be completed by June 30, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Comments</td>
<td>Recipient has released 42% of the monthly, full amounts of Capitation Grants (CGs), below the bi-annual achievement in FY2017/18 of 67.9%. The full amount to be updated following FY2018/19 Annual Review.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### DLI 4 DLR 2.3: Recipient has met the agreed target of percentage of Primary Schools providing evidence of receipt of textbooks showing subject and grade level (%) (Yes/No) (Output, 6.00, 0%)

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>Annual DLIs to be completed by June 30, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>0.00</td>
<td>84.00</td>
<td>84.00</td>
</tr>
<tr>
<td>Comments</td>
<td>To be updated following FY2018/19 Annual Review.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### DLI 5 DLR 3.1: Recipient has released an annual summary education performance report, in an acceptable (%) (Yes/No) (Process, 8.00, 0%)

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>Annual DLIs to be completed by June 30, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>DLI 6 DLR 3.2: Recipient has made available online annual school-level EMIS data with unique school identifiers (%) (Yes/No) (Output, 8.00, 0%)</td>
<td>Baseline</td>
<td>Actual (Previous)</td>
<td>Actual (Current)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Value</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Comments</td>
<td>To be updated following FY2018/19 Annual Review.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DLI 7 DLR 4.1: Recipient has met the annual target for percentage of LGAs achieving the acceptable range for primary PTRs (Output, 10.00, 0%)</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>Annual DLI's to be completed by June 30, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>68.00</td>
<td>61.42</td>
<td>61.42</td>
<td>68.00</td>
</tr>
<tr>
<td>Comments</td>
<td>To be updated following FY2018/19 Annual Review.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DLI 8 DLR 4.2: Recipient has met the Agreed Target of number of primary schools achieving the acceptable range of primary PTRs in each LGA (number) (Intermediate Outcome, 15.00, 0%)</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>Annual DLI's to be completed by June 30, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>5,672.00</td>
<td>6,011.00</td>
<td>6,011.00</td>
<td>5,672.00</td>
</tr>
<tr>
<td>Comments</td>
<td>To be updated following FY2018/19 Annual Review.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DLI 9 DLR 5.2: Recipient has met the Agreed Target of number of Schools that have received monetary SIG based on performance (Number) (Output, 10.00, 0%)</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>Annual DLI's to be completed by June 30, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>0.00</td>
<td>361.00</td>
<td>361.00</td>
<td>400.00</td>
</tr>
</tbody>
</table>
### DLI 10 DLR 6.2: Recipient has met the annual target of improvement in words per minute (wpm) in national 3R average in early grade Kiswahili reading assessment (wpm) (Outcome, 18.00, 0%)

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>Annual DLIs to be completed by June 30, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.60</td>
<td>17.30</td>
<td>17.30</td>
<td>25.00</td>
</tr>
</tbody>
</table>

#### Comments
To be updated following FY2018/19 Annual Review.

### DLI 11 DLR 6.3: Recipient has met the Agreed Target of national average on level 2 addition and subtraction sub module of 3R assessment among grade 2 students (Outcome, 6.00, 0%)

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>Annual DLIs to be completed by June 30, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>26.80</td>
<td>19.70</td>
<td>19.70</td>
<td>30.00</td>
</tr>
</tbody>
</table>

#### Comments

### DLI 12 DLR 7.1: Recipient has met the Agreed Target of percentage of LGAs/Regions achieving year-on-year increase in aggregate primary and lower secondary education survival rates. (Outcome, 12.00, 0%)

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>Annual DLIs to be completed by June 30, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>77.17</td>
<td>77.17</td>
<td>41.00</td>
</tr>
</tbody>
</table>

#### Comments
To be updated following FY2018/19 Annual Review.

### DLI 13 DLR 7.2: Recipient has met the Agreed Target of percentage of regions achieving year-on-year increase in girls’ transition rate from primary standard 7 to Secondary form I (%) (Outcome, 6.00, 0%)

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>Annual DLIs to be completed by June 30, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>53.84</td>
<td>53.84</td>
<td>0.00</td>
</tr>
<tr>
<td>Date</td>
<td>Baseline</td>
<td>Actual (Previous)</td>
<td>Actual (Current)</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
<td>-------------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DLI 14 DLR 8.1** Recipient has met the Agreed Target of percentage of Schools displaying school report cards based on whole school inspection (%) (Process, 10.00, 0%)

<table>
<thead>
<tr>
<th>Date</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>Annual DLIs to be completed by June 30, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Value</th>
<th>Date</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The introduction of the new School Quality Assurance framework is being rolled-out, reaching 3,789 schools up to November 2018. To be updated following FY2018/19 Annual Review.</td>
</tr>
</tbody>
</table>

**DLI 15 DLR 8.2** Recipient has met the Agreed Target of increase in school quality score for selected Schools to be inspected twice in consecutive years (Intermediate Outcome, 5.00, 0%)

<table>
<thead>
<tr>
<th>Value</th>
<th>Date</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>Annual DLIs to be completed by June 30, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Comments                                                                                                                                 |
| To date, 523 schools have received visits under the new School Quality Assurance Framework in two consecutive years. Further, updates to be provided following FY2018/19 Annual Review. |

**DLI 16 DLR 9.1** Recipient has met the Agreed Target of number of new commissions granted to support policy, planning and innovation (number) (Process, 2.00, 0%)

<table>
<thead>
<tr>
<th>Value</th>
<th>Date</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>Annual DLIs to be completed by June 30, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>23-May-2017</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Comments                                                                                                                                 |
| The Government has requested a three-month extension of DLR 9.1. Two commissions have been finalized under DLR 9.1 however, full review will be conducted FY2018/19 following proposed restructuring. |