
THE UNITED REPUBLIC OF TANZANIA

**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**

# STRATEGIC PLAN

## 2026/27 -2030/31

*"'Ensuring an educated, skilled, innovative society through provision of quality education and promotion of science and technology to drive knowledge based economy"*

**2026**

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## ABBREVIATIONS AND ACRONYMS

| | |
|---|---|
| ADEM | Agency for the Development of Educational Management |
| ANFE | Adult and Non-Formal Education |
| API | Application Programming Interface |
| ATC | Arusha Technical College |
| BEST | Basic Education Statistics in Tanzania |
| BTP | Block Teaching Practice |
| CA | Chief Accountant |
| CE | Commissioner for Education |
| CIA | Chief Internal Auditor |
| CoMIS | Contact Management Information System |
| COSTECH | Commission for Science and Technology |
| CSO | Civil Society Organization |
| CBMS | Centralised Budgeting and Management System |
| DAHRM | Director of Administration and Human Resource Management |
| DEOs | District Education Officers |
| DIT | Dar es Salaam Institute of Technology |
| DPG | Development Partners Group |
| DPP | Director of Policy and Planning |
| DPs | Development Partners |
| DHE | Director of Higher Education |
| DTVET | Director of Technical and, Vocational Education and Training |
| DSQAOs | Director of School Quality Assurance Officers |
| EAC | East African Community |
| EASTRIP | East Africa Skills for Transformation and Regional Integration Project |
| EP4R | Education Program for Results |
| ESDC | Education Sector Development Committee |
| ESMIS | Education Sector Management Information System |
| ESPJ II | Education and Skills for Productive Jobs II |
| ETP | Education and Training Policy |
| FBO | Faith Based Organization |
| FDCs | Folk Development Colleges |
| GBV | Gender Based Violence |
| GCU | Government Communication Unit |
| GPE-TSP | Global Partnership for Education – Teacher Supporting Programme |
| HE | Higher Education |
| HEET | Higher Education for Economic Transformation |
| HESLB | Higher Education Students' Loan Board |
| HIV/AIDS | Human Immunodeficiency Virus / Acquired Immune Deficiency Syndrome |
| HLIs | Higher Learning Institutions |
| IAE | Institute of Adult Education |
| ICT | Information Communication Technology |
| ICTU | Information Communication Technology Unit |
| IMTC | Inter-Ministerial Technical Committee |

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|---|---|
| LAN | Local Area Network |
| LSU | Legal Service Unit |
| LTPP | Long term Perspective Plan |
| M&E | Monitoring and Evaluation |
| M&EU | Monitoring and Evaluation Unit |
| MDAs | Ministries, Departments and Agencies |
| MJNUAT | Mwalimu Julius Nyerere University of Agriculture and Technology |
| MoEVT | Ministry of Education and Vocational Training |
| MoF | Ministry of Finance |
| MOUs | Memorandum of Understandings |
| MPs | Members of Parliament |
| MTB | Ministerial Tender Board |
| MTEF | Medium-Term Expenditure Framework |
| MUCE | Mkwawa University College of Education |
| MUHAS | Muhimbili University of Health and Allied Sciences |
| MUST | Mbeya University of Science and Technology |
| NACSAP | National Ant-Corruption Strategy and Action Plan |
| NACTVET | National Council for Technical and Vocational Education and Training |
| NAF | National Assessment Framework |
| NAOT | National Audit Office of Tanzania |
| NCD. | Non-Communicable Diseases |
| NDMS | National Disaster Management Strategy |
| NECTA | National Examinations Council of Tanzania. |
| NeST | National e-Procurement System of Tanzania |
| NSA | Non-State Actors |
| NSDS | National Skills Development Strategy |
| PESTEL | Political, Economic, Social, Technological, Environmental and Legal |
| PMO | Prime Minister’s Office |
| PMU | Procurement Management Unit |
| PO-PSM | President's Office-Public Service Management |
| PPP | Public Private Partnership |
| PREMS | Primary Education Management Systems |
| PS | Permanent Secretary |
| PWD | Person with Disabilities |
| REOs | Regional Education Officers |
| RVTSC | Regional Vocational and Training Services Centre |
| SADC | South African Development Countries |
| SAS | School Accreditation System |
| SDGs | Sustainable Development Goals |
| SEQUIP | Secondary Education Quality Improvement Project |
| SIS | School Information System |
| SP | Strategic Plan |
| SQA | School Quality Assurance |
| STEM | Science, Technology, Engineering and Mathematics |
| STI | Science, Technology and Innovation |

| | |
|---|---|
| STISA | Science, Technology and Innovation Strategy for Africa |
| SWASH | School Water, Sanitation and Hygiene |
| SWOC | Strengths, Weaknesses, Opportunities and Challenges |
| TAEC | Tanzania Atomic Energy Commission |
| TCMS | Teachers College Management System |
| TCs | Teacher Colleges |
| TCU | Tanzania Commission for Universities |
| TEA | Tanzania Education Authority |
| TELMS II | Technical Education and Labour Market Survey II |
| TEMIS | Tertiary Education Management Information System |
| TEMS | Teacher Education Management System |
| TIE | Tanzania Institute of Education |
| TQF | Tanzania Qualification Framework |
| TSLB | Tanzania Library Service Board |
| TVET | Technical and Vocational Education and Training |
| UIMS | University Information Management System |
| UK | United Kingdom |
| UNICEF | United Nations International Children’s Fund |
| UTC | Upgrading Teacher Colleges |
| VET | Vocational Education and Training |
| VETA | Vocational Education andTraining Authority |
| VETCs | Vocational Education Training Colleges System |
| WEOs | Ward Education Officers |
| WSV | Whole School Visit |
| ZSQAOs | Zonal School Quality Assurance Officers |

## STATEMENT FROM THE MINISTER

The Government of the United Republic of Tanzania continues to recognise education, science, technology and innovation as fundamental pillars for achieving sustainable socio-economic development and realising the aspirations of strong, inclusive, competitive upper middle income and sustainable economy by 2050. In this regard, the Ministry of Education, Science and Technology has prepared this Strategic Plan (2026/27 – 2030/31) to be as the comprehensive roadmap to guide planning process and implementation of its mandate and functions in five years. The plan is grounded in national priorities by aligning with national development frameworks including Dira 2050, LTPP 2050, FYDP IV, Education and Training Policy of 2014, 2023 Edition and ESDP 2025/26 – 2029/30. It also considers regional and global commitments such as the Sustainable Development Goals (SDGs 2030), SADC Vision 2050 and the African Union Agenda 2063. The plan emphasises the central role of education in driving sustainable development, economic growth and social inclusion.

Over the past years, the education sector has made significant progress in expanding access and improving the quality of learning at all levels of education. Efforts have also been made to strengthen Technical and Vocational Education and Training (TVET), as well as to promote science, technology and innovation for sustainable development, economic growth and social inclusion. Access to TVET has improved through increased investment in infrastructure, including the construction of TVET centres of excellence in areas such as ICT, transport, leather, and hydro power supply. At the higher education level, rehabilitation and expansion of infrastructure have been undertaken in 22 higher learning Institutions. In addition, new university campuses have been established in 16 regions that previously did not have universities, thereby improving access to higher education across the country.

Despite these achievements, challenges remain, including disparities in access and quality, the need to accelerate digital transformation, strengthen research and innovation capacity, and better align skills development with labour market demands. Therefore, the journey toward a high-performing and inclusive education system continues. The plan prioritizes expanding access to primary and secondary education through compulsory ten-year education, strengthening technical and vocational education, advancing higher education, promoting science, emerging technologies, research and innovation, and aligning the curriculum with labour market needs.

This Strategic Plan aims to ensure that all learners, regardless of age, background, or circumstance, acquire the knowledge and skills needed to contribute meaningfully to national development, aligning educational outcomes with the evolving needs of the labour market.

The plan strongly emphasises building an education system that equips learners with skills and knowledge aligned to labour market needs. Priority is given to investments in digital learning systems, STEM education, emerging technologies i.e Data Science and

Artificail Inteligence, research; innovation to position Tanzania education system to meet future demands.

The successful implementation of this Plan will require the collective efforts of all stakeholders. I therefore call upon Government institutions, development partners, the private sector, civil society, and the public to support its implementation. The Government remains committed to ensuring that the objectives of this Strategic Plan are achieved, thereby contributing to the development of a skilled, innovative and competitive nation.

Prof. Adolf F. Mkenda (MP)

**MINISTER OF EDUCATION, SCIENCE AND TECHNOLOGY**

## STATEMENT FROM THE PERMANENT SECRETARY

Dira 2050 embodies a forward-thinking ambition to drive economic prosperity and ensure inclusive wealth creation for all Tanzanians. Central to this vision is a commitment to implementing transformative reforms in education and skills development. Recognising education as a cornerstone of national development, this Strategic Plan 2026/27–2030/31 serves as a comprehensive roadmap to address key challenges in the education sector while holding past achievements.

Over the past years, Tanzania education sector has achieved significant progress in access, quality and relevance. The number of students enrolled in the education system increased to over 11 million, meaning more than 15% of the population is in the education system. Key initiatives have focused on ensuring the availability of adequate learning materials, intergration of ICT in teaching and learning, strengthening teacher capacity and improving teaching and learning infrastructures. Additionally, significant efforts have been made to align curricula with labour market demands, particularly in technical and vocational education and training (TVET) as well as higher education.

Over the next five years, the primary goal is to enhance the quality and market relevance of education. To achieve this, the Ministry will focus on the following priorities: improving and harmonising inclusive teaching and learning environments at all levels of education; revising and developing curricula to align with labour market needs; building literacy and numeracy skills as the basis of all future learning and development; strengthening education quality assurance and accreditation systems; improving enrolment in STEM, special, and scarce fields; strengthen science, emerging technologies, research and innovation; integrating ICT in teaching and learning across all education levels; and scale up access to market relevant education in basic TVET and higher education.

Overall, the aim is to enhance quality, relevance, and inclusiveness in the education system through effective use of technology and strengthened human skill development. The plan covers all levels of education, including pre-primary, primary, secondary education, TVET, higher education and adult education. To fulfil the strategic objectives, the Ministry will prioritize expanding inclusive access and improving the quality of education across all levels.

Increasing pre-primary enrolment will be facilitated through expanding infrastructure, the recruitment of trained teachers and the provision of adequate teaching materials. Additionally, adult education programs will be expanded to help parents support their children’s education.

In primary education, the priority will be improving learning outcomes. Key interventions include expanding infrastructure to address overcrowding, enhancing ICT systems in teaching and learning, strengthening school feeding programs and

improving teacher training, with a particular emphasis on mastering 3Rs. Furthermore, special and inclusive schools will be reinforced to ensure that children with special educational needs and disabilities receive equitable learning opportunities.

For secondary education, efforts will be directed towards implementing compulsory ten years basic education, integration of information and communication technology (ICT) into teaching and learning, with a focus on equipping schools with electricity, clean and safe water, digital devices and internet connectivity, alongside comprehensive teaching training in digital skills, infrastructures, improving learning outcomes by strengthening teacher capacity and expanding access to vocational education by construction of vocational secondary schools, and promotion of STEM particularly to girls to increase pass rate in mathematics and science subjects. Moreover, creating and providing alternative pathways for out-of-school youth to reintegrate into formal or non-formal education will be a key priority over the next five years.

In TVET and higher education, the focus will be on improving infrastructures, aligning curricula with labour market demands and strengthening research capacity. For TVET, this will involve completion of 65 Vocational Training Centers in 64 districts and one for Songwe region and establish construction in districts with unavailable VET. In higher education, efforts will center on introducing market driven undergraduate and postgraduate programs, Infrastructure development and the provision of essential resources for quality teaching will remain key priorities. Additionally, the integration of information and communication technology (ICT) into teaching and learning will be a priority, with a focus on equipping Higher Learning Institutions with digital devices and internet connectivity, alongside comprehensive teaching training in digital skills.

During the implementation of the previous Strategic Plan 2021/22 – 2025/26, notable achievements were realized, including the expansion of education infrastructures, increased access to higher education financing, promotion of inclusive and gender-responsive education, strengthening of vocational and technical training, and the integration of ICT in teaching, learning, research, and innovation. Additionally, significant efforts have been made to align curricula with labour market demands, particularly in technical and vocational education and training (TVET) as well as higher education. Collaboration with national, regional and international partners was also enhanced. These achievements have laid a strong foundation for the next phase of sector transformation in attaining Dira 2050.

Hence, this Strategic Plan focuses on improving access to quality education at all levels, advancing digital transformation, strengthening research and innovation, building institutional capacity and enhancing partnerships for sustainable

development. It is guided by the vision of building *"a competitive nation driven by a well-educated, skilled and innovative society."*

To achieve strategic objectives and targets set by June 2031, about Tanzania Shillings 11,999 billion is projected to be spent, an average of Tanzania Shillings 2,399 billion annually, mobilised from government, development partners and other stakeholders, its implementation will be leveraged by ICT systems including MUSE, NeST, and CBMS.

The Ministry will continue to work closely with all stakeholders to ensure effective implementation of the Plan. Emphasis will be placed on governance, quality assurance mechanisms, data systems, results-based management, accountability and continuous monitoring and evaluation to ensure that planned interventions deliver the intended outcomes.

I call upon all stakeholders, including Government institutions, development partners, the private sector, and the public, to support the implementation of this Strategic Plan. Together, we can transform the education, science and technology landscape of our country and contribute meaningfully to Tanzania's socio-economic development.

Prof. Carolyne I. Nombo
**PERMANENT SECRETARY**
**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**

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# CHAPTER ONE
# INTRODUCTION

## 1.1 Background Information

The Ministry of Education, Science and Technology was established through Government Notice No. 144 issued on 22nd April 2016 following the restructuring of MoEVT which aimed to respond to industrialisation, technological change and the need for a knowledge-based economy. The transformation strengthened the focus on science, technology and innovation in line with national frameworks which includes Dira 2050, LTPP 2050, and the Education Sector Development Plan 2025/26 – 2029/30. This Strategic Plan aims to promote inclusive and equitable access to quality education, advance research and innovation, and develop a skilled and innovative society to support Tanzania's socio-economic transformation.

## 1.2 Mandate and Functions of the MoEST

### 1.2.1 Mandate

MoEST in accordance with Government Notice No. 686 of 19th December 2025, is mandated to oversee and coordinate education, science, and technology in Tanzania. This includes developing, implementing, monitoring, and evaluating policies and programmes that promote quality education, scientific research, innovation and technological development for socio-economic transformation.

### 1.2.2 Functions

According to the Government Notice No. 686 published on 19th December 2025, the Ministry is vested with the following functions:

1. Policies on Education, Research, Library Services, Science, Technology, Innovation, Skills, Training development, and their implementation;
2. Basic Education Development;
3. Teachers Training Accreditation and Professional Standards Development;
4. Technical, Vocational and Education Training;
5. Higher Education Development;
6. Talents Development;
7. Management of Folk Development Training;
8. Management of National Qualification Framework;
9. Skills Mapping and Development;
10. Schools Accreditation and Quality Assurance;
11. Education Press Services;
12. Promotion of Application of Science, Engineering, Technology, and Mathematics;
13. Development of Local Expertise in Science, Technology, and Innovation;
14. National Commission for UNESCO Affairs;
15. Research and Development in Science and Technology;

16. Performance Improvement and Development of Human Resources under this Ministry; and
17. Extra-ministerial departments, parastatal organizations, agencies, programs, and projects under this Ministry.

### 1.3 Organization Structure of the MoEST

The Ministry's organizational structure was approved by an official letter Ref. No. CB A.248/483/01D/14 dated 15 April 2025. Following the review process, the Monitoring and Evaluation Unit was established within the Policy and Planning Department. MoEST consists of One Commissioner of Education Office, Six (6) divisions and seven (7) units, as follows: (i) Divisions: Administration and Human Resources Management, Policy and Planning, Basic Education, School Quality Assurance, Technical and Vocational Education Development, Higher Education, and Science, Technology and Innovation (ii) Units: Monitoring and Evaluation; Procurement and Supplies, Legal Services, Finance and Accounts, Internal Audit , Information, Communication and Technology and Government Communication. *The detailed organization structure is attached as annex 1.*

### 1.4 Rationale of the Plan

This Strategic Plan for 2026/27–2030/31 supports Tanzania Development Vision 2050 by enhancing human capital development to promote a knowledge-based, inclusive and middle-income economy through education, innovation, and human capital development. It aligns with the SDGs 2030 and Agenda 2063, reinforcing the Ministry's commitment to strengthening a knowledge-driven economy and sustainable national development. This Strategic Plan responds to the need for a highly skilled workforce, transformative research and a digitally advanced education system.

It will act as a guiding strategic framework for the creation of annual plans aligned with national vision. The Strategic Plan will provide the framework for annual operational plans, targets and budgets over the five years of implementation. It also provides the direction for integrating cross-cutting issues that emanate from within and outside the education sector.

### 1.5 Methodology

The Ministry's Strategic Plan was developed through a participatory and consultative approach involving technical staff, heads of divisions and senior leaders, supported by capacity-building sessions and guided by collabourative planning principles. The process included a review of key national, regional, and global frameworks such as Vision 2050, FYDP IV, SDGs, and AU Agenda 2063, as well as sector policies. It was complemented by a rapid appraisal using SWOC, PESTEL, and stakeholder analysis to assess internal and external environments, which informed the identification of priorities and formulation of the Ministry's strategic direction for the next five years.

### 1.6 Layout of the Plan

The Strategic Plan is organised into five chapters: Chapter One covers the Ministry's background information and methodology; Chapter Two presents the situation analysis; Chapter Three outlines the 2026/27–2030/31 plan, including vision, mission, objectives, and strategies; Chapter Four details required resources; and Chapter Five presents the results framework guiding implementation.

# CHAPTER TWO
# SITUATION ANALYSIS

## 2.1 Introduction

This chapter presents analysis of the internal and external environment under which the Ministry operates. It includes performance review of 2021/22-2025/26 Strategic Plan; analysis of previous vision and mission; stakeholders' analysis; SWOC analysis; PESTEL analysis; benchmarking; recent initiatives; and review of relevant information. Subsequently, critical issues that need to be addressed are identified as areas for improvement.

## 2.2 Analysis of the Previous Vision and Mission

### 2.2.1 The Previous Vision Statement

"A well-educated and innovative society for sustainable development". This vision was aligned with Tanzania Development Vision 2025, which was aspiring "A well-educated and learning society. However, Dira 2050 emphasises a well-educated, skilled and learning society through innovation, Science and Technology. Also, the issue of a skilled and positive attitude, which is emphasised in the Education and Training Policy of 2014, 2023 Edition. This forms a base for improving the vision of Strategic Plan 2026/27 – 2030/31.

### 2.2.2 The Previous Mission Statement

"To ensure an educated and innovative society through the promotion of quality Education, Science, and Technology". Based on improvements made to the vision statement of Strategic Plan 2026/27 – 2030/31, the mission statement is also revised to incorporate the promotion of a skilled society with a positive attitude, fostering competitive and sustainable development.

## 2.3 Performance Review

Over the past five years, significant investment has been made in expanding access to education and improving its quality. Enrolment of students at all levels of education has improved particularly in basic education.

In pre-primary education, the Net Enrolment Rate (3-5years) increased from 35.9 percent in 2020 to 51.2 percent in 2024, while the Gross Enrolment Rate rose from 76.9 percent to 84.5 percent. Enrolment at pre-primary level has been almost constant over the years with a large increase in 2016 which remained steady due to the introduction of fee free education in schools. The number of boys and girls enrolled at this level of education is almost equal. Gender disparity in enrolment rate at pre-primary level is negligible.

In primary education, access of primary education improved, schools increased from 18,152 in 2020 to 20,533 in 2025, pupil-teacher and pupil-classroom ratios improved, and sanitation access for girls increased. Significant increase in gross enrolment at primary school level to 96.8 and net enrolment rate (6-13 years) to 82.1 among other

factors, noticed due to the introduction of free education policy which has removed the burden of school contributions from parents.

In lower secondary education, the Form Four pass rate increased from 85.84 percent in 2020 to 92.37 percent in 2025, while enrolment rates also improved. In upper secondary education, net enrolment increased from 6.9 percent to 9.1 percent, with higher participation of girls. Improvement of access in secondary school has been accelerated by increase of secondary school from 5,143 in 2025 to 6,269 in 2025.

There has been good progress towards gender parity in primary and ordinary secondary school enrolment in Tanzania. Gender parity in enrolment at ordinary level secondary education is very small, with the number of girls and boys enrolled in ordinary secondary schools being almost equal.

In upper secondary, there is there is poor transition rate for girls from Ordinary level secondary education (Form I – IV) to Advanced level secondary school (Form V-VI).

**Figure 1: Shows Net and Gross Enrolment Trend at Pre Primary level**

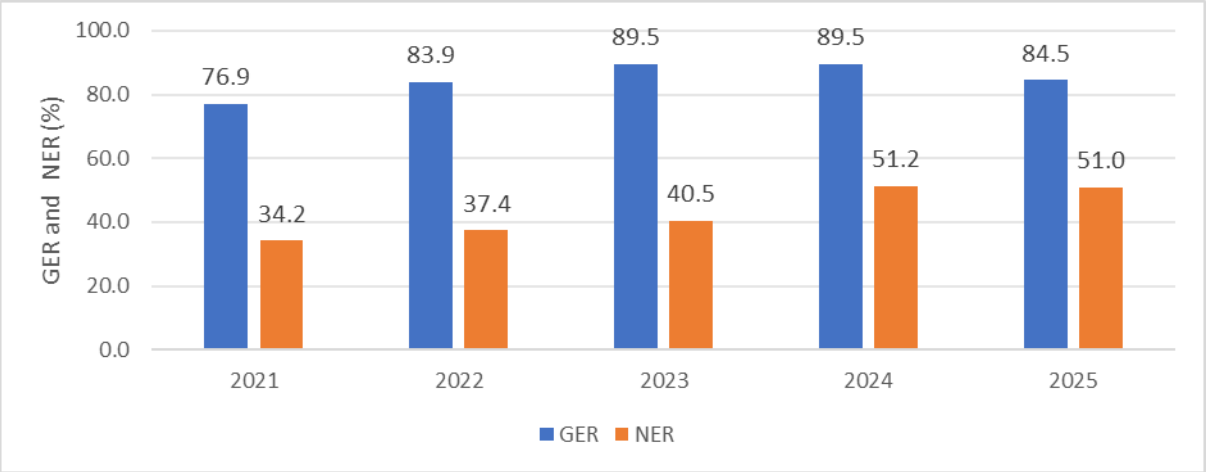
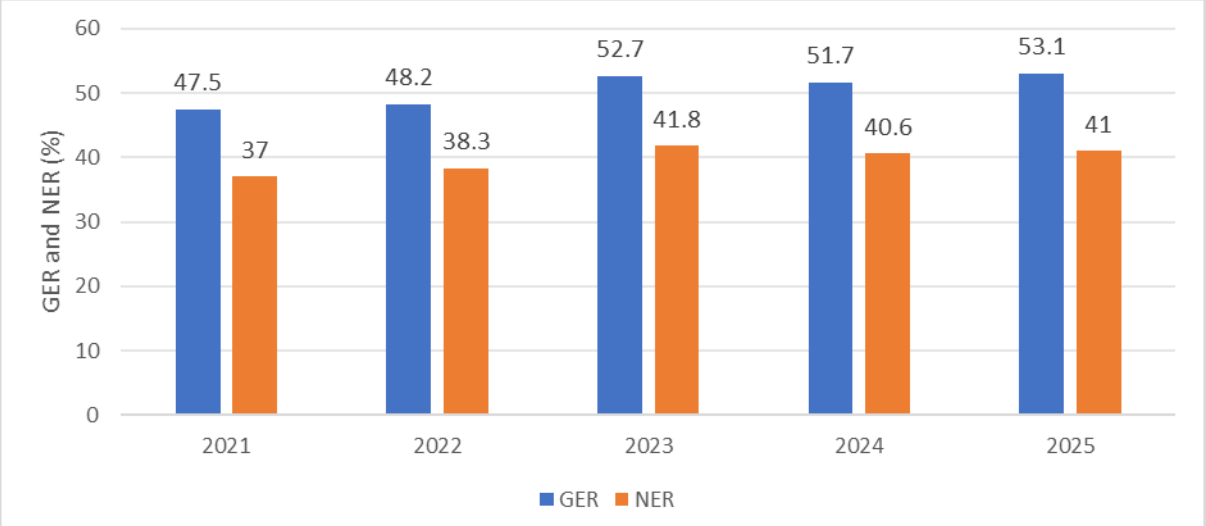
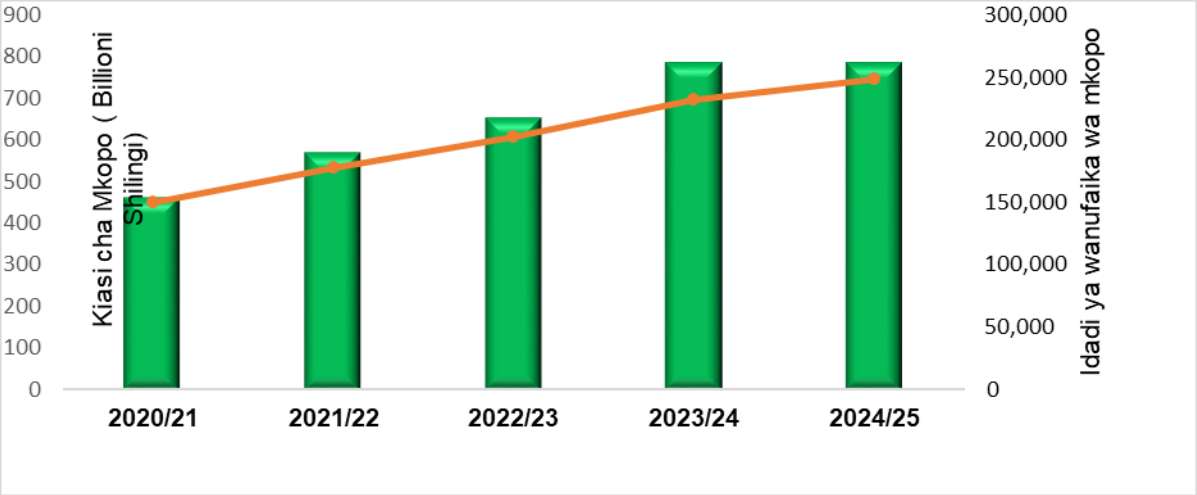



**Figure 2: Gross and Net Enrolment at Secondary level (I-IV)**



In Technical and Vocational Education and Training (TVET), gross enrolment increased from 5.8 percent in 2020 to 10.4 percent in 2025, while the number of graduates exceeded national targets. Higher education enrolment also increased from 206,305 students in 2020/21 to 361,257 in 2024/25, alongside a rise in beneficiaries of higher education loans and university graduates.

**Figure 3: Shows Number of students provided with Higher Education Loans**




In addressing cross-cutting issues, the Ministry continued to promote a healthy workforce through interventions aimed at reducing HIV/AIDS infections and strengthening support services for staff living with HIV/AIDS and non-communicable diseases (NCDs). These efforts contributed to maintaining a low workplace HIV/AIDS prevalence rate of 0.2%. However, sustained and strengthened interventions are still needed to enhance awareness, prevention, support services and staff participation in health programmes.

The Ministry also strengthened cooperation and collaboration with national and international stakeholders in education, science and technology. These efforts enhanced stakeholder engagement and strengthened linkages between industry and education institutions, thereby promoting skills development, research and innovation.

Despite notably achievements, challenges persist, particularly in the areas of quality and access. Notably, the net enrolment rate (NER) in pre-primary education remains low at (51.2%) (2024/25), (48%) of schools currently access electricity, means fewer school utilise ICT for teaching and learning, Percentage of children with disabilities attending primary school (78.2%), student to book ratio (1:3), fewer number of student in STEM particularly girls, low transition rate from primary to secondary education, Gross Enrolment Rate in Technical Education Institutions (5.8%), low Percentage of female students Enrolled in Vocational Training Centre (56.8%), Percentage of Students with Disabilities Enrolled in Vocational Training Centres (0.2%), Percentage of Students Enrolled in Science and Engineering Programmes

(17.2%), Percentage of Science and Mathematics Graduates among Total University Graduates (19.6%).

In higher education, institutions continue to face constraints in infrastructure, research funding, and strong linkages between academia and industry. These gaps, combined with a mismatch between graduate skills and labour market needs, have contributed to persistently high graduate unemployment.

Addressing the supply-demand mismatch in the labour market will require greater efforts to align higher education with evolving workforce demands and improve job-matching. Similarly, significant gaps in adult education highlight the need to align programs with global best practice ensuring that learning remains relevant, inclusive, and supportive of lifelong learning opportunities.

Overall, the interventions continue have improved enrolment, transition, and performance across all education levels, enhanced girls' participation in STEM and technical education, increased access for learners with disabilities and strengthened private sector participation in education investment. The achievement for each objective is described in subsections below.

### 2.3.1 Objective A: Non-Communicable Diseases, HIV and AIDS Infections Reduced and Supportive Service Improved

The prevalence of HIV among staff was 0.2 percent. Interventions to reduce HIV/AIDS infections were implemented, including strengthening support services for staff living with HIV/AIDS and non-communicable diseases (NCDs). These efforts contributed to a low workplace HIV/AIDS prevalence rate of 0.2%.

However, gaps remain, particularly in staff disclosure of health status, which limits effective support and targeted interventions. This highlights the need for increased awareness sessions and continuous sensitisation to encourage voluntary disclosure, reduce stigma, and improve access to care and support services for affected staff.

### 2.3.2 Objective B: Implementation of the National Anti-Corruption Strategy and Action Plan enhanced and sustained

This objective focuses on reducing workplace corruption, strengthening staff awareness of anti-corruption practices, and promoting good governance. During the 2021/22–2025/26 period, key interventions included enforcement of anti-corruption measures, implementation of the National Anti-Corruption Strategy and Action Plan, and awareness campaigns. These efforts contributed to improved integrity and a reduction in corruption incidences at the workplace.

However, despite these achievements, the objective still requires further strengthening to sustain gains, enhance compliance, and deepen awareness and accountability mechanisms across all levels of the organization.

### 2.3.3 Objective C: Access to Quality Education and Training at all Levels Strengthened

Significant investment has been made in expanding access to education and improving quality across all levels. Enrolment has increased particularly in basic education, with the pre-primary Net Enrolment Rate rising from 35.9% in 2020 to 51.2% in 2024, while the Gross Enrolment Rate increased from 76.9% to 84.5%. In primary education, pupil-teacher and pupil-classroom ratios improved, alongside better sanitation access for girls. In lower secondary education, the Form Four pass rate increased from 85.84% in 2020 to 92.37% in 2025, while upper secondary net enrolment increased from 6.9% to 9.1%, with greater participation of girls.

In Technical and Vocational Education and Training (TVET), gross enrolment increased from 5.8% in 2020 to 10.4% in 2025, while higher education enrolment rose from 295,919 students in 2020 to 361,257 in 2025. Enrolment in higher education accelerated with construction of new infrastructures and digital transformation in teaching and learning.

To improve access in TVET, deliberate efforts have been made to expand the network of TVET institutions, including construction of 103 vocational Secondary Schools and 65 Vocational Training Centres (VTCs). By 2025, 194 vocational schools had been established. However, despite this expansion, enrolment levels remain low. This is largely attributed to persistent negative perceptions of TVET pathways, coupled with infrastructural and equipment gaps that continue to limit the quality and appeal of basic TVET provision.

Despite these achievements, significant gaps remain. The implementation of compulsory education is expected to create substantial demand for additional secondary school classrooms, particularly by 2028, which may affect access and equity if not adequately addressed. Early childhood education uptake also remains low, as over 40% of parents still view early learning as optional, contributing to only 51% of children aged 3–5 years accessing formal pre-primary education.

Access to education for children with disabilities also remains limited, with only 65% of children with disabilities aged 6–17 years attending school compared to 82% of their peers. This is largely due to inadequate disability-friendly infrastructure and limited early identification, assessment, and referral services, especially in rural areas. Furthermore, school dropout rates remain high at 11% in both primary and secondary education, negatively affecting completion and transition rates.

### 2.3.4 Objective D: National, Regional, and International Cooperation and Collaboration for Education, Science and Technology Enhanced

This objective focused on strengthening cooperation and collaboration to enhance national capacity and innovation in education, science, and technology. Key interventions included strengthening partnerships with national and international stakeholders, which contributed to improved stakeholder engagement, stronger industry linkages with education institutions, and enhanced skills development,

research, and innovation. These collaborations have supported efforts to align education and training with labour market and technological development needs.

Despite progress in strengthening cooperation and collaboration, several gaps remain. Linkages between education institutions and industry are still limited, resulting in inadequate alignment between graduates' skills and labour market demands. Collaboration in research and innovation also remains insufficient, with limited funding, technology transfer, and commercialisation of research outputs.

In addition, partnerships with private sector and international stakeholders are not yet fully coordinated or scaled across all institutions, limiting opportunities for knowledge exchange, internships, and practical training. Capacity constraints in research infrastructure and innovation systems further hinder the effective contribution of education, science, and technology to national development.

### 2.3.5 Objective E: Mechanisms for Promoting Science, Technology, and Innovation for Socio-Economic Development Enhanced

The Ministry continued strengthening mechanisms for promoting science, technology, and innovation (STI) through policy reforms, infrastructure development, and capacity building. Key achievements included the review of four major policies: the National Science and Technology Policy (1996), National Biotechnology Policy (2010), National Nuclear Technology Policy (2013), and Research and Development Policy (2010), to assess their relevance to current and future STI demands.

Progress was also made in improving STI infrastructure through the construction of five science and technology institutions and facilities. Achievements included construction of the TAEC Zanzibar Office, TAEC laboratories in Arusha, TAEC Lake Zone Office, and the TAEC Headquarters Administration Block in Dodoma. Building capacity for staff in science, technology, and innovation was also strengthened.

Despite these achievements, major gaps remain. Financing for research and innovation development is still inadequate, with budget allocation remaining below 1% of GDP. This limits commercialisation of research outputs, incubation of innovators, and expansion of innovation ecosystems. In addition, inadequate access to advanced technologies continues to constrain research and innovation capacity.

### 2.3.6 Objective F: Mobilisation of Resources, Coordination and Investments in Education, Science, Technology and Innovation Improved

This objective focused on mobilising financial resources to improve education infrastructure and service delivery. Interventions implemented under this objective contributed to improved resource mobilisation and increased investment in education, science, and technology.

Despite these achievements, challenges remain in strengthening private sector engagement through Public-Private Partnership (PPP) arrangements to further advance investment in education, science, and technology. Limited participation of

private actors continues to constrain the expansion of infrastructure, innovation, and service delivery across the sector.

There has been good progress in the development and implementation of data systems to support education sector governance. However, delays in consolidating and operationalizing the integrated Education Sector Management Information System (ESMIS) as the central platform for data management and reporting; the School Accreditation System (SAS) for institutional regulation; the Teacher's College Management System (TCMS) for teacher training administration; the School Quality Assurance System (SQAS) for monitoring education quality; the Tertiary Education Management Information System (TEMIS Portal) for higher education data; and the Folk Development College (FDC) Dashboard for institutional management of FDCs. are managed by different institutions. This fragmentation creates challenges in data aggregation, interoperability, and the alignment of intervention models across sub-sectors.

### 2.3.7 Objective G: Institutional capacity for Delivery of Quality Services Improved

This objective is aimed at strengthening institutional capacity through skilled and motivated personnel to improve service delivery. Key results included improved service efficiency, increased stakeholder satisfaction, enhanced institutional reputation, and acceleration of using ICT systems. This was attained through good governance, effective monitoring and evaluation systems.

### 2.3.8 Objective H: Mainstreaming of Cross-Cutting Issues in Education Systems Strengthened

Inclusive education and cross-cutting interventions improved awareness, capacity, and support across the sector. Key results include training 60 staff, supporting 732 students with assistive devices, and providing services to 659 students with special needs. GBV awareness reached 38,386 students and 5,941 staff, while 2,013 education implementers were trained. Monitoring covered 200 out of 641 institutions, strengthening implementation of inclusive and safeguarding measures.

Overall, gaps is still available which relate to limited coverage, inadequate scaling of inclusive services, and insufficient institutional capacity across the education system.

### 2.3.9 Objective X: Management of Environment and Ecosystem Enhanced and Sustained

The Ministry continues to strengthen environmental management practices by embedding environmental issues in the curriculum and conducting awareness sessions, workshops, and follow-ups. These interventions have contributed to increased tree planting in institutions, adoption of alternative energy sources in colleges, and improvements in sanitation and sewage systems.

However, challenges remain in school dependence on unsafe cooking energy sources. A major concern is that 94.9% of schools and colleges still rely on firewood

for cooking, posing significant health and environmental risks. This highlights the urgent need for investment in clean cooking technologies and sustainable energy solutions in educational institutions.

### 2.3.10 Objective Y: Multi-Sectoral Nutrition Services Improved

Access to school feeding has continued to improve, supported by national guidelines for implementing the school feeding programme. By 2025, about 64% of the 15.3 million primary and secondary students receive meals. Specifically, 16,692 out of 20,889 primary schools (63.26%) and 4,978 out of 5,092 secondary schools (66.7%) provide school meals.

Despite this progress, further investment is needed to enhance the quality of meals and ensure equitable access. Challenges remain in many parents' struggle to contribute to school feeding, particularly in the context where a significant share of the population lives in poverty.

Inadequate infrastructure such as kitchens, clean sources of energy, and access to clean water also limits the reach and impact of school feeding programs. One of the most pressing concerns is the use of firewood for cooking in 94.9% of schools and colleges. This not only poses health and environmental risks but also highlights the urgent need for investment in clean cooking technologies and sustainable energy solutions within schools.

## 2.4 Strength, Weaknesses, Opportunities and Challenges (SWOC) Analysis

To enhance a competitive nation driven by a well-educated, skilled, and innovative society, the Ministry assessed internal capacities and external factors. The analysis informs key strategic issues and priority interventions for the Plan period.

### 2.4.1 Strengths

The Ministry will leverage the following strengths to improve education quality, skills development, and innovation:

i. Strong leadership with creativity, innovation, and commitment to transparency;
ii. Established policies, laws, guidelines, and regulatory frameworks;
iii. Functional education sector dialogue structures (TWG, ESDC);
iv. Availability of skilled and competent human resources in the Ministry and government funding;
v. Existence of Operational systems (SAS, CBMS, NeST, MUSE, TCMS, SQAIS) supporting service Delivery;
vi. Presence of internal document management systems, standard operating manuals and client service charters;
vii. Functional complaints handling mechanisms and client service charter;
viii. Institutional collaboration and teamwork within the Ministry and its institutions; and
ix. Existence of 28 Institutions under the Ministry.

### 2.4.2 Weaknesses

The following weaknesses constrain effective delivery of quality, inclusive, and relevant education:

i. Limited integration of ICT in teaching, learning, and management systems;
ii. Inadequate Monitoring and Evaluation systems and limited use of data;
iii. Absence of integrated education data systems and key databases;
iv. Inadequate infrastructure, skills and resources for inclusive and special needs education;
v. Inadequate research capacity and low utilisation of research outputs;
vi. Limited systems for innovation, technology transfer and commercialisation;
vii. Delayed review of policies, plans, and guidelines;
viii. Inadequate adherence to accreditation standards and limited SQA
ix. Ineffective risk management systems.

### 2.4.3 Opportunities

The Ministry will harness the following opportunities to strengthen education systems and innovation:

i. Rapid global advancement in ICT and innovation (AI, IoT, Cloud computing, Big Data, 5G);
ii. Government support in education reforms;
iii. Supportive national, regional, and international policies and frameworks;
iv. Availability of Public-Private Partnerships (PPP) and sector dialogue platforms;
v. Growing public demand for quality education and skills development; and
vi. Platforms for promoting science, technology, and innovation (festivals, exhibitions).

### 2.4.4 Challenges

i. Inadequate number and uneven distribution of qualified human resources; Budget constraints and delays in fund disbursement;
ii. Inadequate implementation of education reforms and quality assurance recommendations;
iii. Misalignment of education policies and structures with other sectors;
iv. Shortage of teachers, especially in STEM and special needs education;
v. Low stakeholder compliance with policies, guidelines, and standards;
vi. Limited parental and community engagement in education; and
vii. Low utilisation of Monitoring and Evaluation findings in decision-making.

## 2.5 Stakeholders Analysis

The Ministry engages diverse stakeholders in implementing its mandate. A stakeholder analysis identified key actors and their interests, which informed the development of objectives, targets, and strategies. The results are presented in Table 1 below.

## Table 1: Stakeholder Analysis

| S/N | Name of stakeholders | Service Offered to Stakeholders | Expectation of Stakeholders | Impact if Stakeholders' Expectation is not Met |
|---|---|---|---|---|
| 1 | Pupils, Students and Learners (including Adult and Non-Formal Education) | (i) Learning infrastructure;<br>(ii) Admission / Enrolment services;<br>(iii) Teaching and learning materials and facilities;<br>(iv) Dissemination of education frameworks and guidelines;<br>(v) Relevant curricula aligned with labour market demands;<br>(vi) Technology and innovation development support;<br>(vii) Research and innovation grants<br>(viii) Loans grant and Scholarships; and<br>(ix) Student welfare services. | (i) Conducive learning environment;<br>(ii) Rationalised education and training costs;<br>(iii) Curriculum aligned to labour market demand;<br>(iv) Inclusive and gender-responsive education;<br>(v) Availability and timely provision of student loans, grants and scholarships; and<br>(vi) Good governance and accountability in learning institutions. | (i) School dropout increases.<br>(ii) Limited access and inequality in education.<br>(iii) Mismatch of curricula with labour market demands.<br>(iv) Limited skill development.<br>(v) Limited employability. |
| 2 | Teachers, Lecturers, Instructors and Non-Academic | (i) Capacity building and professional development;<br>(ii) Clear guidelines for teaching, research, and consultancy;<br>(iii) Conducive working environment; and<br>(iv) Platforms for internationalisation and diaspora engagement. | (i) Qualified professional teachers/ lectures;<br>(ii) Job satisfaction;<br>(iii) Academic freedom;<br>(iv) Timely payment of salaries and benefits; and<br>(v) Predictable funding for research and institutional operations. | (i) Low morale and stress.<br>(ii) Limited professional growth.<br>(iii) Low research output.<br>(iv) Limited opportunities for innovation and global knowledge transfer. |
| 3 | Research and Development (R&D) Institutes | (i) Research guidance and technical support;<br>(ii) Research facility and equipment;<br>(iii) Research and innovation fund;<br>(iv) Support commercialisation of grassroots innovations;<br>(v) Provision of a conducive environment for doing research and innovations; and<br>(vi) Creation of awareness on the available STI opportunities. | (i) Favourable research environment;<br>(ii) Reliable funding from Government; and<br>(iii) Excellent employment benefits and timely payments. | (i) Limited research and innovation.<br>(ii) Limited research capacity.<br>(iii) Recommendations for national innovation. |
| 4 | Development Partners, Community and Parents/ Guardians | (i) Financing of education provision;<br>(ii) Sectoral policies and strategies;<br>(iii) Advocacy for private sector interests;<br>(iv) Access to dialogue forums and exhibitions;<br>(v) Creation of an investment-friendly environment in education and STI;<br>(vi) Dissemination of policies and annual performance reports;<br>(vii) Sensitisation on reforms;<br>(viii) Information on student placement and enrolment opportunities; and<br>(ix) Complaint-handling services. | (i) Transparency in resource utilisation; market-driven training models;<br>(ii) Skilled graduates aligned with industry needs;<br>(iii) Clear mechanisms for collaboration and institutional partnerships;<br>(iv) Accountability in the Ministerial mandate;<br>(v) Equitable access to services;<br>(vi) Accurate and timely information;<br>(vii) Transparent placement procedures; and<br>(viii) Cost-effectiveness in sector operations. | (i) Limited access in education.<br>(ii) Inefficient use of external resources.<br>(iii) Skills mismatch.<br>(iv) Inefficiency national productivity.<br>(v) Limited public awareness.<br>(vi) Mismanagement of public resources.<br>(vii) Misalignment in decision-making.<br>(viii) Loss of government trust from the public. |
| 5 | Education regulators and /Quality Assurance | Provision of<br>(i) Standards and legal frameworks;<br>(ii) Quality assurance and accreditation;<br>(iii) Sector performance reporting;<br>(iv) Technical personnel; and<br>(v) Capacity building in STI. | (i) Clear and implementable policies;<br>(ii) Institutional independence and autonomy;<br>(iii) Accountability and transparency in resource | (i) Inconsistency in policy implementation.<br>(ii) Inefficiency and legal disputes.<br>(iii) Unreliable evaluation of |

| S/N | Name of stakeholders | Service Offered to Stakeholders | Expectation of Stakeholders | Impact if Stakeholders' Expectation is not Met |
|---|---|---|---|---|
| | | | use;<br>(iv) Adherence to financial regulations; and<br>(v) Effective inter-ministerial cooperation. | performance.<br>(iv) Unsatisfactory education standards.<br>(v) Loss of trust from the public/ Private partners. |
| 6 | Private Sector, Industry and Diaspora Experts | (i) Policies, strategies, and curricula;<br>(ii) Policy dialogue, skilled workforce and collaboration opportunities;<br>(iii) Forums for exhibitions in education, science and technology;<br>(iv) Conducive environment for investing in education, science and technology; and<br>(v) Collaboration platforms and opportunities for education, science, technology, research, innovation engagement. | (i) Skilled graduates aligned with market needs;<br>(ii) Quality and reliable information;<br>(iii) Transparency, accountability in the delivery of services;<br>(iv) Clear legal frameworks for education; and<br>(v) Clear engagement framework, incentives and recognition. | (i) Limited support on education agendas.<br>(ii) Missed opportunities for knowledge transfer and innovation. |
| 7 | Politicians and Media | (i) Dissemination and sensitisation of education frameworks, guidelines policies, circular, programs etc;<br>(ii) Dissemination of different education reports; and<br>(iii) Education sector performance reports. | (i) Comprehensive information concerning profiles of education;<br>(ii) Relevant Information on Education, Science and Technology; and<br>(iii) Timely and detailed annual and periodic performance reports. | (i) Limited awareness of community on education issues. |

## 2.6 PESTEL Analysis

The MoEST conducted a comprehensive analysis of the Political, Economic, Social, Technological, Environmental, Legal (PESTEL) external factors as part of its assessment of macro-level external forces influencing the execution of MOEST mandated functions. This PESTEL analysis focused on identifying key issues within each domain, which have a direct or indirect impact on MoEST operations. Based on the findings, appropriate strategic responses and way forward actions were formulated and subsequently integrated into this Strategic Plan to ensure alignment with the broader operating environment in education sector.

### 2.6.1 Political Aspect

Tanzania's stable political environment supports good governance and consistent education policies. This enables the Ministry to promote civic values, improve accountability, and enhance resource allocation. As a result, political stability provides a strong foundation for delivering quality, inclusive and equitable education. Also, there is strong political will which support education reforms.

### 2.6.2 Economic Aspect

Tanzania's economy grew to 5.6%, supported by key sectors and stable policies. This growth enables investment in education, including infrastructure, ICT, and

student support. Aligned with Dira 2050, the focus is on human development and innovation for a knowledge-based economy.This growth of economy, ensure availability of financial resource in education sector which will acceralate implementation of Education and Training Policy 2014, Edition 2023.

### 2.6.3 Social Aspect

Social, cultural, and economic factors influence access, equity and learning outcomes in Tanzania's education system. Population growth has increased demand for expanded infrastructure and inclusive education. Rapid population growth has further increased pressure on the education system by creating greater demand for schools, classrooms, teachers, and learning materials. As the school-age population continues to expand, it create challenges in providing adequate infrastructure and maintaining the quality of education. Addressing these challenges requires sustained investment in educational infrastructure, teacher training, equitable resource allocation, and policies that promote inclusion and quality learning for all students.

### 2.6.4 Technological Aspect

Technology improves access, quality and efficiency in education through digital tools. In Tanzania, ICT frameworks support this, but gaps in infrastructure and connectivity, especially in rural areas, still need to be addressed. The availability of emerging technologies incluiding DS/AI create opportunities in advancing teaching and learnig process. Hence, more investment in technologies is essential in providing quality education.

### 2.6.5 Environmental Aspect

Tanzania's natural resources are vital for livelihoods and economic growth, guided by policies and frameworks that promote sustainable environmental management. Environmental factors also affect the education sector, as challenges like droughts, floods and diseases can disrupt learning. Therefore, the Ministry should integrates environmental considerations into education systems in order to promote environmental education to support sustainability and national development.

### 2.6.6 Legal Aspect

The Constitution of the United Republic of Tanzania (1977) provides the legal foundation for governance, rule of law, and protection of rights. Within this framework, the Ministry implements education policies and ensures compliance, accountability and equity. Guided by the Education and Training Policy of 2014, 2023 Edition and the Education Act,CAP. 353, the Ministry promotes quality education, regulates institutions, and supports research and innovation.

## 2.7 Analysis of Recent Initiatives

The analysis of recent initiatives focuses on assessing the recent interventions which are undertaken by the Ministry which aim to improve the performance of the education sector. The analysis is to ensure sustainability of these initiatives. Table 2

presents these initiatives, along with their achievements, constraints and proposed way forward.

**Table 2: Recent Initiatives**

| No. | Initiative | Achievement | Constraints | Way forward |
|---|---|---|---|---|
| 1. | STEM education promotion | - Coordinate National Commemoration for the International Day of Women and Girls in Science.<br>- 184 STI Desks established in Councils.<br>- 1,400 undergraduates were facilitated with grants through SAMIA Scholarship to study STEM.<br>- 7,534 Diploma students were facilitated with loans to study science programmes.<br>- 5 Masters students were facilitated with grants through SAMIA Scholarship Extended.<br>- Construction of three (3) science laboratories and one (1) ICT laboratory in thirteen (13) schools, eight (8) schools situated in Dodoma Region and five (5) in Simiyu Region, have been completed. | - Shortage of science laboratories and ICT labs.<br>- Low number of girls in undertake STEM programs. | Strengthening STEM promotion Interventions. |
| 2. | Promotion of emerging technologies through SAMIA Scholarships Extended | Students' enrolment in universities overseas to study in emerging technologies including AI, Data Science, Cybersecurity, Computer Science, Computer Engineering and Software Engineering. | Low number of students with STEM | Promotion of STEM |
| 3. | Strengthening vocational and technical education (TVET) | Three (3) selected HLIs are training Vocational Education teachers. | Shortage of vocational teachers | Strengthen mechanisms for training vocational education teachers |
| 4. | Enhancing academia-industry linkages to meet labour market needs | Implementation of industrial linkages in TVETs and Higher Learning Institutions | Inadequate implementation of industrial linkage strategies | Strengthen academia-Industrial linkage |
| 5. | Enhancing digital education transformation | Hosted the eLearning Africa Conference, which convened over 1,530 participants from within the country and 82 countries across Africa and beyond. | Limited budget, consequently inhibiting some essential services | Strengthen digital transformation in education institutions |
| 6 | Promotion of inclusive education | Provision of facilities, infrastructures to meet inclusive education | Limited community awareness of inclusive education | Strengthen inclusive education |

### 2.8 Benchmarking

MoEST assessed its internal processes and benchmarked against best practices in the education sector to identify strengths and gaps. It also conducted benchmarking visits to some countries including Ghana, Morocco, China and India, gaining insights to improve performance and enhance the country's education system. Below is the analysis of the benchmarking conducted in Ghana and China.

#### 2.8.1 Benchmarking to Education Sector Reforms in Ghana

In June 2024, the Shule Bora programme, with MoEST and PORALG, visited Ghana to learn from its education reforms including curriculum, teacher development, access, TVET, and performance systems. Ghana provides free education and supports re-enrolment through initiatives like "Back to School." With support from partners such as UNICEF and Mastercard Foundation, the country has strengthened teacher training and expanded use of learning technologies.

#### 2.8.2 Benchmarking to the People's Republic of China

From 2nd to 6th June 2025, MoEST, led by the Deputy Permanent Secretary, undertook a benchmarking visit to the People's Republic of China to learn from global best practices in education. The visit aimed to compare curricula and teaching methods, integrate best practices in governance and pedagogy, strengthen industry collaboration, promote skills-based learning, and improve curriculum implementation. A key institution visited was Luoyang Polytechnic in Henan Province, which delivers industry-oriented vocational training in partnership with companies such as Alibaba and Amazon using an "order-based" model that links training, internships, and employment to labour market needs.

### 2.9 Review of Relevant Information

The review of relevant information assesses the Ministry's external environment using key national, regional, and global frameworks such as Dira 2050, LTPP 2050, CCM Manifesto 2025, education policies and strategies, and SDGs 2030. These documents guide the identification of critical issues for planning and implementation.

#### 2.9.1 Dira 2050

This Strategic Plan is a key instrument for realising Dira 2050, which aims for a knowledge-based economy and Upper Middle Income. By focusing on improving the quality of basic education, promoting digital literacy and investing in vocational and technical education, the plan contributes to building the human capital necessary to drive Tanzanian long-term development ambitions. Dira 2050 human capital development as drivers of a knowledge-based economy through research and innovation.

#### 2.9.2 Long-Term Perspective Plan (LTPP) 2050

The Long-Term Perspective Plan 2050 supports Dira 2050 by promoting human capital development, productivity and innovation. It addresses challenges like low literacy, weak R&D, and skills gaps through curriculum reform, digital education, and

stronger alignment with labour market needs, while prioritizing STEM, vocational training and emerging technologies.

### 2.9.3 Chama Cha Mapinduzi (CCM) Ruling Party Manifesto 2025

Ruling Party Manifesto 2025 focuses on inclusive development through human capital growth by expanding access to quality education, strengthening TVET, improving teacher welfare, enhancing infrastructure, and promoting skills, values and lifelong learning, while supporting free basic education and higher transition rates.

### 2.9.4 Education and Training Policy of 2014 (2023 Edition)

The revised Education and Training Policy promote a skilled and knowledgeable society through competency-based education, 21st-century skills, lifelong learning, and cultural values. It also focuses on improving curriculum implementation, employability, integrity, and strengthening cooperation in education.

### 2.9.5 National Skills Development Strategy (NSDS II)

The National Skills Development Strategy aims to build a skilled workforce by strengthening TVET, addressing skills gaps, promoting lifelong learning, and enhancing industry linkages to support productivity and socio-economic development.

### 2.9.6 Education Sector Development Plan (ESDP) 2025/26–2029/30

The ESDP is a medium-term framework that guides the education sector by focusing on access, equity, gender equality, inclusion, quality, relevance, governance and financing. It outlines key interventions such as improving learning materials, strengthening assessment systems, enhancing stakeholder coordination, and promoting accountability to ensure efficient and effective education service delivery.

### 2.9.7 National Strategy for Inclusive Education (NSIE)

The NSIE promotes inclusive education for all learners, including those with special needs by improving teacher training, infrastructure, data systems, funding, awareness, and monitoring and evaluation.

### 2.9.8 National Science and Technology Policy (1996)

The policy promotes science and technology as key drivers of development by strengthening STEM education, research and innovation, improving infrastructure, and enhancing the role of Higher Education and R&D institutions.

### 2.9.9 National ICT Policy (2016)

The National ICT Policy promotes ICT use to improve access, equity and quality in education through expanded connectivity, ICT integration in curricula, digital skills development, e-governance and stronger partnerships.

### 2.9.10 National Digital Education Strategy (NDES)

The National Digital Education Strategy promotes ICT integration in education to improve quality and inclusivity. It focuses on strengthening digital learning, ICT infrastructure, teacher skills and coordination while addressing challenges like poor connectivity and limited digital capacity.

### 2.9.12 National Gender Policy (2023)

The National Gender Policy promotes gender equality and equal opportunities in all sectors, including education. It emphasises girls' participation in STEM, women's leadership, gender-responsive planning and inclusive education systems.

### 2.9.13 Environmental Policy (2021)

Environmental Policy guides sustainable environmental management by addressing climate change, pollution and resource degradation. It promotes environmental education, sustainability, alternative energy use, and community engagement to support sustainable development.

### 2.9.14 STISA 2034 (Africa)

The Science, Technology and Innovation Strategy for Africa (STISA) promotes the use of STI to drive sustainable and inclusive development across the continent. It focuses on industrialisation, human capital development and emerging technologies. The strategy emphasises strengthening innovation ecosystems, promoting youth and gender inclusion, enhancing financing for STI and fostering partnerships. It supports integrating STI priorities into national education and development plans.

### 2.9.15 Agenda 2063: The Africa We Want

Agenda 2063 emphasises education, skills development and innovation as key drivers of Africa's transformation. It supports improved access, quality and relevance of education, while promoting TVET, digital literacy, and research and innovation.

### 2.9.16 SADC Vision 2050

SADC Vision 2050 focuses on regional integration, industrial development, and human capital development. It emphasises the role of education and skills in promoting economic growth and regional competitiveness. The vision supports strengthening technical and vocational education, promoting peace and governance, and enhancing partnerships with the private sector. It aligns with efforts to improve education quality and labour market relevance.

### 2.9.17 Sustainable Development Goals (SDGs 2030)

The plan aligned with SDGs which provide a global framework for sustainable development, with SDG 4 on quality education and SDG 9 on innovation and infrastructure. They emphasise inclusive education, lifelong learning, equity, improved learning environments, and strengthened research and innovation through partnerships.

In summary, this Strategic Plan 2026/27–2030/31 is a comprehensive plan that ensures coherence with national aspirations and international commitments, laying a strong foundation for sustainable development through education.

## 2.10 Critical Issues

The situation analysis for the MoEST ended up with critical issues that require maximum concentration in planning and resource allocation to realise a competitive nation driven by a well-educated, skilled, and innovative society. The analysed critical issues as follows:

i. Unequal teaching and learning environments across all levels of education;
ii. Inadequate integration and utilisation of ICT in teaching and learning processes;
iii. Insufficient investment in Science, Technology, Engineering and Mathematics (STEM) education;
iv. Limited inclusivity and gender equity, particularly in tertiary education;
v. Inadequate monitoring, evaluation and learning systems;
vi. Inadequate quality assurance systems across schools and colleges;
vii. Limited capacity development opportunities for teachers and education personnel;
viii. Insufficient financing, resource mobilisation and public–private partnerships in the education sector; and
ix. Limited application of research, innovation and technology across the education system.

# CHAPTER THREE

# THE PLAN

## 3.1 Introduction

The chapter presents the strategic direction based on the analysis described in the previous chapter, the situational analysis enabled the formulation of the Ministry's vision, mission, core values, objectives, strategies, targets, expected outcomes and key performance indicators.

## 3.2 Vision Statement

"A competitive nation driven by a well-educated, skilled and innovative society".

## 3.3 Mission Statement

"Ensuring an educated, skilled, innovative society through provision of quality education and promotion of science and technology to drive knowledge-based economy".

## 3.4 Core Values

The implementation of the MoEST Strategic Plan for 2026/27 – 2030/31 is guided by six (6) core values as guiding principles inhibited to staff and other stakeholders for achieving the vision. The list of core values is presented in Table 3.

**Table 3: Core Values**

| No. | Core Value | Description |
|---|---|---|
| 1 | Patriotism | We uphold our national culture and principles by providing civic and moral education that supports and protects our country's values. |
| 2 | Accountability | We take full responsibility for our actions and comply with all decisions and regulations governing the provision of education, science, technology, and innovation. |
| 3 | Integrity | We adhere to moral principles and ethical standards that guide our service delivery, upholding honesty, trustworthiness, and fairness in all our undertakings. We are committed to acting consistently and equitably in the provision of education and in the advancement of science, technology and innovation. |
| 4 | Innovativeness | We are committed to promote skills, competency, and creativity in the provision of education and training to bring positive changes in science, technology and innovation. |
| 5 | Professionalism | We apply the required skills, competencies, knowledge, and professional attitudes to effectively perform our roles and responsibilities in education, science and technology. |
| 6 | Teamwork | Staff works in collaboration and supports each other in efforts to achieve the Ministry's goals and contribute to national development. |

## 3.5 Strategic Objectives, Strategies, Outcomes, Outcome Indicators, and Targets

The MoEST Strategic Plan is implemented through strategies and activities that achieve targets and outputs measured by indicators, leading to broader outcomes. It has ten objectives (A–H and X–Y), including four generic objectives (A, B, X and Y) and six specific objectives (C, D, E, F, G and H) related to the Ministry's core functions.

### 3.5.1 Objective A. Non-Communicable Diseases, HIV and AIDS Infections Reduced and Supportive Service Improved

#### Rationale

HIV/AIDS remains a major public health challenge, with an estimated 25.7 million people affected in Africa and a prevalence of 4.5% in Tanzania, where over 1.5 million people are living with HIV and most are on treatment. The disease, along with rising non-communicable diseases, significantly affects the productive workforce. In response, the Ministry is responsible for providing preventive education, care and support services, capacity building and counselling across education and training institutions.

#### Strategies

i. Strengthen programs and mechanisms to fight non-communicable diseases and HIV/AIDS at the workplace; and
ii. Enhance supportive services to staff living with HIV/AIDS.

#### Outcomes

i. Reduced NCD and new cases of HIV/AIDS infections;
ii. Improved supportive services to staff living with HIV/AIDS and NCD; and
iii. Improved awareness of NCD and HIV/AIDS.

#### Outcome Indicators

i. HIV/AIDS prevalence rate at workplace;
ii. Rate of new cases of HIV infection at workplace; and
iii. NCD prevalence rate at workplace.

#### Targets

1. All MoEST staff who have disclosed their HIV/AIDS status facilitated with supportive services annually by June 2031;
2. All MoEST staff provided with awareness on HIV/AIDS and Non-Communicable Diseases (NCDs) annually by June 2031; and

3. Quarterly Statutory Meetings on the HIV/AIDS and Non-Communicable Diseases (NCDs) committee conducted annually, by June 2031.

### 3.5.2 Objectives B. Implementation of National Anti-Corruption Strategy and Action Plan Enhanced and Sustained

#### Rationale

Corruption undermine good governance, poverty reduction and equal justice. In response, the Ministry has integrated Objective B of the National Anti-Corruption Strategy and Action Plan to strengthen accountability, transparency and integrity, while raising staff awareness and institutionalising measures to prevent and combat corruption.

#### Strategies

i. Strengthen Anti-corruption mechanism at the workplace;
ii. Strengthen anti-corruption awareness programmes to cover all staff;
iii. Enhance adherence to the principle of Good Governance in service delivery; and
iv. Strengthen the mechanism for adopting and institutionalizing the National Anti-Corruption Strategy Phase IV and Action Plan.

#### Outcomes

i. Reduced corruption incidents at the workplace;
ii. Increased awareness of anti-corruption practices among staff at the workplace; and
iii. Staff uphold integrity and ethical standards with zero corruption convictions.

#### Outcome indicators

Number of Corruption cases reported

#### Targets

1. All MoEST staff provided with awareness on anti-corruption and ethics annually by June 2031; and
2. Quarterly Statutory meetings on the Anti-Corruption conducted annually by June 2031.

### 3.5.3 Objectives C. Access to Quality Education and Training at all Levels Strengthened

#### Rationale

Access to quality education is a fundamental human right and a key driver of sustainable development, enabling individuals, regardless of background or ability, to acquire the knowledge, skills and competencies required for meaningful socio-economic participation. Despite notable progress in expanding access to education at all levels, significant gaps persist and continue to constrain equitable access and

quality of education in some areas. These challenges include inadequate teaching and learning infrastructure, insufficient teaching and learning materials, limited ICT systems and digital learning facilities, shortage of qualified teachers and limited teacher capacity particularly in Science, Technology, Engineering and Mathematics (STEM) subjects, misalignment of curricula with labour market demands, and weak quality assurance systems across the education sector.

### Strategies

i. Improving teaching and learning environment at all levels of education and training;
ii. Promote the vocational pathway in schools;
iii. Enhance digital integration in teaching and learning at all levels of education;
iv. Enhance fee free policy at primary and secondary schools;
v. Strengthen provision of educational loans and scholarships to students especially girls in tertiary programs of ICT, STEM and TVET;
vi. Engage stakeholder in implementations of education interventions;
vii. Strengthen quality assurance mechanisms at all levels of education;
viii. Enhance professional development programs at all levels of education;
ix. Enhance mechanisms for aligning curricula with labour market needs; and
x. Enhance school feeding programs.

### Outcomes

i. Improved enrolment at all levels of education;
ii. Enhanced graduate competencies aligned with labour market demands;
iii. Improved Transition and retention across education levels;
iv. Improved equitable participation and completion regardless of gender, disability and geographic location at all levels through both formal and non-formal education pathways; and
v. Improved participation of students in ICT, STEM, emerging technologies i.e. DS/AI+, and TVET programs.

### Outcome Indicators

i. Gross Intake ratio, gross and net enrolment rate at different levels of education (primary, secondary, TVET and Higher Learning Institutions;
ii. Transition rate between education levels;
iii. Gender equality index at different levels of education;
iv. Employability rate of graduates;
v. Percentage of schools with digital infrastructures;
vi. Completion rate at all levels;
vii. Graduate employability rate;
viii. Percentage of schools with digital learning infrastructure;
ix. Percentage of students enrolled in STEM, ICT and TVET programmes; and
x. Percentage of schools provided with quality assurance services annually.

## Targets

1. Vocational secondary schools increased from 194 to 400 by June 2031;
2. 52,300 Technical and Vocational teachers in secondary schools capacitated on revised curriculum, STEM, modern teaching and learning methodologies by June 2031;
3. At least 50% of schools (primary and secondary) provided with digital infrastructures and internet connectivity by June 2031;
4. 34 Teacher training colleges provided digital learning systems by June 2031
5. 47,959 pre-service teacher graduates (undergraduate and diploma) facilitated with internship programs by June 2031;
6. 15,000 student teachers facilitated with teaching practice allowance annually by June 2031;
7. 502,448 teachers (pre-primary, primary, secondary, non-formal education, and teacher colleges) accredited with professional teaching licence by June 2031;
8. All primary and secondary schools and teacher colleges facilitated with teaching and learning materials annually by June 2031;
9. 146,581 teachers (Pre-Primary, Primary and Secondary) provided with continuous professional development on content-pedagogical skills by June 2031;
10. School registered increased from 28,267 to 30,767 by June 2031;
11. 184 LGAs facilitated with construction and rehabilitation of school infrastructure by June 2031;
12. 300 teachers college tutors provided with capacity building by June 2031;
13. 25,237 education implementers and supervisors (DEO, REOs, District SQAs and SLO, Head Teachers) provided with capacity building by June 2031;
14. 12,000 students facilitated to attend the re-entry program by June 2031;
15. Frameworks (Policies, Guidelines, Mechanisms and Systems) for basic education on implementation of the Education and Training Policy of 2014, 2023 Edition developed, reviewed and operationalised by June 2031;
16. All schools and colleges (Pre -primary, Primary, secondary, Teacher Colleges Adult, Non – formal Education and Folk development Colleges) registered provided with quality assurance services annually by June 2031;
17. 14 Public university institutions facilitated with construction, rehabilitation and ICT facilities by June 2031;
18. 1,464 Form six (6) female graduates in science subjects provided with special foundation programs in STEM by June 2031;
19. At least 75% eligible higher education students facilitated with Higher Education Loans by June 2031;
20. 9,263 Student's facilitated with scholarships on STEM, ICT and nuclear technology programmes by June 2031;

21. All higher education institutions coordinated and facilitated in curricula alignment with labor market demands by June 2031;
22. 1,000 Academic and technical staff in Public University Institutions facilitated with capacity building on competency-based education, pedagogy, and curriculum development by June 2031;
23. Higher Education Frameworks (Policies, Guidelines, Mechanisms and Systems) on implementation of the Education and Training Policy of 2014, 2023 Edition developed and reviewed by June 2031;
24. Technical and Vocational education and training (TVET) institutions increased from 141 to 217 by June 2031;
25. Teaching and Learning infrastructure in 141 Technical and Vocational Education and Training (TVET) rehabilitated by June 2031;
26. All TVET institutions provided with teaching and learning materials annually by June 2031;
27. All TVET institutions provided with digital infrastructures by June 2031;
28. Frameworks and guidelines for TVET on implementation of the Education and Training Policy of 2014, 2023 Edition developed, reviewed and operationalised by June 2031;
29. All TVET institutions coordinated and facilitated in curricula alignment with labor market demands by June 2031;

### 3.5.4 Objective D. National, Regional, and International Cooperation and Collaboration for Education, Science and Technology Enhanced

#### Rationale

Strengthening cooperation and collaboration in education, science and technology is key to building an inclusive and knowledge-based economy. It aligns with national policies such as the Education and Training Policy of 2014, 2023 Edition and ESDP 2025/26–2029/30, as well as global and regional frameworks including Dira 2050, Agenda 2063, EAC, SADC and the SDGs 2030. The objective promotes knowledge sharing, joint research, academic mobility, and partner support to enhance innovation, institutional capacity, and the global competitiveness of Tanzania's education system.

#### Strategies

i. Strengthen information sharing and networking;
ii. Enhance harmonisation and compliance of national, regional and international policies, conventions and protocols;
iii. Strengthening engagement of National, Regional and International stakeholders in education, science and technology; and
iv. Strengthening industrial – academia linkage mechanisms to enhance skill development with respect to labour market.

### Outcomes

i. Enhanced international, regional, and national partnerships and cooperation in education, science and technology;
ii. Strengthened stakeholder participation and collaboration in education, science, and technology
iii. Improved university–industry collaboration and strengthened practical training,
iv. Increased access to Tanzanian scholarship opportunities for international students and strengthened international academic relations;

### Outcome Indicators

i. Number of international, regional, and national collaboration agreements/MoUs signed and operationalized;
ii. Number of Development partners participating in education, science, and technology initiatives;
iii. Stakeholder satisfaction rate with Ministry engagement processes; and
iv. Number of public universities and TVET institutions with collaboration agreements/MoUs signed and operationalized;

### Targets

1. International, regional and national collaboration, engagements and cooperation on pre-primary, primary, secondary, adult education, Formal and Non-Formal education facilitated and conducted annually by June 2031;
2. Ministry stakeholders' engagement in education, science and technology facilitated and conducted annually by June 2031;
3. International, regional and national collaboration, engagements and cooperation on TVET facilitated and conducted annually by June 2031;
4. International, regional and national collaboration, engagements and cooperation on HE conducted annually by June 2031;
5. Industrial linkage in 14 Public Universities coordinated and facilitated annually by June 2031;
6. Industrial linkage in 217 TVET institutions coordinated and facilitated annually by June 2031; and
7. International, regional and national collaboration, engagements and cooperation on STI coordinated and implemented annually by June 2031.

## 3.5.5 Objective E. Mechanisms for Promoting Science, Technology and Innovation for Sustainable Socio-Economic Development Enhanced

### Rationale

Enhancing Science, Technology, and Innovation (STI) mechanisms is central to the Ministry's mandate of promoting research, innovation, and knowledge transfer for socio-economic development. It supports industrialisation, job creation and digital transformation. However, challenges such as limited coordination, limited funding, low private sector involvement, and insufficient skills and infrastructure hinder

progress. Strengthening STI systems is essential for achieving national development goals including Dira 2050 and the SDGs 2030.

## Strategies

i. Strengthen capacity of human resource on STI;
ii. Enhance mechanisms for identifying and developing local technologist, innovators and industrialists;
iii. Strengthen mechanisms for improving commercialisation of STI products;
iv. Improve coordination and governance of STI; and
v. Improve infrastructure for STI institutions.

## Outcomes

i. Increased application of technology and commercialisation of Research and innovation outputs;
ii. Increased participation of stakeholders in STI programmes; and
iii. Improved STI governance.

## Outcomes Indicators

i. Contribution of STI-related sectors to GDP (%);
ii. Number of research and innovation outputs commercialised;
iii. Percentage of private sectors firms participating in STIs initiatives/Programs;
iv. Percentage of stakeholders engaged in STI;
v. Number of registered patents, trademarks and industrial designs; and
vi. Number of Research outputs commercialised (Product/Services in the market).

## Targets

1. STIs Frameworks (Policies, Guidelines, Mechanisms and systems) developed, reviewed and operationalized by June 2031;
2. 184 LGAs coordinated in establishment and operationalization of STIs platforms and desks by June 2031;
3. Five (5) Folk Development Colleges capacitated to serve as Technology and Innovation Support Centres by June 2031;
4. Five (5) STIs institutions facilitated with construction and rehabilitation by June 2031;
5. One (1) STI institution facilitated in establishment of a national technology park by June 2031;
6. Centre of excellence established in one STI institution by June 2031;
7. Coordinate establishment of STEM innovation hubs by June 2031;
8. Applied research and development in science and technology coordinated in higher learning institutions and R&D institutions annually by June 2031;
9. Tanzania Science, Technology and Innovation Platform (TANZSTIP) established by June 2031;

10. High level national engineering and technology incubation program for nurturing intelligent and talented Tanzanians established by June 2031.
11. Capacity-building programs for scientists and innovators on emerging technologies i.e. DS/AI coordinated and implemented annually by June 2031; and
12. Commercialization of research output, local innovations and inventions coordinated and facilitated annually by June 2031.

### 3.5.6 Objective F. Mobilisation of Resources, Coordination and Investments in Education, Science, Technology and Innovation Improved

#### Rationales

Implementing the reforms in the Education and Training Policy of 2014, 2023 Edition to support Dira 2050 require increased resource mobilisation, investment, and coordination. Despite higher budget allocations, financing gaps persist due to reforms, curriculum changes, rising enrolment, and the expected double cohort in 2027/28. Stronger collaboration and aligned investments are therefore essential to achieve Dira 2050 goals.

#### Strategies

i. Strengthen resource mobilisation strategy;
ii. Engage stakeholders in resource mobilisation;
iii. Strengthen coordination across education sector;
iv. Strengthening stakeholder engagement in planning, coordination and in implementation of programs; and
v. Enhance Public - Private Partnership (PPP) strategy.

#### Outcomes

Increased investment and resource mobilization from national, regional and international stakeholders;

#### Outcome Indicators

GDP proportionate allocation to education

#### Targets

1. Frameworks (Policies, Strategies,Guidelines,Mechanisms and Systems) on resources mobilisation developed, operationalised and reviewed by June 2031;
2. Plans, project proposals and annual Budgets prepared, implemented and reviewed annually by June 2031; and
3. Research and innovation on Ministerial policies and related functions coordinated and implemented annually by June 2031.

### 3.5.7 Objective G: Institutional Capacity for Delivery of Quality Services Improved

#### Rationale

This objective focuses on strengthening institutional systems and resources to ensure efficient and accountable service delivery. It emphasises human resource development, improved infrastructure and ICT systems, good governance, transparency, and effective resource use to enhance overall institutional performance and sustainability.

#### Strategies

i. Staff professional development;
ii. Strengthen ICT system in service delivery;
iii. Strengthen administrative and human resources management;
iv. Improve working environment;
v. Improve staff welfare; and
vi. Enhance good governance practices, stakeholder engagement and feedback mechanisms at the workplace.

#### Outcomes

i. Improved governance;
ii. Improved stakeholders' satisfaction;
iii. Improved service delivery; and
iv. Improved staff welfare.

#### Outcome Indicators

i. Rate of stakeholders' satisfaction;
ii. Service delivery rate; and
iii. Rate of staff complaint.

#### Targets

1. All MoEST staff (HQ, TCs, SQAOs FDCs and VTCR) are provided with efficient welfare and administrative services annually by June 2031;
2. 100 staff housing and office buildings across (HQ, TCs, SQAOs, FDCs and VTCR) rehabilitated by June 2031;
3. 50 office buildings across (10TCs, 10SQAOs, 15FDCs and 15VTCR Offices) constructed by June 2031;
4. All MoEST staff (included in the Ministry training plan) from HQ, TCs, SQAOs, FDCs, and VTCR provided with professional development training annually by June 2031;
5. Financial management Acts, standards, regulations, and procedures across MoEST operations operationalized annually by June 2031;

6. Risk Management Framework reviewed and operationalised annually by June 2031;
7. Performance, Governance and Control processes established and operationalized annually by June 2031;
8. Procurement Procedures and Control systems established and operationalised annually by June 2031;
9. Effective Communication and Public Relations systems established and operationalized by June 2031;
10. MoEST (HQ, TCs, FDCs, VTCR) Service delivery systems digitally transformed and automated annually by June 2031;
11. ICT systems harmonised and integrated across all functions by June 2031;
12. MoEST Legal Frameworks developed, reviewed and operationalised annually by June 2031;
13. Policies, Programs, Projects and Frameworks monitored and evaluated annually by June 2031;
14. Teacher Professional Board established and operationalised by June 2031.
15. 39 Institutions (TCs, TLSB, ADEM, TIE, NECTA and IAE) under commisioner of education supported in service deliery annually by June 2031;
16. Three (3) Universities supported in service delivery annually by June 2031; and;
17. Five (5) Science and Technology institutions (TAEC, COSTECH, NM-AIST, DIT and MUST) suppported in service delivery annually by June 2031.

### 3.5.8 Objective H: Mainstreaming of Cross-Cutting Issues in Education, Science, Technology and Innovation Strengthened

#### Rationale

This objective focuses on integrating cross-cutting issues such as gender, health, inclusion, and human rights into education, science and technology. It also strengthens disaster preparedness and response to ensure safe and continuous learning during crises, while promoting resilience and responsible citizenship.

#### Strategies

i. Strengthen gender and disability inclusive education mainstreaming issues in education, science and technology;
ii. Promote mechanisms for prevention and response of violence against women, children incluiding special need staffs and students;
iii. Enhance collaboration of stakeholders in intervention for disaster recovery and mitigation; and
iv. Strengthen mechanisms to support staffs (teachers,tutors and lecturers) and students with special needs.

**Outcomes**

i. Gender equality improved;
ii. Inclusive education improved;
iii. GBV eliminated; and
iv. Walfare of staffs with special need improved.

**Outcome Indicators**

i. Gender parity indexes;
ii. Rate of violence cases reported;
iii. Rate of enrolment of student with special need at all levels of education; and
iv. Satisfaction rate of staffs with special need at workplace.

**Targets**

1. All staff with special needs are provided with supportive services annually by June 2031;
2. All Primary school,Secondary school,Teachers' colleges are provided with ICT technologies and assistive devices for students with special needs by June 2031;
3. 5,000 Teachers and Tutors including SNE teachers and Tutors (Pre-Primary, Primary, Secondary and TCs) capaciteted on GBV awareness by June 2031;
4. 5,000 SNE Teachers and tutors (Pre-Primary, Primary, Secondary and TCs) capacitated on Inclusive education by June 2031;
5. 14 University institutions provided with ICT technologies and assistive devices for students with special needs by June 2031;
6. 14 University institutions facilitated with GBV and inclusive education awareness annually by June 2031;
7. All TVET institutions facilitated with GBV and inclusive education awareness annually by June 2031;
8. All TVET Institutions (FDCs and VTCR) provided with ICT technologies and assistive devices for students with special need by June 2031; and
9. 762 education implementers and supervisors (SLO, SNOs, DSQA, and DEOs, and REOs) provided with awareness on WASH guideline and menstrual hygiene management annually by June 2031.

### 3.5.9 Objective X: Management of Environment and Ecosystem Enhanced and Sustained

**Rationale**

The Stockholm Conference (1972) highlighted global environmental action. In Tanzania, natural resources contribute over 70% of GDP but face climate-related risks. This objective strengthens environmental management by integrating climate resilience and environmental education at all levels of learning, in line with Dira 2050, to promote sustainability and responsible resource use.

**Strategies**

i. Enhance interventions for sustainable environment management and Ecosystem;
ii. Mainstreaming environmental issues in curriculum at all levels of education; and
iii. Strengthen climate change adaptation and mitigation measures.

**Outcomes**

Improved environmental management practices at the Ministry institutions

**Outcome Indicator**

i. Percentage of MoEST institutions using clean and alternative energy; and
ii. Rate of Environmental Management Practice.

**Targets**

1. MoEST institutions (TCs, FDCs, and VTCR) facilitated with the use of clean and alternative energy source by June 2031; and
2. MoEST offices and institutions (HQ, SQAs, TCs, FDCs, and VTCR) provided with Environmental Management Services annually by June 2031.

### 3.5.9 Objective Y: Multi-Sectoral Nutrition Services Improved

**Rationale**

Tanzania faces a triple burden of malnutrition, including child stunting (about 30%), micronutrient deficiencies, and rising overweight and obesity among adults. Despite existing interventions and strong political commitment, progress has been slow. The Government has therefore strengthened leadership and adopted a multi-sectoral approach to improve nutrition outcomes.

**Strategies**

i. Strengthen nutritional program at the workplace;
ii. Enhance mechanisms for mainstreaming nutrition issues in the curriculum at all levels of education;
iii. Enhance nutrition interventions at all levels of education; and
iv. Strengthening School Feeding Programs.

**Outcomes**

i. Staffs Obesity/underweight prevalence rate reduced at workplace; and
ii. Improved school feeding.

**Outcome Indicators**

i. NCD prevalence rate at workplace;
ii. Percentage of primary students receive school feeding; and
iii. Percentage of secondary students receiving school feeding.

## Targets

1. All MoEST staffs (HQ,TCs, SQAs, FDCs, and VTCR) provided with nutrition awareness annually by June 2031;
2. Frameworks and guidelines on promotion of school feeding programmes developed, reviewed and operationalised by June 2031; and
3. International, Regional and National Collaboration and Engagement on School feeding coordinated and implemented annually by June 2031.

# CHAPTER FOUR
# RESOURCES FOR THE PLAN

## 4.1 Introduction

This chapter outlines the resources required to implement the MoEST Strategic Plan for the period of 2026/2027–2030/2031. It highlights the importance of effective resource planning in linking strategic goals to implementation and ensuring efficient utilisation. The key resources outlined are human, financial and technological which are projected and presented on an annual basis over the five-year period.

## 4.2 Human Resources

Human resources are central to the successful implementation of this Strategic Plan. According to the Ministry's staff establishment, Human Resources Assessment, Seniority List, and Manning Level, the Ministry requires 6,542 staff by June 2031, compared to 4,440 in post as of March 2026. The Ministry will strengthen capacity through continuous professional development, accreditation and implementation of a Capacity Development Plan aligned with national guidelines. Succession planning will ensure continuity in key roles, while staff performance will be managed in line with PO-PSMGG guidance using systems such as PEPMIS. See Table 4 below which shows human resource requirement trend over the five years.

**Table 4: Number of Human Resource Required 2026/2027 – 2030/2031**

| S/N | DESCRIPTION / SKILLS | Existing | Number of Human Resource Required | | | | |
|---|---|---|---|---|---|---|---|
| | | 2025/2026 | 2026/2027 | 2027/2028 | 2028/2029 | 2029/2030 | 2030/2031 |
| 1 | Minister | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | Deputy Minister | 1 | 1 | 1 | 1 | 1 | 1 |
| 3 | Permanent Secretary | 1 | 1 | 1 | 1 | 1 | 1 |
| 4 | Deputy Permanent Secretary | 2 | 2 | 2 | 2 | 2 | 2 |
| 5 | Commissioner for Education | 1 | 1 | 1 | 1 | 1 | 1 |
| 6 | Director | 13 | 13 | 13 | 13 | 13 | 13 |
| 7 | Chief Accountant | 1 | 1 | 1 | 1 | 1 | 1 |
| 8 | Chief Internal Auditor | 1 | 1 | 1 | 1 | 1 | 1 |
| 9 | Assistant Director | 19 | 19 | 19 | 19 | 19 | 19 |
| 10 | District School Quality Assurance Officer | 184 | 184 | 184 | 184 | 184 | 184 |
| 11 | School Quality Assurance Officer | 1009 | 1009 | 1110 | 1221 | 1343 | 1477 |
| 12 | Teacher Education Tutor | 1339 | 1339 | 1473 | 1620 | 1782 | 1960 |

| S/N | DESCRIPTION / SKILLS | Existing | Number of Human Resource Required | | | | |
|---|---|---|---|---|---|---|---|
| | | 2025/2026 | 2026/2027 | 2027/2028 | 2028/2029 | 2029/2030 | 2030/2031 |
| 13 | Teacher Grade C | 553 | 553 | 608 | 669 | 736 | 810 |
| 14 | Teacher Grade B | 87 | 87 | 96 | 105 | 116 | 127 |
| 15 | Teacher Grade A | 13 | 13 | 14 | 16 | 17 | 19 |
| 16 | Librarian | 5 | 5 | 6 | 6 | 7 | 7 |
| 17 | Library Assistant | 17 | 17 | 19 | 21 | 23 | 25 |
| 18 | Administrative | 6 | 6 | 7 | 7 | 8 | 9 |
| 19 | Human Resource | 13 | 13 | 14 | 16 | 17 | 19 |
| 20 | Records Management Officer | 2 | 2 | 2 | 2 | 3 | 3 |
| 21 | Records Management Assistant | 59 | 75 | 83 | 91 | 100 | 110 |
| 22 | Office Management Secretary | 55 | 56 | 62 | 68 | 75 | 82 |
| 23 | Personal Secretary | 1 | 1 | 1 | 1 | 1 | 1 |
| 24 | Receptionist | 1 | 1 | 1 | 1 | 1 | 1 |
| 25 | Office Assistant | 59 | 59 | 65 | 71 | 79 | 86 |
| 26 | Transport Officer | 3 | 3 | 3 | 4 | 4 | 4 |
| 27 | Driver | 112 | 112 | 123 | 136 | 149 | 164 |
| 28 | Cook | 71 | 79 | 87 | 96 | 105 | 116 |
| 29 | Kitchen Attendant | 78 | 78 | 86 | 94 | 104 | 114 |
| 30 | Accountant | 19 | 19 | 21 | 23 | 25 | 28 |
| 31 | Accounts Officer | 104 | 104 | 14 | 126 | 138 | 152 |
| 32 | Accounts Assistant | 5 | 14 | 15 | 17 | 19 | 20 |
| 33 | Economist | 7 | 7 | 8 | 8 | 9 | 10 |
| 34 | Planning | 1 | 1 | 1 | 1 | 1 | 1 |
| 35 | Statistician | 6 | 6 | 7 | 7 | 8 | 9 |
| 36 | Information Communication | 5 | 5 | 6 | 6 | 7 | 7 |
| 37 | Information Communication Technology | 32 | 32 | 35 | 39 | 43 | 47 |
| 38 | Computer Operator | 18 | 28 | 31 | 34 | 37 | 41 |

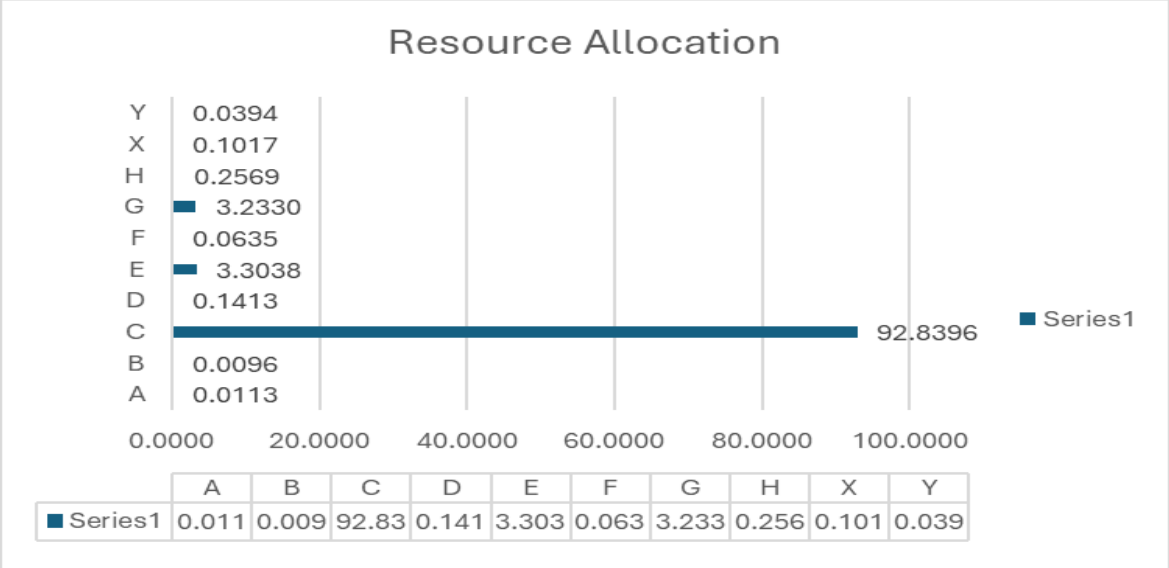
| S/N | DESCRIPTION / SKILLS | Existing | Number of Human Resource Required | | | | |
|---|---|---|---|---|---|---|---|
| | | 2025/2026 | 2026/2027 | 2027/2028 | 2028/2029 | 2029/2030 | 2030/2031 |
| 39 | Assistant Computer Operator | 2 | 2 | 2 | 2 | 3 | 3 |
| 40 | Internal Auditor | 13 | 13 | 14 | 16 | 17 | 19 |
| 41 | Procurement Officer | 2 | 10 | 11 | 12 | 13 | 15 |
| 42 | Assistant Procurement Officer | 11 | 11 | 12 | 13 | 15 | 16 |
| 43 | Procurement Assistant | 8 | 8 | 9 | 10 | 11 | 12 |
| 44 | Supplies Officer | 52 | 52 | 57 | 63 | 69 | 76 |
| 45 | Assistant Supplies Officer | 32 | 32 | 35 | 39 | 43 | 47 |
| 46 | Legal Officer | 7 | 7 | 8 | 8 | 9 | 10 |
| 47 | Engineer | 18 | 18 | 20 | 22 | 24 | 26 |
| 48 | Architect | 4 | 4 | 4 | 5 | 5 | 6 |
| 49 | Technician | 105 | 105 | 116 | 127 | 140 | 154 |
| 50 | Assistant Technician | 3 | 3 | 3 | 4 | 4 | 4 |
| 51 | Assistant Community Development Officer | 3 | 3 | 3 | 4 | 4 | 4 |
| 52 | Community Development Officer | 70 | 70 | 77 | 85 | 93 | 102 |
| 53 | Community Development Tutor | 7 | 7 | 8 | 8 | 9 | 10 |
| 54 | Community Development Tutor Assistant | 64 | 114 | 125 | 138 | 152 | 167 |
| 55 | Agricultural Field Officer | 6 | 6 | 7 | 7 | 8 | 9 |
| 56 | Agricultural Officer | 5 | 5 | 6 | 6 | 7 | 7 |
| 57 | Medical Officer | 1 | 1 | 1 | 1 | 1 | 1 |
| 58 | Clinical Officer | 4 | 4 | 4 | 5 | 5 | 6 |
| 59 | Nurse | 30 | 30 | 33 | 36 | 40 | 44 |
| 60 | Assistant Nursing Officer | 13 | 13 | 14 | 16 | 17 | 19 |
| 61 | Health Assistant | 14 | 14 | 15 | 17 | 19 | 21 |
| 62 | Assistant Child Care Officer | 13 | 13 | 14 | 17 | 17 | 19 |
| 63 | Assistant Technologist | 5 | 5 | 6 | 6 | 7 | 7 |
| 64 | Social Welfare Officer | 10 | 10 | 11 | 12 | 13 | 15 |
| 65 | Security Guard | 34 | 34 | 37 | 41 | 45 | 50 |
| | **Total** | **4,440** | **4,542** | **4,874** | **5,450** | **5,971** | **6,542** |

### 4.3 Financial Resources

MoEST is mainly funded by the government, with support from development partners and other stakeholders; however, resources remain inadequate to fully meet sector needs. Between 2021/22 and 2025/26, about Tanzania Shillings 6,258 billion was spent (averaging 1,254 billion annually), with the budget peaking at 2,174 billion in 2025/26 and lowest at 1,065 billion in 2021/22. To achieve targets by June 2031, an estimated Tanzania Shillings 11,999 billion (averaging 2,399 billion annually) will be required over five years, largely allocated to Objective C, with funding mobilised from government and partners.

The five-year resource allocation plan is as follows: - Objective C will be allocated 92% of the total projected amount in five years, objective E and G will be allocated more than 3%, and Objective A, B,D,F,H,X and Y will be allocated with less than 1% of total projected amount in five years. A large portion of Objective C support provision of higher education loans, which promote access in higher education. See Figure 2 for detailed analysis of resources by objectives and targets and Table 5 for details projections.

**Figure 4: Five-Year Resource Allocation by Objective**




Projections based on the following assumptions underpinning the plan: -

i. Sustained GDP Growth rate of at least 6 percent;
ii. Inflation rate within 2–5 percent;
iii. Annual budget ceiling consistently increasing year by year on average of at least 15 percent;
iv. Continued strong partnerships with development partners;
v. Strengthening cost efficiency; and
vi. Leveraging Public–Private Partnerships.

## Table 5: Financial Requirements 2026/27 - 2030/31

| S/N | Objective A: Non-Communicable diseases, HIV and AIDS Infections Reduced and Supportive Services Improved | | | | | |
|---|---|---|---|---|---|---|
| | **Targets Descriptions** | **2026/27** | **2027/28** | **2028/29** | **2029/30** | **2030/31** |
| 1 | All MoEST staff who have disclosed their HIV/AIDS status facilitated with supportive services annually by June 2031; | 30,000,000 | 34,500,000 | 35,675,000 | 30,926,250 | 42,470,188 |
| 2 | All MoEST staff provided with awareness on HIV/AIDS and Non-Communicable Diseases (NCDs) annually by June 2031; | 150,000,000 | 172,500,000 | 198,375,000 | 228,131,250 | 262,350,938 |
| 3 | Quarterly Statutory Meetings on the HIV/AIDS and Non-Communicable Diseases (NCDs) committee conducted annually, by June 2031 | 25,000,000 | 28,750,000 | 33,062,500 | 38,021,875 | 43,725,156 |
| | **Total Objective A** | **205,000,000** | **235,750,000** | **267,112,500** | **297,079,375** | **348,546,282** |
| | **Objective B: Implementation of National Ant-Corruption Strategy and Action Plan Enhanced and Sustained** | | | | | |
| 1 | All MoEST staff provided with awareness on anti-corruption and ethics annually by June 2031; and | 150,000,000 | 172,500,000 | 198,375,000 | 228,131,250 | 262,350,938 |
| 2 | Quarterly Statutory meetings on the Anti-Corruption conducted annually by June 2031. | 25,000,000 | 27,940,000 | 28,063,000 | 28,400,000 | 29,400,000 |
| | **Total Objective B** | **175,000,000** | **200,440,000** | **226,438,000** | **256,531,250** | **291,750,938** |
| | **Objective C: Access to Quality Education and Training at all Levels Strengthened** | | | | | |
| | **Target Descriptions** | **2026/27** | **2027/28** | **2028/29** | **2029/30** | **2030/31** |
| 1 | Vocational Secondary Schools increased from 194 to 294 by June 2031. | 20,000,000,000 | 25,500,000,000 | 25,575,000,000 | 26,461,250,000 | 27,430,437,500 |
| 2 | 52,300 Technical and Vocational teachers in secondary schools capacitated on revised curriculum, modern teaching and learning methodologies by June 2031. | 7,465,140,000 | 7,584,911,000 | 7,872,647,650 | 7,353,544,798 | 7,056,576,517 |
| 3 | At least 50% of schools (primary and secondary schools) are provided with digital infrastructures and facilities by June 2031. | 30,000,000,000 | 31,500,000,000 | 33,225,000,000 | 35,208,750,000 | 37,490,062,500 |
| 4 | 34 Teacher training colleges provided digital learning systems by June 2031. | 2,500,000,000 | 5,875,000,000 | 5,306,250,000 | 5,802,187,500 | 5,372,515,625 |
| 5 | 47,959 pre-service teacher graduates (undergraduate and diploma) accredited with professional development programs by June 2031. | 6,226,200,000.00 | 32,895,700,000 | 53,669,500,000 | 54,000,000,000 | 60,000,000,000 |
| 6 | 15,000 Student teachers facilitated with teaching practice allowance annually by June 2031; | 500,575,000 | 575,661,250 | 662,010,437 | 761,312,003 | 875,508,803 |
| 7 | 502,448 teachers (pre-primary, primary, secondary, non-formal education, and teacher colleges) accredited with professional teaching license by June 2031. | 1,500,000,000 | 2,628,200,550 | 3,022,430,633 | 3,475,795,227 | 3,997,164,511 |
| 8 | All Primary and Secondary schools and Teacher Colleges facilitated with teaching and learning materials annually by June 2031; | 30,000,000,000 | 34,605,000,000 | 36,795,750,000 | 39,315,112,500 | 39,212,379,375 |
| 9 | 146,581 Teachers (Pre-Primary, Primary and Secondary) provided with Continuous Professional Development on content-pedagogical skills by June 2031. | 1,000,000,000 | 1,150,000,000 | 1,322,500,000 | 1,520,875,000 | 1,749,006,250 |
| 10 | School registered increased from 28,267 to 30,767 by June 2031 | 217,810,000 | 250,481,500 | 288,053,725 | 331,261,784 | 380,951,051 |
| 11 | 184 LGAs facilitated construction and rehabilitation of school infrastructure by June 2031. | 30,681,993,323 | 32,534,292,321 | 33,414,436,170 | 35,267,851,595 | 35,408,029,334 |
| 12 | 300 Teachers College Tutors provided with capacity building by June 2031. | 250,000,000 | 287,500,000 | 330,625,000 | 380,218,750 | 437,251,563 |
| 13 | 25,237 Education implementers and supervisors (DEO, REOs, District SQAs and SLO, Head Teachers) provided with capacity building by June 2031. | 1,000,000,000 | 1,150,000,000 | 1,322,500,000 | 1,520,875,000 | 1,749,006,250 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 14 | 12,000 students facilitated to attend the re-entry program by June 2031. | 10,076,387,596 | 11,587,845,735 | 13,326,022,596 | 15,324,925,985 | 17,623,664,883 |
| 15 | Frameworks and guidelines for basic education on implementation of ETP 2014, Version 2023 developed, reviewed and operationalised by June 2031. | 415,000,000 | 477,250,000 | 300,000,000 | 250,000,000 | 500,000,000 |
| 16 | All schools and colleges (Pre -primary, Primary, secondary, Teacher Colleges Adult, Non – formal Education and Folk development Colleges) registered provided with quality assurance services annually by June 2031 | 1,000,000,000 | 1,150,000,000 | 1,322,500,000 | 1,520,875,000 | 1,749,006,250 |
| 17 | 14 Public University Institutions facilitated with construction, rehabilitation and provided with ICT facilities by June 2031. | 200,000,000,000 | 315,000,000,000 | 332,250,000,000 | 352,087,500,000 | 374,900,625,000 |
| 18 | 1,464 Form six (6) female graduates in science subjects provided with special foundation programs in STEM by June 2031. | 800,360,000 | 1,067,514,000 | 1,097,641,100 | 1,147,287,265 | 1,350,380,355 |
| 19 | At least 75% eligible higher education students facilitated with Higher Education Loans by June 2031. | 1,048,014,400,000 | 1,205,216,560,000 | 1,385,999,044,000 | 1,593,898,900,600 | 1,832,983,735,690 |
| 20 | 9,263 Student's facilitated with scholarships on STEM, ICT and nuclear technology programmes by June 2031. | 50,070,000,000 | 100,580,500,000 | 100,767,575,000 | 100,732,711,250 | 205,592,617,938 |
| 21 | 1,000 Academic and technical staff in Public University Institutions facilitated with capacity building on competency-based education, pedagogy, and curriculum development by June 2031. | 22,182,013,502 | 25,509,315,527 | 29,335,712,856 | 33,736,069,785 | 38,796,480,253 |
| 22 | All higher education institutions coordinated and facilitated in curricula alignment with labor market demands by June 2031 | 200,000,000 | 300,000,000 | 400,000,000 | 500,000,000 | 600,000,000 |
| 23 | Higher Education Frameworks (Policies, Guidelines, Mechanisms and Systems) on implementation of the Education and Training Policy of 2014, 2023 Edition developed and reviewed by June 2031; | 359,000,000 | 417,850,000 | 450,527,500 | 510,606,625 | 552,197,619 |
| 24 | Technical and Vocational education and training (TVET) institutions increased from 141 to 217 by June 2031 | 25,037,188,059 | 37,542,766,268 | 36,174,181,208 | 36,174,181,208 | 32,909,989,734 |
| 25 | Teaching and learning infrastructure in Technical and Vocational Education and Training (FDC, VETA, Polytechnic colleges,VTCR)) rehabilitated by June 2031 | 26,200,000,000 | 30,130,000,000 | 34,649,500,000 | 39,846,925,000 | 45,823,963,750 |
| 26 | All TVET institutions (FDC, VETA, Polytechnic colleges,VTCR) provided with technical teaching and learning materials annually by June 2031; | 22,297,957,968 | 25,642,651,663 | 29,489,049,413 | 33,912,406,825 | 38,999,267,848 |
| 27 | All TVET Institutions (FDC, VETA, Polytechnic colleges,VTCR) provided digital infrastructures by June 2031. | 30,938,703,012 | 40,779,508,464 | 54,396,434,733 | ,055,899,943 | 138,064,284,935 |
| 28 | Frameworks and guidelines for TVET on implementation of the Education and Training Policy of 2014, 2023 Edition developed, reviewed and operationalised by June 2031 | 200,000,000 | 250,000,000 | 300,000,000 | 400,000,000 | 500,000,000 |
| 29 | All TVET institutions coordinated and facilitated in curricula alignment with labor market demands by June 2031 | 200,000,000 | 300,000,000 | 400,000,000 | 500,000,000 | 600,000,000 |
| | **Subtotal Objective C** | **1,569,332,728,460** | **1,972,488,508,278** | **2,223,464,892,021** | **2,421,941,423,700** | **2,952,705,103,534** |
| | | | | | | |
| | **Objective D: National, Regional and International Cooperation and Collaboration for Education, Science and Technology Enhanced** | | | | | |
| 1 | International, regional and national collaboration, engagements and cooperation on pre-primary, primary, secondary, adult education, Formal and Non-Formal education facilitated and conducted annually by June 2031; | 562,600,000 | 606,990,000 | 614,038,500 | 755,644,275 | 783,990,916 |
| 2 | Ministry stakeholders' engagement in education, science and technology facilitated and conducted annually by June 2031; | 338,650,000 | 409,447,500 | 433,364,625 | 450,869,318 | 470,499,716 |
| 3 | International, regional and national collaboration, engagements and cooperation on TVET facilitated and conducted annually by June 2031; | 345,290,000 | 452,083,500 | 559,896,025 | 568,880,429 | 510,212,493 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 4 | International, regional and national collaboration, engagements and cooperation on HE conducted annually by June 2031; | 245,290,000 | 352,083,500 | 359,896,025 | 368,880,429 | 410,212,493 |
| 5 | Industrial linkage in 14 Public Universities coordinated and facilitated annually by June 2031; | 330,089,000 | 354,602,350 | 397,792,703 | 420,461,608 | 451,830,849 |
| 6 | Industrial linkage in 217 TVET institutions coordinated and facilitated annually by June 2031; | 330,089,000 | 354,602,350 | 397,792,703 | 450,461,608 | 460,830,849 |
| 7 | International, regional and national collaboration, engagements and cooperation on STI coordinated and implemented annually by June 2031; | 630,089,000 | 654,602,350 | 697,792,703 | 700,461,608 | 720,830,849 |
| | **Subtotal Objective D** | **2,782,097,000** | **3,184,411,550** | **3,460,573,284** | **3,715,659,275** | **3,808,408,165** |
| | | | | | | |
| | **Objective E: Mechanisms for Promoting Science, Technology and Innovation for socio economic development enhanced** | | | | | |
| 1 | STIs Frameworks, Policies, Guidelines, Mechanisms and systems developed, Reviewed and operationalized by June 2031; | 500,000,000 | 525,000,000 | 553,750,000 | 560,312,500 | 573,509,375 |
| 2 | 184 LGAs coordinated in establishment and operationalisation of STIs platforms and desks by June 2031. | 550,000,000 | 555,000,000 | 560,000,000 | 570,000,000 | 580,000,000 |
| 3 | Five (5) Folk Development Colleges capacitated to serve as Technology and Innovation Support Centers by June 2031. | 2,250,000,000.00 | 3,287,500,000 | 3,330,625,000 | 3,380,218,750 | 3,437,251,563 |
| 3 | Five (5) STIs institutions facilitated with construction and rehabilitation by June 2031. | 5,000,000,000 | 15,500,000,000 | 20,483,770,500 | 25,556,336,075 | 25,639,786,486 |
| 4 | One (1) STI institution facilitated in establishment of a national technology park by June 2031. | 25,000,000,000.00 | 10,196,716,612 | 11,726,224,104 | 13,485,157,719 | 15,507,931,377 |
| 5 | Centre of excellence established in one STI institution by June 2031. | 5,538,846,556.00 | 5,649,673,539 | 7,722,124,570 | 7,865,443,256 | 4,406,359,744 |
| 6 | Coordinate establishment of STEM innovation hubs by June 2031. | 600,000,000.00 | 875,000,000 | 861,250,000 | 860,437,500 | 874,503,125 |
| 7 | Applied Research and development in science and technology coordinated in higher learning institutions and R&D institutions annually by June 2031; | 5,000,000,000.00 | 3,050,000,000 | 3,167,500,000 | 3,202,625,000 | 3,247,018,750 |
| 8 | Tanzania Science, Technology and Innovation Platform (TANZSTIP) established by June 2031. | 1,000,000,000.00 | 1,150,000,000 | 1,322,500,000 | 1,520,875,000 | 1,749,006,250 |
| 9 | Coordinate establishment of innovation hubs by June 2031. | 500,000,000.00 | 575,000,000 | 661,250,000 | 760,437,500 | 874,503,125 |
| 10 | High Level National engineering and technology Incubation Program for nurturing intelligent and talented Tanzanians established by June 2031. | 5,500,000,000.00 | 5,725,000,000 | 5,983,750,000 | 5,281,312,500 | 5,623,509,375 |
| 11 | Capacity-building programs for scientists and innovators coordinated and implemented annually by June 2031; | 500,000,000 | 755,000,000 | 760,000,000 | 770,000,000 | 780,000,000 |
| 12 | Commercialization of research output, local innovations and inventions coordinated and facilitated annually by June 2031. | 15,300,000,000 | 20,450,000,000 | 25,500,000,000 | 25,560,000,000 | 25,600,000,000 |
| | **Subtotal Objective E** | **67,238,846,556** | **68,293,890,151** | **82,632,744,174** | **89,373,155,800** | **88,893,379,170** |
| | | | | | | |
| | **Objective F: Mobilisation of Resources, Coordination and Investments in Education, Science, Technology, and Innovation Improved** | | | | | |
| 1 | Frameworks (Policies, Strategies,Guidelines,Mechanisms and Systems) on resources mobilisation developed, operationalised and reviewed by June 2031; | 367,000,000 | 422,050,000 | 485,357,500 | 558,161,125 | 641,885,294 |
| 2 | Plan, Project Proposals and Budget prepared, reviewed, and implemented annually by June 2031. | 600,000,000 | 620,000,000 | 658,000,000 | 716,700,000 | 799,205,000 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 3 | Research and innovation on Ministerial policies and related functions coordinated and implemented annually by June 2031; | 200,000,000 | 330,000,000 | 364,500,000 | 404,175,000 | 449,801,250 |
| | **Subtotal Objective F** | **1,167,000,000** | **1,372,050,000** | **1,507,857,500** | **1,679,036,125** | **1,890,891,544** |
| | **Objective G: Institutional Capacity for Delivery of Quality Services Improved** | | | | | |
| 1 | All MoEST staff (HQ, TCs, SQAOs FDCs and VTCR) provided with efficient welfare and administrative services annually by June 2031. | 10,735,932,544 | 15,746,322,426 | 20,358,270,790 | 25,662,011,408 | 30,761,313,120 |
| 2 | 100 Staff housing and office buildings across (HQ, TCs, SQAOs, FDCs and VTCR) constructed and rehabilitated by June 2031. | 5,000,000,000 | 5,500,000,000 | 6,225,000,000 | 6,208,750,000 | 6,490,062,500 |
| 3 | 50 office buildings across (TCs, TCs, SQAOs, FDCs and VTCR Offices) constructed by June 2031 | 10,000,000,000 | 11,500,000,000 | 13,225,000,000 | 15,208,750,000 | 17,490,062,500 |
| 4 | All MoEST staff (included in the Ministry training plan) from HQ, TCs, SQAOs, FDCs, and VTCR provided with professional development training annually by June 2031 | 500,000,000 | 520,000,000 | 645,000,000 | 741,750,000 | 798,012,500 |
| 5 | Financial management Acts, standards, regulations, and procedures across MoEST operations operationalized annually by June 2031; | 750,000,000 | 662,500,000 | 691,875,000 | 695,656,250 | 797,754,688 |
| 6 | Risk Management Framework Reviewed and Operationalised annually by June 2031. | 100,000,000 | 115,000,000 | 132,250,000 | 152,087,500 | 174,900,625 |
| 7 | MoEST Performance, Governance and control processes established and operationalized by June 2031. | 500,000,000 | 675,000,000 | 691,250,000 | 760,437,500 | 874,503,125 |
| 8 | Procurement and inventory control systems (NeST, MUCE, GAMIS) established and operationalisation annually by June 2031. | 300,000,000 | 645,000,000 | 696,750,000 | 656,262,500 | 724,701,875 |
| 9 | Effective Communication and Public Relations systems established and operationalized by June 2031; | 500,000,000 | 575,000,000 | 661,250,000 | 760,437,500 | 874,503,125 |
| 10 | MoEST (HQ, TCs, FDCs, VTCR) Service delivery systems digitally transformed, automated annually by June 2031. | 1,000,000,000 | 1,150,000,000 | 1,322,500,000 | 1,520,875,000 | 1,749,006,250 |
| 11 | Policies, Projects and Frameworks monitored and evaluated by June 2031. | 7,305,000,000 | 7,400,750,000 | 7,660,862,500 | 7,709,991,875 | 8,776,490,656 |
| 12 | Effective Communication and Public Relations systems established and operationalized by June 2031; | 450,000,000 | 550,000,000 | 600,000,000 | 650,000,000 | 700,000,000 |
| 13 | ICT systems harmonised and integrated across all functions by June 2031. | 600,000,000 | 690,000,000 | 793,500,000 | 912,525,000 | 1,049,403,750 |
| 14 | Teacher professional Board Established and operationalised by June 2031. | 1,295,137,000 | 2,500,000,000 | 2,650,000,000 | 2,700,000,000 | 2,800,000,000 |
| 15 | 39 Institutions (35TCs, TLSB, ADEM, TIE, NECTA and IAE) under Commisioner of Education facilitated in service derivery annually by June 2031; | 12,000,000,000 | 13,000,000,000 | 13,500,000,000 | 14,000,000,000 | 15,000,000,000 |
| 16 | Three (3) Universities facilitated in service derivery annually by June 2031; | 2,500,000,000 | 2,550,000,000 | 2,600,000,000 | 2,650,000,000 | 2,700,000,000 |
| 17 | Five (5) Science and Technology institutions (TAEC, COSTECH, NM-AIST, DIT and MUST) facilitated in service derivery annually by June 2031. | 4,760,862,009 | 5,000,000,000 | 5,100,000,000 | 5,250,000,000 | 5,300,000,000 |
| | **Subtotal Objective G** | **58,296,931,553** | **68,779,572,426** | **77,553,508,290** | **86,239,534,533** | **97,060,714,714** |
| | **Objective H: Mainstreaming of Cross-Cutting Issues in Education Systems Strengthened** | | | | | |
| 1 | All staff with special needs provided with supportive services annually by June 2031; | 200,000,000 | 230,000,000 | 264,500,000 | 304,175,000 | 349,801,250 |
| 2 | All Primary School,Secondary school,Teachers' colleges provided with assistive | 1,320,848,000 | 1,368,975,200 | 1,424,321,480 | 1,487,969,702 | 1,561,165,157 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | devices for students with special needs by June 2031; | | | | | |
| 3 | 5,000Teachers (Pre-Primary, Primary and Secondary) provided with Continuous Professional Development on GBV issues annually by June 2031. | 675,500,000 | 661,825,000 | 661,098,750 | 675,263,563 | 706,553,097 |
| 4 | 5,000 Teachers (Pre-Primary, Primary and Secondary) capacitated on Inclusive education by June 2031; | 675,500,000 | 661,825,000 | 661,098,750 | 675,263,563 | 706,553,097 |
| 5 | 14 University Institutions provided assistive devices for students with special need annually by June 2031. | 500,000,000 | 505,000,000 | 525,750,000 | 564,612,500 | 574,304,375 |
| 6 | 14 University institutions facilitated with GBV awareness annually by June 2031. | 280,245,000 | 252,281,750 | 335,124,013 | 330,392,614 | 339,951,507 |
| 7 | All TVET institutions facilitated with GBV awareness annually by June 2031. | 280,245,000 | 252,281,750 | 335,124,013 | 330,392,614 | 339,951,507 |
| 8 | All TVET Institutions (FDCs and VTCR) provided with assistive devices for students with special needs by June 2031. | 850,000,000 | 977,500,000 | 1,124,125,000 | 1,292,743,750 | 1,486,655,313 |
| 9 | 762 education implementers and supervisors (SLO, DSQA, and DEOs, and REOs) provided with awareness on WASH guideline and menstrual hygiene management annually by June 2031. | 605,000,000 | 695,750,000 | 800,112,500 | 920,129,375 | 1,058,148,781 |
| | **Subtotal Objective H** | **5,387,338,000** | **5,605,438,700** | **6,131,254,506** | **6,580,942,681** | **7,123,084,084** |

| | | | | | | |
|---|---|---|---|---|---|---|
| | **Objective X: Management of Environment and Ecosystem Enhanced and Sustained** | | | | | |
| 1 | MoEST offices and institutions (HQ, TCs, FDCs, and VTCR) provided with Environmental Management Services annually by June 2031 | 460,000,000 | 529,000,000 | 608,350,000 | 699,602,500 | 704,542,875 |
| 2 | MoEST institutions (TCs, FDCs, and VTCR) facilitated on the use of clean and alternative energy sources by June 2031. | 1,500,000,000 | 1,500,000,000 | 1,700,000,000 | 2,000,000,000 | 2,500,000,000 |
| | **Subtotal Objective X** | **1,960,000,000** | **2,029,000,000** | **2,308,350,000** | **2,699,602,500** | **3,204,542,875** |
| | **Objective Y: Multi-Sectoral Nutrition Services Improved** | | | | | |
| 1 | All MoEST staff are provided with nutrition awareness annually by June 2031. | 268,064,546 | 308,274,228 | 354,515,362 | 407,692,667 | 468,846,567 |
| 2 | Frameworks and guidelines on promotion of school feeding programmes reviewed and operationalised by June 2031. | 114,415,000 | 131,577,250 | 151,313,838 | 174,010,913 | 200,112,550 |
| 3 | International, Regional and National Collaboration and Engagement on School feeding coordinated and implemented annually by June 2031. | 300,000,000 | 330,000,000 | 464,500,000 | 504,175,000 | 549,801,250 |
| | **Subtotal Objective Y** | **682,479,546** | **769,851,478** | **970,329,200** | **1,085,878,580** | **1,218,760,367** |
| | **Total Financial Resource Required** | **1,707,227,421,115** | **2,122,958,912,583** | **2,398,523,059,475** | **2,613,868,843,819** | **3,156,545,181,673** |

### 4.4 Technological Resources

The successful implementation of the MoEST Strategic Plan will depend on the strategic use and integration of digital technologies to enhance teaching, learning, research and administrative functions across all levels of education. The Ministry will leverage key existing systems, including the Education Sector Management Information System (ESMIS) as the central platform for data management and reporting; the School Accreditation System (SAS) for institutional regulation; the Teacher's College Management System (TCMS) for teacher training administration; the School Quality Assurance System (SQAS) for monitoring education quality; the Tertiary Education Management Information System (TEMIS Portal) for higher education data; and the Folk Development College (FDC) Dashboard for institutional management of FDCs. Also, PEPMIS, NeST, CBMS, MUSE, NPMIS, ESS, GAMIS, NaPA, GMS, NGAO and e-Office in enhancing accountability in executions of plans.

# CHAPTER FIVE
# RESULT FRAMEWORK

## 5.1 Introduction

The Results Framework outlines how the MoEST Strategic Plan will deliver results at three distinct levels: short-term, medium-term and long-term periods. It establishes a clear sequence linking strategic objectives to expected outcomes and defines how progress will be measured. The framework also explains how interventions will be monitored, reviewed and evaluated throughout the implementation cycle. It further provides guidance on reporting mechanisms to ensure accountability to both internal and external stakeholders.

The framework defines the full cycle of planning, monitoring, evaluation and reporting. It outlines how activities will be assessed through regular reviews and evaluation studies, ensuring that progress is consistently measured and reported. This approach supports evidence-based decision-making and strengthens accountability across all levels of implementation.

## 5.2 Development Objective

The overall objective is to have a *"a competitive nation driven by a well-educated, skilled, and innovative society."* This objective reflects the central role of education, science and technology in driving national development and economic growth.

## 5.3 Beneficiaries of the Ministry of Education, Science and Technology

The Ministry serves both direct and indirect beneficiaries. Direct beneficiaries include learners at all levels of education from pre-primary to higher education, as well as students in technical and vocational institutions. Academic and non-academic staff, researchers, innovators and institutional stakeholders such as universities and training centers also benefit directly. In addition, Non-State Actors (NSAs), Faith-Based Organizations (FBOs), Civil Society Organizations (CSOs), Private Sector entities, industries, Research and Development (RD) institutions (TARI, NIMRI, TAWIRI, TALIRI, TAFIRI,TAFORI), Managers/ Owners of schools and colleges, and all Ministry institutions all receive support through policy guidance, training, and collaboration.

Indirect beneficiaries include parents, guardians, communities, Ministry Departments and Agencies (MDAs), Development Partners (DPs), International Organizations, media and policymakers. These groups benefit from improved education systems and outcomes that result from the Ministry's interventions.

## 5.4 Linkage with the National Frameworks

The Strategic Plan is aligned with key national frameworks that provide the overall national direction and guidelines. These include Dira 2050, LTPP 2050, CCM Manifesto

2025, and FYDP IV. The alignment ensures that the Ministry contributes directly to national priorities such as building a skilled workforce, improving education quality and promoting science, technology and innovation. The Strategic Plan particularly supports goals related to human development, inclusive education and a digitally empowered society. It also addresses key national challenges such as skills mismatch, access to quality education, and workforce readiness.

## 5.5 Result Chain

MoEST results chain describes how inputs are transformed into long-term impacts through a structured process. Resources are used to implement planned activities, which generate outputs. These outputs contribute to achieving outcomes aligned with strategic objectives, which then lead to broader national impacts. This process is based on a theory of change that explains how each stage contributes to the next. The chain ensures that all activities remain linked to the overall development objective and that progress can be measured at each stage.

**Figure 5: Theory of Change**

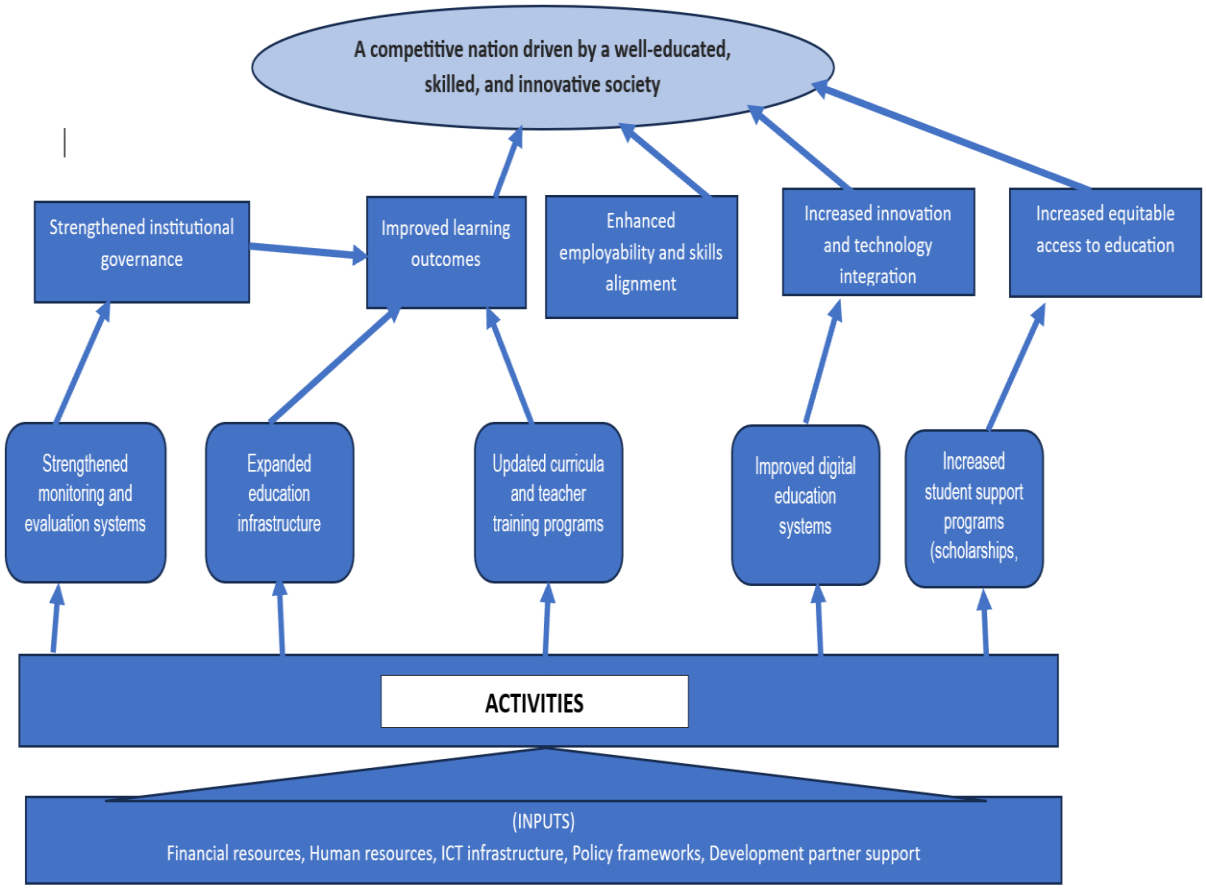


**Table 6: Results Framework Matrix**

| SN | Objective | Target | Intermediate Outcome | Strategies | Responsible |
|---|---|---|---|---|---|
| 1. | A: Non-Communicable Diseases, HIV and AIDS Infections Reduced and Supportive Service Improved | 1. All MoEST staff members who have voluntarily disclosed their HIV/AIDS status facilitated with supportive services annually by June 2031; | (i) Reduced number of new cases of HIV/AIDS infections; (ii) Improved supportive services to staff living with HIV/ AIDS and Non - Communicable Diseases; (iii) Increased participation of staff in the health programmes; and (iv) High level of awareness of non-communicable diseases and HIV / AIDS at workplace. | (i) Establish a staff support programme to ensure continuous care for employees living with HIV/AIDS. (ii) Implement a continuous workplace health education programme for all staff. (iii) Provide counselling. | DAHRM |
| | | 2. All MoEST staff provided with awareness on health education - HIV/AIDS and Non-Communicable Diseases (NCDs) annually by June 2031; | | | |
| | | 3. Four (4) Quarterly Statutory Meetings on the HIV/AIDS and Non-Communicable Diseases (NCDs) committee conducted annually, by June 2031. | | | |
| 2. | B: Implementation of National Anti-Corruption Strategy and Action Plan Enhanced and Sustained | 1. All MoEST staff are provided with awareness on anti-corruption and ethics issues annually by June 2031; and 2. Four (4) Statutory Meetings on the Anti-Corruption conducted annually, by June 2031. | (i) Reduced corruption incidences at the workplace; (ii) Increased awareness of anti-corruption practices among staff at the workplace; and (iii) Improved adherence to good governance practices in service delivery. | (i) Implement an annual awareness programme in collaboration with PCCB. (ii) Establish and operationalize a formal Anti-Corruption Committee to oversee compliance and risk management. | DAHRM |
| 3. | C: Access to Quality Education and Training at all Levels Strengthened | 1. Vocational Secondary Schools increased from 194 to 400 by June 2031; | Increased student enrolment in vocational Secondary schools; | Construct new vocational school on phase basis focusing on underserved regions and upgrade existing schools. | CE |
| | | 2. 52,300 Technical and Vocational teachers in secondary schools capacitated on revised curriculum, modern teaching and learning methodologies by June 2031; | Teachers' skills and competence improved; | Introduce continuous professional development programmes for tutors based on subject specialization. | |
| | | 3. At least 50% of schools (primary and secondary schools) are provided with digital infrastructures and facilities by June 2031; | Digital teaching and learning infrastructure Improved | Develop digital learning infrastructure and connectivity in schools. | |
| | | 4. 34 Teacher training colleges provided digital learning systems by June 2031 | Digital teaching and learning infrastructure Improved | Develop digital learning infrastructure and connectivity in colleges. | |

| | | | | | |
|---|---|---|---|---|---|
| | | 5. 47,959 pre-service teacher graduates (undergraduate and diploma) facilitated with internship programs by June 2031; | Improved education quality and professionalism; | Implement Internship program | |
| | | 6. 5,000 Student teachers facilitated with teaching practice allowance annually by June 2031; | Improved graduate competencies; | Increase funding support for teaching practice programmes | |
| | | 7. 502,448 teachers (pre-primary, primary, secondary, non-formal education, and teacher colleges) accredited with professional teaching license by June 2031; | Improved education quality and professionalism; | Strengthen teacher licensing and accreditation systems. | |
| | | 8. 28,301 Primary and Secondary schools and Teacher Colleges (28,267 schools and 34 TCs) facilitated with teaching and learning materials annually by June 2031; | Improved teaching and learning environment | Procure and distribute adequate teaching and learning materials. | |
| | | 9. 146,581 Teachers (Pre-Primary, Primary and Secondary) provided with Continuous Professional Development on content-pedagogical skills by June 2031; | (I) Improved education quality and professionalism;<br>(II) Improved pedagogical skills; | Institutionalize continuous professional development programmes. | |
| | | 10. School registered increased from 28,267 to 30,767 by June 2031; | Increased enrolment rate in schools | Register new schools. | |
| | | 11. 184 LGAs facilitated with construction and rehabilitation of school infrastructure by June 2031; | Improved infrastructure and learning environment; | Expand infrastructure development through LGA support. | |
| | | 12. 300 Teachers College Tutors provided with capacity building by June 2031; | Improved tutors competencies; | Conduct regular tutor training and upgrading programmes. | |
| | | 13. 25,237 Education implementers and supervisors (DEO, REOs, District SQAs and SLO, Head Teachers) provided with capacity building by June 2031; | Increased skills to Education implementers and supervisors | Strengthen leadership and management training. | |
| | | 14. 12,000 students facilitated to attend the re-entry program by June 2031; | Reduced dropout rate | Expand inclusive re-entry education programmes | |

| | | | | | |
|---|---|---|---|---|---|
| | | 15. Frameworks (Policies, Guidelines, Mechanisms and Systems) for basic education on implementation of the Education and Training Policy of 2014, 2023 Edition developed, reviewed and operationalized by June 2031; | Improved Basic Education Policy Implementation | Develop, Review and disseminate basic education operational frameworks. | |
| | | 16. All schools and colleges (Pre -primary, Primary, secondary, Teacher Colleges Adult, Non – formal Education and Folk development Colleges) registered provided with quality assurance services annually by June 2031. | Improved quality of teaching and learning in schools and colleges | Strengthen quality assurance mechanisms in schools and colleges | DSQA |
| | | 17. 14 Public University Institutions facilitated with construction, rehabilitation and ICT facilities by June 2031; | Improved higher education infrastructure; | Implement targeted university infrastructure expansion programmes. | DHE |
| | | 18. 1,464 Form six (6) female graduates in science subjects provided with special foundation programs in STEM by June 2031; | Improved Female participation in STEM | Expand STEM financing mechanisms | |
| | | 19. At least 75% eligible students of Higher Education facilitated with Higher Education Loans by June 2031 | Improved enrolment to Higher Education | Expand Higher Education financing mechanisms | |
| | | 20. 9,263 Student's facilitated with scholarships on STEM, ICT and nuclear technology programmes by June 2031; | Improved STEM enrolment | (i) Implement targeted scholarships<br>(ii) Increased access to Tanzanian scholarship opportunities for international students and strengthened international academic relations; | |
| | | 21. 1,000 Academic and technical staff in Public University Institutions facilitated with capacity building on competency-based education, pedagogy, and curriculum development by June 2031; | Improved competence of Academic and technical staff in Public University Institutions | Strengthen staffs development programmes | |

| | | | | | |
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| | | 22. All higher education institutions coordinated and facilitated in curricula alignment with labor market demands by June 2031. | Improved competency-based training; | Strengthen mechanisms for curricula alignment with labor market demands | |
| | | 23. Higher Education Frameworks (Policies, Guidelines, Mechanisms and Systems) on implementation of the Education and Training Policy of 2014, 2023 Edition developed and reviewed by June 2031; | Improved higher education governance and Policy implementation; | Develop, Review and disseminate HE operational frameworks. | |
| | | 24. Technical and Vocational education and training (TVET) institutions increased from 141 to 217 by June 2031; | Increased enrolment in TVET education -Improved TVET learning environment; | Construct workshops, laboratories and classrooms | DTVET |
| | | 25. Teaching and Learning infrastructure in 141 Technical and Vocational Education and Training (TVET) rehabilitated by June 2031; | Improved TVET learning environment; | Rehabilitate workshops, laboratories and classrooms | |
| | | 26. All TVET institutions provided with teaching and learning materials annually by June 2031; | Availability of TVETs teaching and learning materials | Supply modern technical teaching materials and equipment. | |
| | | 27. All TVET institutions provided with digital infrastructures by June 2031; | Improved digital learning | Provide digital infrastructures | |
| | | 28. Frameworks and guidelines for TVET on implementation of the Education and Training Policy of 2014, 2023 Edition developed, reviewed and operationalized by June 2031; | Improved implementation of TVET policy;<br>Improved higher education governance and Policy implementation; | Develop, Review and disseminate TVET operational frameworks. | |
| | | 29. All TVET institutions coordinated and facilitated in curricula alignment with labor market demands by June 2031; | Improved competency-based training; | Strengthen mechanisms for curricula alignment with labor market demands | |
| 4. | D: National, Regional, and International Cooperation and Collaboration for Education, Science and Technology Enhanced | 1. International, regional and national collaboration, engagements and cooperation on pre-primary, primary, secondary, adult education, Formal and Non-Formal education facilitated and conducted annually by June 2031; | Enhanced international, regional, and national partnerships and cooperation in basic education | Establish a coordinated programme to identify, negotiate, and formalize partnerships with strategic countries and institutions. | CE |

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| | | 2. Ministry stakeholders' engagement in education, science and technology facilitated and conducted annually by June 2031; | Strengthened stakeholder participation and collaboration in education, science, and technology | Strengthening stakeholder engagement and coordination | DPP |
| | | 3. International, regional and national collaboration, engagements and cooperation on TVET facilitated and conducted annually by June 2031; | Enhanced international, regional, and national partnerships and cooperation in TVETs | Strengthening stakeholder engagement and coordination | DTVET |
| | | 4. International, regional and national collaboration, engagements and cooperation on HE conducted annually by June 2031; | Enhanced international, regional, and national partnerships and cooperation in HE | Strengthen stakeholder engagement and coordination | DHE |
| | | 5. Industrial linkage in 14 Public Universities coordinated and facilitated annually by June 2031; | Improved university–industry collaboration and strengthened practical training, | Scale up work-based learning through strong collaboration between HE institutions and industries. | DHE |
| | | 6. Industrial linkage in 217 TVET institutions coordinated and facilitated annually by June 2031; | Improved TVETs–industry collaboration and strengthened practical training, | Scale up work-based learning through strong collaboration between TVET institutions and industries. | DTVET |
| | | 7. International, regional and national collaboration, engagements and cooperation on STI coordinated and implemented annually by June 2031; | Enhanced international, regional, and national partnerships and cooperation in STI | Strengthen stakeholder engagement and coordination in STI | DSTI |
| 5. | E: Mechanisms for Promoting Science, Technology and Innovation for Socio- Economic Development Enhanced | 1. STIs Frameworks, Policies, Guidelines, Mechanisms and systems developed, Reviewed and operationalized by June 2031; | (I) Improved STI governance;<br>(II) Increased commercialization of research results and innovation;<br>(III) Increased creativity and innovation; and<br>(IV) Increased participation of stakeholders on STI. | Conduct a national baseline assessment reviewing existing policies, laws, and gaps in STI. | DSTI |
| | | 2. 184 LGAs coordinated in establishment and operationalization of STIs platforms and desks by June 2031; | | Design structured acceleration programs e.g. short-term bootcamps, mentorship schemes, and research collaborations. | |
| | | 3. Five (5) Folk Development Colleges capacitated to serve as Technology and Innovation Support Centres by June 2031; | | Design targeted acceleration programs focusing on areas such as AI, engineering, health sciences and renewable energy. | |
| | | 4. Five (5) STIs institutions facilitated with construction and rehabilitation by June 2031; | | Construct new Infrastructures in STI institutions . | |

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| | | 5. One (1) STI institution facilitated in establishment of a national technology park by June 2031; | | Upgrade existing infrastructures. | |
| | | 6. Centre of excellence established in one STI institution by June 2031; | | Procure and supply facilities. | |
| | | 7. Coordinate establishment of STEM innovation hubs by June 2031; | | | |
| | | 8. Applied research and development in science and technology coordinated in higher learning institutions and R&D institutions annually by June 2031; | | | |
| | | 9. Tanzania Science, Technology and Innovation Platform (TANZSTIP) established by June 2031; | | | |
| | | 10. High level national engineering and technology incubation program for nurturing intelligent and talented Tanzanians established by June 2031. | | | |
| | | 11. Capacity-building programs for scientists and innovators on emerging technologies i.e. DS/AI coordinated and implemented annually by June 2031; | | | |
| | | 12. Commercialization of research output, local innovations and inventions coordinated and facilitated annually by June 2031 | | | |
| 6. | F: Mobilization of Resources, Coordination and Investments in Education, Science, Technology and Innovation Improved | 1. Frameworks (Policies, Strategies, Guidelines, Mechanisms and Systems) on resources mobilization developed, operationalized and reviewed by June 2031; | (I) Increased resources for education, science, and technology;<br>(II) Increased investment in education, science, and technology;<br>(III) Improved management of resources in education, science, | (i) Strengthen educational financing mechanism.<br>(ii) Strengthen mechanisms for private partnerships in education financing. | DPP |

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| | | 2. Plans, project proposals and annual Budgets prepared, implemented and reviewed annually by June 2031; | and technology. and (IV) Enhance evidenced ministerial decision making and policy formulation | | |
| | | 3. Research and innovation on Ministerial policies and related functions coordinated and implemented annually by June 2031; | | | |
| 7. | G: Institutional Capacity for Delivery of Quality Services Improved | 1. All MoEST staff (HQ, TCs, SQAOs FDCs and VTCR) are provided with efficient welfare and administrative services annually by June 2031; | (i) Timely and Improved efficiency in service delivery<br>(ii) Increased stakeholders' satisfaction;<br>(iii) Improved institution reputation; and<br>(iv) Increased use of integrated ICT systems in education, science, technology, and innovation.<br>-<br>-<br>- | Integrated Human Resource and Administration Support Services Program. | DAHRM |
| | | 2. 100 staff housing and office buildings across (HQ, TCs, SQAOs, FDCs and VTCR) rehabilitated by June 2031; | | Comprehensive Staff Administrative and Welfare Support Program. | |
| | | 3. 50 office buildings across (10TCs, 10SQAOs, 10FDCs and 10VTCR Offices) constructed by June 2031; | | | |
| | | 4. All MoEST staff (included in the Ministry training plan) from HQ, TCs, SQAOs, FDCs, and VTCR provided with professional development training annually by June 2031; | | | |
| | | 5. Financial management Acts, standards, regulations, and procedures across MoEST operations operationalized annually by June 2031; | | Financial Management and Audit Capacity Strengthening Program. | CA |
| | | 6. Risk Management Framework reviewed and operationalized annually by June 2031; | | Strengthened Financial Reporting and Compliance Program. | |
| | | 7. Performance, Governance and Control processes established and operationalized annually by June 2031; | | Risk Management Framework Review and Strengthening Initiative. | DPP |
| | | 8. Procurement Procedures and Control systems established and operationalized annually by June 2031; | | Integrated Planning, Budgeting, Policy, and Risk Management Capacity Development Program. | |

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| | | 9. Effective Communication and Public Relations systems established and operationalized by June 2031; | | Conduct regular risk-based internal audits. | CIA |
| | | 10. MoEST (HQ, TCs, FDCs, VTCR) Service delivery systems digitally transformed and automated annually by June 2031; | | Performance and Governance Audit Expansion Program. | |
| | | 11. ICT systems harmonized and integrated across all functions by June 2031; | | Foreign-Funded Projects Audit Strengthening Program. | |
| | | 12. MoEST Legal Frameworks developed, reviewed and operationalized annually by June 2031; | | Procurement Management Unit (PMU) Administrative and Personnel Support Program. | DPMU |
| | | 13. Policies, Programs, Projects and Frameworks monitored and evaluated annually by June 2031; | | Advanced Procurement Capacity Strengthening Program for PMU Staff. | |
| | | 14. Teacher Professional Board established and operationalized by June 2031. | | Institutional Communication and Public Relations Strengthening Program. | HGCU |
| | | 15. 39 Institutions (TCs, TLSB, ADEM, TIE, NECTA and IAE) under commissioner of education supported in service delivery annually by June 2031; | | Strategic Communication and Digital Media Capacity Development Program. | |
| | | 16. Three (3) Universities supported in service delivery annually by June 2031; and; | | Legal Capacity Strengthening and Professional Development Program. | HLSU |
| | | 17. Five (5) Science and Technology institutions (TAEC, COSTECH, NM-AIST, DIT and MUST) supported in service delivery annually by June 2031; | | Institutional Legal Advisory and Compliance Support Program. | |
| | | | | ICT Capacity Development and Skills Enhancement Program. | HICT |
| | | | | Institutional ICT Service Delivery and Support Program. | |
| | | | | Policy Monitoring and Performance Tracking Program. | DM&E |

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| | | | | Strategic and Sector Plan Monitoring Strengthening Program. | |
| | | | | Commissioner for Education Office Administrative and Personnel Support Program. | CE |
| | | | | Comprehensive Professional Development and Skills Enhancement Program. | |
| | | | | Decentralized SQA Administrative and Personnel Services Strengthening Program. | DSQA |
| | | | | SQA Operational Support and Resource Facilitation Program. | |
| | | | | Higher Education Development Capacity Strengthening Program. | DHE |
| | | | | University Operational Support and Resource Allocation Program. | |
| | | | | TVET Division Administrative and Personnel Support Services Strengthening Program. | DTVET |
| | | | | TVET Professional Development and Program Strengthening Initiative. | |
| | | | | Science, Technology and Innovation Capacity Development Program. | DSTI |
| | | | | Science and Technology Institutions Operational Support and Strengthening Program. | |
| 8. | H: Mainstreaming Cross-Cutting Issues in Education, Science, Technology and Innovation Strengthened | 1. All staff with special needs provided with supportive services annually by June 2031; | GBV cases reduced at work place; | Inclusive Staff Support and Participation Enhancement Program. | DAHRM |
| | | 2. All Primary School, Secondary school, Teachers' colleges provided with assistive devices for students with special needs by June 2031; | Enrolment of people with special needs increased. | Disability Rights Awareness and Compliance Training Program. | CE |
| | | 3. 5,000 Teachers (Pre-Primary, Primary and Secondary) capacitated on GBV awareness by June 2031; | Improved GBV Awareness to teachers | Conduct training, workshops, seminars | |

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| | | 4. 5,000 Teachers (Pre-Primary, Primary and Secondary) capacitated on Inclusive education by June 2031; | Enrolment of people with special needs increased. | Conduct training, workshops, seminars | |
| | | 5. 14 University institutions provided assistive devices for students with special needs by June 2031; | Enrolment of people with special needs increased. | Provide assistive devices for students with special needs | DHE |
| | | 6. 14 University institutions facilitated with GBV awareness annually by June 2031; | Reduced GBV in HE institutions | Conduct training, workshops, seminars | |
| | | 7. All TVET institutions facilitated with GBV awareness annually by June 2031; | Reduced GBV in TVETs institutions | Conduct training, workshops, seminars | DTVET |
| | | 8. All TVET Institutions (FDCs and VTCR) provided with assistive devices for students with special need by June 2031; and | Enrolment of people with special needs increased. | Provide assistive devices for students with special needs | |
| | | 9. 762 education implementers and supervisors (SLO, DSQA, and DEOs, and REOs) provided with awareness on WASH guideline and menstrual hygiene management annually by June 2031. | Improved school sanitation and hygiene | Conduct regular awareness and follow up | CE |
| 9. | X: Management of Environment and Ecosystem Enhanced and Sustained | 1. MoEST institutions (TCs, FDCs, and VTCR) facilitated with the use of clean and alternative energy sources by June 2031; and | Improved environmental management practices at MoEST institutions (TCs, FDCs, and VTCR); and | TVET Green Energy Adoption and Demonstration Program. | DAHRM |
| | | 2. MoEST offices and institutions (HQ, SQAs, TCs, FDCs, and VTCR) provided with Environmental Management Services annually by June 2031. | Improved environmental management | Implementation of an Office Environmental Sustainability and Compliance Program. | DTVET |
| 10 | Y:Multi-Sectoral Nutrition Services Improved | 1. All MoEST staff (HQ, TCs, SQAs, FDCs, and VTCR) are provided with nutrition awareness annually by June 2031; | Reduction of NCD cases at workplace; | -Conduct Health and nutrition awareness programs. -Encourage staff physical exercise. | DAHRM |
| | | 2. Frameworks and guidelines on promotion of school feeding programmes developed, reviewed and operationalized by June 2031; | Improved school feeding practice. | Conduct stakeholder engagement on nutrition issues | CE |

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| | | 3. International, Regional and National Collaboration and Engagement on School feeding coordinated and implemented annually by June 2031. | | | |

## Table 7: Monitoring Plan

| S/N | Target | Indicator | Baseline | | Cumulative Target Value | | Indicator Target Value | | | | | Data Source | Data Collection Method and Analysis | | Means of Verification | Frequency of Reporting | Responsible |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Date | Value | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | | Data Collection Methods and Instruments | Frequency of Data Collection | | | |
| | **Objective A: Non-Communicable Diseases, HIV and AIDS Infections Reduced and Supportive Services Improved** | | | | | | | | | | | | | | | | |
| 1 | All MoEST staff members who have voluntarily disclosed their HIV/AIDS status were facilitated with supportive services annually by June 2031. | % of Staffs who have voluntarily disclosed their HIV/AIDS status facilitated with supportive services | 2026 | 100 | 2031 | 100 | 100 | 100 | 100 | 100 | 100 | Payment Voucher, | **Method:** Documentary Review **Instrument:** Checklist. | Quarterly | Quarterly progress reports | Quarterly | DAHRM |
| 2 | All MoEST staff provided awareness on health education - HIV/AIDS and Non - Communicable Diseases (NCDs) by June 2031. | % of MoEST staff provided with awareness on health education - HIV/AIDS and Non - Communicable Diseases (NCDs) | 2026 | <50% | 2031 | 100% | 25% | 25% | 25% | 25% | 25% | Training Modules. Invitation. Attendance sheets, | **Method:** Documentary Review **Instrument:** Checklist. | Quarterly | Quarterly progress reports | Quarterly progress reports | DAHRM |
| 3 | Four (4) Quarterly Statutory Meetings on the HIV/AIDS and Non-Communicable Diseases (NCDs) committee conducted annually by June 2031. | Number of Quarterly Statutory Meetings on the HIV/AIDS and Non-Communicable Diseases (NCDs) committee conducted annually. | 2026 | 4 | 2031 | 4 | 4 | 4 | 4 | 4 | 4 | Attendance, Minutes, Payment Voucher, | **Method:** Documentary Review **Instrument:** Checklist | Quarterly | Quarterly progress reports | Quarterly | DAHRM |
| | **Objective B: Implementation of National Anti- Corruption Strategy and Action Plan Enhanced and Sustained.** | | | | | | | | | | | | | | | | |
| 1 | All MoEST staff provided with awareness on anti-corruption and ethics issues annually by June 2031. | % of MoEST staff provided with awareness on anti-corruption and ethics issues annually. | 2026 | 100% | 2031 | 25% | 25% | 25% | 25% | 25% | 25% | Attendance sheets. Course content | **Method:** Documentary Review **Instrument:** Checklist | Quarterly | Quarterly progress reports Annual performance reports | Quarterly Annually. | DAHRM |

| S/N | Target | Indicator | Baseline | | Cumulative Target Value | | Indicator Target Value | | | | | Data Source | Data Collection Method and Analysis | | Means of Verification | Frequency of Reporting | Responsible |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Date | Value | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | | Data Collection Methods and Instruments | Frequency of Data Collection | | | |
| 2 | Quarterly Statutory Meetings on the Anti-Corruption conducted annually, by June 2031. | Number of Statutory Meetings on the Anti- Corruption conducted annually. | 2026 | 4 | 2031 | 4 | 4 | 4 | 4 | 4 | 4 | Committee meeting minutes.<br><br>Attendance sheets | **Method:** Documentary Review<br><br>**Instrument:** Checklist. | Quarterly | Quarterly progress reports<br><br>Annual performance reports | Quarterly | DAHRM |
| | **Objective C: Access to Quality Education and Training at all Levels Strengthened** | | | | | | | | | | | | | | | | |
| 1 | Vocational Secondary Schools increased from 194 to 400 by June 2031. | Number of Vocational secondary schools constructed | 2026 | 194 | 2031 | 400 | 40 | 40 | 43 | 43 | 40 | Project report | **Method:** Documentary review; **Instrument:** Checklist | Quarterly<br><br>Annually. | Quarterly Progress Report<br><br>Annual performance reports | Quarterly<br><br>Annually. | CE |
| 2 | 52,300 Technical and Vocational teachers in secondary schools capacitated on revised curriculum, modern teaching and learning methodologies by June 2031. | Number of Technical and Vocational Teachers capacitated | 2026 | N/A | 2031 | 52,300 | 10,460 | 10,460 | 10,460 | 10,460 | 10,460 | Reports | **Method**: Documentary review **Instrument:** Checklist | Quarterly | Review Report Quarter Progress Reports | Quarterly Annually. | CE |
| 3 | 34 Teacher training colleges provided digital learning systems by June 2031. | Number of TCs provided with ICT systems | 2026 | 0 | 2031 | 34 | 10 | 10 | 10 | 4 | 0 | Issue Voucher | **Method**: Documentary review **Instrument:** Checklist | Quarterly | Issue Voucher | Quarterly Annually. | CE |
| 4 | At least 50% of schools (primary and secondary) provided with digital infrastructures by June 2031. | % of schools provided with digital infrastructures | 2026 | 0 | 2031 | 50% | 25% | 25% | 25% | 25% | 25% | Issue Voucher | **Method:** Documentary review **Instrument:** Checklist | Quarterly | Issue Voucher | Quarterly<br><br>Annually. | CE |
| 5 | 47,959 pre-service teacher graduates (undergraduate and diploma) facilitated with internship programs by June 2031. | Number of Pre Service Teachers accredited | 2026 | NA | 2031 | 47,959 | 5,000 | 6,000 | 10,000 | 10,000 | 8,000 | Attendance list, Invitation letter. Certificate of attendance | **Method:** Documentary review **Instrument:** Checklist | Quarterly | Training Reports Quarterly training report Annual performance reports | Quarterly<br><br>Annually. | TTPB |
| 6 | 15,000 Student teachers facilitated with teaching practice allowance annually by | Number of students facilitated allowance | 2026 | NA | 2031 | 15,000 | 5,000 | 6,000 | 10,000 | 10,000 | 8,000 | Attendance list, Invitation letter. | **Method:** Documentary review **Instrument:** | Quarterly | Training Reports Quarterly training | Quarterly | CE |

| S/N | Target | Indicator | Baseline | | Cumulative Target Value | | Indicator Target Value | | | | | Data Source | Data Collection Method and Analysis | | Means of Verification | Frequency of Reporting | Responsible |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Date | Value | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | | Data Collection Methods and Instruments | Frequency of Data Collection | | | |
| | June 2031. | | | | | | | | | | | Certificate of attendance | Checklist | | report Annual performance reports | Annually. | |
| 7 | 502,448 teachers (pre-primary, primary, secondary, non-formal education, and teacher colleges) accredited with professional teaching licence by June 2031. | Number of teachers (pre-primary, primary, secondary, non-formal education, and teacher colleges) provided with teacher registration certificate | 2026 | 0 | 2031 | 502,448 | 125,612 | 125,612 | 100,490 | 75,367 | 75,367 | TOR, Concept Note, Minute sheet, Payment voucher, | **Method:** Documentary review. **Instrument:** Checklist | Annually. Quarterly | TTPB Quarterly progress report, TTPB Annual performance report | Annually. Quarterly | TTPB |
| 8 | All Primary and Secondary schools and Teacher Colleges facilitated with teaching and learning materials annually by June 2031. | % of schools facilitated with teaching and learning materils | 2026 | 100 | 2031 | 28,301 | 100 | 100 | 100 | 100 | 100 | Concept note, Attendance sheet, Stakeholder' s comments | **Method:** Documentary review **Instrument:** Checklist | Quarterly | Quarter Progress Reports | Quarterly Annually. | CE |
| 9 | 146,581 Teachers (Pre-Primary, Primary and Secondary) provided with Continuous Professional Development on content-pedagogical skills by June 2031. | Number of schools facilitated | 2026 | 7 | 2031 | 7 | 7 | 7 | 7 | 7 | 7 | Invitation letter, Training manual, Certificate of attendance, | **Method:** Documentary review **Instrument:** Checklist | Quarterly | Training Reports, Quarterly training report, Annual performance reports | Quarterly Annually. | CE |
| 10 | School registered increased from 28,267 to 30,767 by June 2031. | Number of Schools registered. | 2026 | 28,267 | 2031 | 30,767 | 500 | 500 | 500 | 500 | 500 | School Registration Book, School Registration Certificate | **Method:** Documentary review **Instrument:** Check list | Annually. Quarterly | Quarterly progress report | Quarterly Annually. | CE |
| 11 | 184 LGAs facilitated with construction and rehabilitation of school infrastructure by June 2031. | Number of LGAs facilitated with rehabilitation and construction of school infrastructure annually. | 2026 | 184 | 2031 | 184 | 184 | 184 | 184 | 184 | 184 | Bill of Quantity (BOQ), Fund disbursement sheet, | **Method:** Observations **Instrument:** Check list | Quarterly | Rehabilitation report | Quarterly | CE |
| 12 | 300 Teachers College Tutors provided with capacity building by | Number of Teachers College Tutors provided | 2026 | 1,300 | 2031 | 1600 | 60 | 60 | 60 | 60 | 60 | Attendance list/Registration forms | **Method:** Focus group discussion, | Quarterly | Quarterly progress report | Quarterly Annually. | CE |

| S/N | Target | Indicator | Baseline | | Cumulative Target Value | | Indicator Target Value | | | | | Data Source | Data Collection Method and Analysis | | Means of Verification | Frequency of Reporting | Responsible |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Date | Value | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | | Data Collection Methods and Instruments | Frequency of Data Collection | | | |
| | June 2031. | with capacity building on their respective subjects | | | | | | | | | | | Interview **Instrument:** Check list Questionnaire | | Annual performance report | | |
| 13 | 25,237 Education implementers and supervisors (DEO, REOs, District SQAs and SLO, Head Teachers) provided with capacity building by June 2031. | Number of education implementers and supervisors (DEO, REOs, SQAs, SLO and Head Teacher) provided capacity building on good governance in education. | 2026 | 19,400 | 2031 | 25,237 | 5,047 | 5,047 | 5,047 | 5,047 | 5,049 | Attendance list/Registration forms | **Method:** Focus group discussion; and Interview. **Instrument:** Check list; and Questionnaire. | Quarterly | Quarterly progress report | Quarterly Annually. | CE |
| 14 | 12,000 students facilitated to attend the re-entry program annually by June 2031. | Number of students facilitated to attend the re- entry program annually. | 2026 | 12,000 | 2031 | 12,000 | 12,00 | 12,000 | 12,000 | 12,000 | 12,000 | Attendance list/Registration forms | **Method:** Focus group discussion **Instrument:** Check list Questionnaire | Quarterly | Quarterly progress report | Quarterly Annually. | CE |
| 15 | All schools and colleges (Pre – primary, Primary, secondary, Teacher Colleges Adult, Non – formal Education and Folk development Colleges) registered provided with quality assurance services annually by June 2031. | % of schools and colleges provided with quality assurance | 2026 | 100% | 2031 | 100% | 1001 | 100 | 1001 | 100 | 100 | School visit quality assurance report | **Method:** Focus group discussion **Instrument:** Check list Questionnaire | Quarterly | Quarterly progress report | Quarterly Annually. | DSQA |
| 16 | Frameworks and guidelines for basic education on implementation of ETP 2014, edition 2023 developed, reviewed, operationalised by June 2031. | Number of Framework developed and reviewed | 2026 | N/A | 2031 | 30 | 5 | 5 | 5 | 10 | 5 | Attendance list/Registration forms | **Method:** Focus group discussion Interview **Instrument:** Check list Questionnaire | Quarterly | Quarterly progress report | Quarterly Annually. | CE |

| S/N | Target | Indicator | Baseline | | Cumulative Target Value | | Indicator Target Value | | | | | Data Source | Data Collection Method and Analysis | | Means of Verification | Frequency of Reporting | Responsible |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Date | Value | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | | Data Collection Methods and Instruments | Frequency of Data Collection | | | |
| 17 | 14 Public University Institutions facilitated with construction, rehabilitation and ICT facilities by June 2031. | Number of Public University Institutions Supported | 2026 | 14 | 2031 | 14 | 2 | 3 | 2 | 3 | 3 | Site logbooks; Building permit. BOQ; Certificate completion | **Method:** Documentary Review. **Instrument:** Checklist | Quarterly | HEI's Infrastructure Construction Report | Annually. | DHE |
| 18 | 1,464 Form six (6) female graduates in science subjects provided with special foundation programs in STEM by June 2031. | Number of form six female graduates in science subjects provided with special foundation programs in STEM | 2026 | 464 | 2031 | 1,464 | 200 | 200 | 200 | 200 | 200 | List of Participation Certificate of completion | **Method:** Documentary Review. **Instrument:** Checklist | Quarterly | Report on the foundation program | Quarterly | DHE |
| 19 | At least 75% eligible higher education students facilitated with Higher Education Loans by June 2031. | % of Students accessing Higher Education loans. | 2026 | <60% | 2031 | >75% | 60% | 62% | 65% | 70% | 75% | List of loan beneficiaries | **Method:** Documentary Review. **Instrument:** Checklist | Quarterly | Quarterly progress report | Quarterly Annually. | DHE |
| 20 | 9,263 Student's facilitated with scholarships on STEM, ICT and nuclear technology programmes by June 2031. | Number of students facilitated with Scholarships to attend STEM, ICT and nuclear technology programmes | 2026 | 2,680 | 2031 | 9,263 | 1,853 | 1,853 | 1,853 | 1,853 | 1,851 | Scholarship announcements. | **Method:** Documentary Review. **Instrument:** Checklist | Quarterly | Quarterly progress report scholarship report | Quarterly Annually. | DHE |
| 21 | 1,000 Academic and technical staff in Public Universities facilitated with capacity building on competency-based education, pedagogy, and curriculum development by June 2031. | Number of academic and technical staff in University Institutions facilitated with capacity building on reviewed academic programs. | 2026 | 2,222 | 2031 | 6,040 | 898 | 829 | 746 | 778 | 567 | Attendance Registration. Timetable. Certificate of attendance | **Method:** Documentary Review. **Instrument:** Checklist | Quarterly | Quarterly progress report | Quarterly | DHE |
| 22 | Higher Education Frameworks (Policies, Guidelines, Mechanisms and Systems) on implementation of the Education and | Number of guidelines developed | Number of Framework developed and reviewed | 2026 | N/A | 2031 | 5 | 1 | 1 | 1 | 1 | **Method:** Documentary Review. **Instrument:** Checklist | **Method:** Documentary Review. **Instrument:** Checklist | Quarterly | Quarterly progress report | Quarterly | DHE |

| S/N | Target | Indicator | Baseline | | Cumulative Target Value | | Indicator Target Value | | | | | Data Source | Data Collection Method and Analysis | | Means of Verification | Frequency of Reporting | Responsible |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Date | Value | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | | Data Collection Methods and Instruments | Frequency of Data Collection | | | |
| | Training Policy of 2014, 2023 Edition developed and reviewed by June 2031; | | | | | | | | | | | | | | | | |
| 23 | All higher education institutions coordinated and facilitated in curricula alignment with labor market demands by June 2031. | Number of HE facilitated | 2026 | 14 | 2031 | 14 | 14 | 14 | 14 | 141 | 14 | Workshop reports | **Method:** Documentary Review. **Instrument:** Checklist: | Quarterly | Quarterly progress report | Quarterly | DHE |
| 24 | Technical and Vocational education and training (TVET) institutions increased from 141 to 217 by June 2031. | Number of Technical and Vocational Education and Training (TVET) Institutions (VETA, Polytechnic Colleges and one Dodoma Technical College) constructed. | 2026 | 141 | 2031 | 217 | 14 | 15 | 15 | 15 | 15 | Concept Note, BOQ, Contracts | **Method:** Documentary Review. **Instrument:** Checklist: | Quarterly | Quarterly progress report | Quarterly | DTVET |
| 25 | Teaching and learning infrastructure in 141 Technical and Vocational Education and Training (TVET) rehabilitated by June 2031. | Number of TVET institutions rehabilitated | 2026 | 720 | 2031 | 1095 | 28 | 28 | 28 | 28 | 29 | Concept Note, BOQ, Contracts | **Method:** Documentary Review. **Instrument:** Checklist | Quarterly | Quarterly progress report | Quarterly | DTVET |
| 26 | All TVET institutions provided with teaching and learning materials annually by June 2031; | % of TVETs institutions provided with Teaching and Learning Materials | 2026 | 210 | 2031 | 100 | 100 | 100 | 100 | 100 | 100 | Concept Note, LPO, Minutes of the Meeting Delivery note | **Method:** Documentary Review. **Instrument:** Checklist | Quarterly | Quarterly progress report | Quarterly | DTVET |

| S/N | Target | Indicator | Baseline | | Cumulative Target Value | | Indicator Target Value | | | | | Data Source | Data Collection Method and Analysis | | Means of Verification | Frequency of Reporting | Responsible |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Date | Value | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | | Data Collection Methods and Instruments | Frequency of Data Collection | | | |
| 27 | All TVET Institutions provided with digital infrastructures by June 2031. | % of TVETs institutions provided with Teaching and Learning Materials | 2026 | 210 | 2031 | 100 | 100 | 100 | 100 | 100 | 100 | Concept Note, Attendance sheet, Minutes of the Meeting | **Method:** Documentary Review. **Instrument:** Checklist | Quarterly | Quarterly progress report | Quarterly | DTVET |
| 28 | Frameworks and guidelines for TVET on implementation of ETP 2014, edition 2023 developed, reviewed, operationalised by June 2031. | Number of Framework developed and reviewed | 2026 | N/A | 2031 | 5 | 1 | 1 | 1 | 1 | 1 | Attendance list/Registration forms | **Method:** Focus group discussion Interview **Instrument:** Check list Questionnaire | Quarterly | Quarterly progress report | Quarterly Annually. | DTVET |
| 29 | All TVET institutions coordinated and facilitated in curricula alignment with labor market demands by June 2031; | Number of TVET facilitated in Curricula alignment | 2026 | 14 | 2031 | 14 | 14 | 14 | 14 | 141 | 14 | Workshop reports | **Method:** Documentary Review. **Instrument:** Checklist: | Quarterly | Quarterly progress report | Quarterly | DTVET |
| | **Objective D: National, Regional and International Cooperation and Collaboration for Education, Science and Technology Enhanced** | | | | | | | | | | | | | | | | |
| 1 | International, regional and national collaboration, engagements and cooperation on pre-primary, primary, secondary, adult education, Formal and Non-Formal education facilitated and conducted annually by June 2031; | Number of engagement forums/Meetings conducted | 2026 | N/A | 2031 | 20 | 4 | 4 | 4 | 4 | 4 | Participants List, Certificate of attendance, Invitation letter, Payment Voucher, | **Method:** Documentary review **Instrument:** Checklist | Quarterly<br><br>Annually. | Quarterly Progress Report<br><br>Annual performance reports<br><br>Meetings Minutes | Quarterly Annually. | CE |
| 2 | Ministry stakeholders' engagement in education, science and technology facilitated and conducted annually by June 2031; . | Number of engagement forums/Meetings conducted | 2026 | N/A | 2031 | 20 | 4 | 4 | 4 | 4 | 4 | MOUs Signed | **Method:** Documentary review, Direct observation **Instrument:** Check list | Quarterly<br><br>Annually | Quarterly reports Annual reports MoU's | Quarterly<br><br>Annually | DPP |

| S/N | Target | Indicator | Baseline | | Cumulative Target Value | | Indicator Target Value | | | | | Data Source | Data Collection Method and Analysis | | Means of Verification | Frequency of Reporting | Responsible |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Date | Value | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | | Data Collection Methods and Instruments | Frequency of Data Collection | | | |
| 3 | International, regional and national collaboration, engagements and cooperation on TVET facilitated and conducted annually by June 2031; | Number of engagement forums/Meetings conducted | 2026 | N/A | 2031 | 20 | 4 | 4 | 4 | 4 | 4 | Participants List, Certificate of attendance, Invitation letter, Payment Voucher, | **Method:** Documentary review **Instrument:** Checklist | Quarterly Annually. | Quarterly Progress Report Annual performance reports Meetings Minutes | Quarterly Annually. | DTVET |
| 4 | International, regional and national collaboration, engagements and cooperation on HE conducted annually by June 2031; | Number of engagement forums/Meetings conducted | 2026 | N/A | 2031 | 20 | 4 | 4 | 4 | 4 | 4 | Participants List, Certificate of attendance, Invitation letter, Payment Voucher, | **Method:** Documentary review **Instrument:** Checklist | Quarterly Annually. | Quarterly Progress Report Annual performance reports Meetings Minutes | Quarterly Annually. | DHE |
| 5 | Industrial linkage in 14 Public Universities coordinated and facilitated annually by June 2031; | Number of HE facilitated | 2026 | 14 | 2031 | 14 | 14 | 14 | 14 | 14 | 14 | MOUs Signed | **Method:** Documentary review, Direct observation **Instrument:** Check list | Quarterly Annually | Quarterly reports Annual reports MoU's | Quarterly Annually | DHE |
| 6 | Industrial linkage in 217 TVET institutions coordinated and facilitated annually by June 2031; | % of TVET institutions facilitated | 2026 | N/A | 2031 | 100 | 100 | 100 | 100 | 100 | 100 | MOUs Signed | **Method:** Documentary review, Direct observation **Instrument:** Check list | Quarterly Annually | Quarterly reports Annual reports MoU's | Quarterly Annually | DTVET |
| 7 | International, regional and national collaboration, engagements and cooperation on STI coordinated and implemented annually by June 2031 | Number of engagement forums/Meetings conducted | 2026 | N/A | 2031 | 20 | 4 | 4 | 4 | 4 | 4 | Participants List, Certificate of attendance, Invitation letter, Payment Voucher, | **Method:** Documentary review **Instrument:** Checklist | Quarterly Annually. | Quarterly Progress Report Annual performance reports Meetings Minutes | Quarterly Annually. | DSTI |
| | ***Objective E:*** **Mechanisms for Promoting Science, Technology and Innovation for socio- economic development enhanced** | | | | | | | | | | | | | | | | |
| 1 | STIs Frameworks, Policies, Guidelines, Mechanisms and | Number of policies guiding science, technology and | 2026 | 0 | 2031 | 1 | 1 | NA | NA | NA | NA | Appointment letters, Concept | **Method:** Documentary review; | Quarterly Annually. | Quarterly Progress Report | Quarterly Annually. | DSTI |

| S/N | Target | Indicator | Baseline | | Cumulative Target Value | | Indicator Target Value | | | | | Data Source | Data Collection Method and Analysis | | Means of Verification | Frequency of Reporting | Responsible |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Date | Value | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | | Data Collection Methods and Instruments | Frequency of Data Collection | | | |
| | systems developed, Reviewed and operationalised by June 2031. | innovation in the country developed. | | | | | | | | | | Note, Terms of Reference (TORs), Invitations, Participants List | **Instrument:** Checklist | | Annual performance reports; | | |
| 2 | 184 LGAs coordinated in establishment and operationalisation of STIs platforms and desks by June 2031. | Number of LGA STI Platforms and Desks Coordinators provided with capacity building on STI related issues. | 2026 | 0 | 2031 | 184 | 30 | 40 | 40 | 40 | 34 | Concept note, Attendance sheet, Payment voucher, | **Method:** Documentary review, Focus Group Discussion and interview **Instrument:** Checklist, interview guide | Quarterly | Progress report | Annually. | DSTI |
| 3 | Two (2) Centres of the Excellence (CoE) in STI established by June 2031. | Number of Centres of Excellence (CoE) in STI established. | 2026 | 0 | 2031 | 2 | NA | 1 | NA | 1 | NA | Concept note, Payment voucher, | **Method:** Documentary review **Instrument:** Checklist, interview guide | Quarterly | Reports, Minutes | Annually. | DSTI |
| 4 | Five (5) Science and Technology Institutions facilitated with construction and rehabilitation annually by June 2031. | Number of Science and Technology Institutions facilitated | 2026 | 5 | 2031 | 5 | 5 | 5 | | 5 | 5 | Concept note, Payment voucher, | **Method:** Documentary review **Instrument:** Checklist | Quarterly Annually. | Progress report | Annually. | DSTI |
| 5 | Coordinate research and development implementation in Higher Learning Institutions and R&D institutions annually by June 2031. | Number of National Reference Industrial Research and Innovation Laboratories established | 2026 | 0 | 2031 | 5 | 1 | 1 | 1 | 1 | 1 | Concept note, Participants Registration, Payment Voucher, | **Method:** Documentary review **Instrument:** Checklist | Quarterly | Quarterly progress report | Annually. | DSTI |
| 6 | Five (5) Folk Development Colleges capacitated to serve as Technology and Innovation Support Centres by June 2031. | Number of Folk Development Colleges (FDCs) to serve as Regional/ Zonal Technology Innovation | 2026 | 0 | 2031 | 5 | 1 | 2 | 2 | NA | NA | Concept note, Payment Voucher, | **Method:** Documentary review **Instrument:** Checklist | Quarterly | Progress report | Annually. | DSTI |

| S/N | Target | Indicator | Baseline | | Cumulative Target Value | | Indicator Target Value | | | | | Data Source | Data Collection Method and Analysis | | Means of Verification | Frequency of Reporting | Responsible |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Date | Value | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | | Data Collection Methods and Instruments | Frequency of Data Collection | | | |
| | | Support Centres facilitated. | | | | | | | | | | | | | | | |
| 7 | One (1) institution facilitated in establishment of a National Technology Park by June 2031. | Number of institutions (COSTECH) facilitated in establishment of a National Technology Park. | 2026 | 0 | 2031 | 1 | NA | NA | NA | 1 | NA | Concept note, Participants Registration, Payment Voucher, | **Method:** Documentary review **Instrument:** Checklist | Quarterly | Quarterly progress report | Annually. | DSTI |
| 8 | Tanzania Science, Technology and Innovation Platform (TANZSTIP) established by June 2031. | % of establishement of Science, Technology and Innovation Platform (TANZSTIP) | 2026 | 0 | 2031 | 100 | 25 | 25 | 25 | 25 | 25 | Concept note, Participants Registration, Payment Voucher, | **Method:** Documentary review **Instrument:** Checklist | Quarterly | Quarterly progress report | Annually. | DSTI |
| 9 | Coordinate establishment of innovation hubs by June 2031. | Number of Innovation hubs facilitated | 2026 | 0 | 2031 | 5 | 1 | 1 | 1 | 1 | 1 | Concept note, Payment Voucher, | **Method:** Documentary review **Instrument:** Checklist | Quarterly | Progress report | Annually. | DSTI |
| 10 | High level national engineering and technology incubation program for nurturing intelligent and talented Tanzanians established by June 2031. | National engineering and technology incubation program Established | 2026 | 0 | 2031 | 1 | 1 | 1 | 1 | 1 | 1 | Concept note, Payment Voucher, | **Method:** Documentary review **Instrument:** Checklist | Quarterly | Progress report | Annually. | DSTI |
| 11 | Capacity-building programs for scientists and innovators coordinated and implemented annually by June 2031; | Number of Innovators capacitated | 2026 | 0 | 2031 | 1 | 1 | 1 | 1 | 1 | 1 | Concept note, Payment Voucher, | **Method:** Documentary review **Instrument:** Checklist | Quarterly | Progress report | Annually. | DSTI |
| 12 | Commercialization of research output, local innovations and inventions coordinated and facilitated annually | Number oof HLIs facilitated | 2026 | 0 | 2031 | 14 | 14 | 14 | 14 | 14 | 14 | Concept note, Payment Voucher, | **Method:** Documentary review **Instrument:** Checklist | Quarterly | Progress report | Annually. | DSTI |

| S/N | Target | Indicator | Baseline | | Cumulative Target Value | | Indicator Target Value | | | | | Data Source | Data Collection Method and Analysis | | Means of Verification | Frequency of Reporting | Responsible |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Date | Value | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | | Data Collection Methods and Instruments | Frequency of Data Collection | | | |
| | by June 2031. | | | | | | | | | | | | | | | | |
| | ***Objective F:*** **Mobilisation of Resources, Coordination and Investments in Education, Science, Technology, and Innovation Improved** | | | | | | | | | | | | | | | | |
| 1 | Frameworks (Policies, Strategies,Guidelines,Mechanisms and Systems) on resources mobilisation developed, operationalised and reviewed by June 2031 | Number of Framework and strategy on resource mobilisation developed and reviewed | 2026 | 0 | 2031 | 4 | 1 | 1 | 1 | 1 | NA | Approved Frameworks and strategy, | **Method:** Documentary review; **Instrument:** Checklist questionnaire | Quarterly Annually. | Approved framework and strategy documents Disseminatio n n reports Annual performance reports; | Quarterly Annually. | DPP |
| 2 | Plan, Project Proposals and annual Budget prepared, reviewed, and implemented annually by June 2031. | Plans, Proposals and budget prepared, reviewed annually, By June 2031 Plan, budget and project proposals full prepared, reviewed and approved | 2026 | N/A | 2031 | N/A | N/A | N/A | N/A | N/A | N/A | budget committee, minutes, Approved Plans, Projects proposals and budget | **Method:** Documentary review; **Instrument:** Checklist | Quarterly Annually. | budget committee, minutes, Approved Plans, Projects proposals and budget | Quarterly Annually. | DPP |
| 3 | Research and innovation on Ministerial policies and related functions coordinated and implemented annually by June 2031; . | Number of research coordinated | 2026 | 2 | 2031 | 5 | 1 | 1 | 1 | 1 | 1 | Concept Note, Participant list, Invitations | **Method:** Documentary review; **Instrument:** Checklist | Quarterly Annually. | Policy reports Quarterly Progress Report Annual performance reports; | Quarterly Annually. | DPP |
| | ***Objective G:*** **Institutional Capacity for Delivery of Quality Services Improved** | | | | | | | | | | | | | | | | |

| S/N | Target | Indicator | Baseline | | Cumulative Target Value | | Indicator Target Value | | | | | Data Source | Data Collection Method and Analysis | | Means of Verification | Frequency of Reporting | Responsible |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Date | Value | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | | Data Collection Methods and Instruments | Frequency of Data Collection | | | |
| 1. | All MoEST staff (HQ, TCs, SQAOs FDCs and VTCR) provided with administrative and personnel support services annually by June 2031. | % of staff (HQ, TCs, SQAOs, FDCs and VTCR) facilitated with administrative and personnel support services annually. | 2026 | 100 | 2031 | 100 | 100 | 100 | 100 | 100 | 100 | List of administrative e services Provided, Playlists | **Method:** Documentary Review **Instrument:** Checklist | Quarterly | Quarterly progress reports | Quarterly | DAHRM |
| 2. | 100 staff house and office buildings (HQ, TCs, SQAOs, FDCs and VTCR) rehabilitated by June 2031. | Number of staff houses and office building at HQ, TCs, SQAOs, FDCs and VTCR rehabilitated | 2026 | N/A | 2031 | 100 | 20 | 20 | 20 | 20 | 20 | BOQ, Minutes of site meetings, Site logbooks, Payment voucher, | **Method:** Documentary review **Instrument:** Checklist | Quarterly | Quarterly progress report for DAHRM | Quarterly | DAHRM |
| 3 | 50 Office buildings across (HQ, TCs, SQAOs, FDCs and VTCR Offices) constructed by June 2031. | Number of office buildings (HQ Offices, TCs, SQAOs, FDCs, and VTCR staff houses) constructed. | 2026 | 173 | 2031 | 50 | 10 | 10 | 10 | 10 | 10 | BOQ, Minutes of site meetings, Site logbooks, Payment voucher, | **Method:** Documentary review **Instrument:** Checklist | Quarterly | Quarterly progress report for DAHRM | Quarterly | DAHRM |
| 4. | All MoEST staff (included in the Ministry training plan) from HQ, TCs, SQAOs, FDCs, and VTCR provided with professional development training annually by June 2031; | % of staff provided with capacity building on relevant skills and competencies | 2026 | N/A | 2031 | 100 | 25 | 25 | 25 | 25 | 25 | Workshop materials, Attendance sheets | **Method:** Documentary Review **Instrument:** Checklist | Quarterly | Quarterly progress reports | Quarterly | DAHRM |

| S/N | Target | Indicator | Baseline | | Cumulative Target Value | | Indicator Target Value | | | | | Data Source | Data Collection Method and Analysis | | Means of Verification | Frequency of Reporting | Responsible |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Date | Value | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | | Data Collection Methods and Instruments | Frequency of Data Collection | | | |
| 5. | Financial management Acts, standards, regulations, and procedures across MoEST operations operationalized annually by June 2031; . | Audit Opinion | Unqualified | N/a | Na/ | Na | NA | NA | NA | NA | NA | Audit Report | **N/A** | Annually | Audit Report | Annually | CA |
| 6. | Risk Management Framework Reviewed and Operationalised annually by June 2031. | Number of High risk registered | 2026 | 10 | 2031 | 3 | 8 | 6 | 7 | 6 | 5 | Concept Note, Invitations, List participants, Payment Voucher, | **Method:** Documentary review; **Instrument:** Checklist | Quarterly Annually | Risk reports, Quarterly Progress Report, Annual performance reports; | Quarterly Annually. | DPP |
| 7. | Legal Frameworks developed, reviewed, and operationalised by June 2031. | Status of legal frameworkss | 2026 | NA | 2031 | N/A | N/A | N/A | N/A | N/A | N/A | List participants Certificate of attendance, Payment voucher, Concept note, Course content | **Method:** Documentary review; **Instrument:** Checklist | Quarterly | Stakeholder participation list | Quarterly Annually. | HLSU |
| 8 | MoEST Performance, Governance and control processes established and operatinalized annualy by June 2031. | Number of Audit Queries | 2026 | 31 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | Exit and Entry Meeting minutes, Audit query register | **Methods** Documentary Review **Instrument** Checklist | Quarterly | Management letter report. | Annually. | CIA |
| 9 | Procurement and inventory control systems (NeST, MUCE, GAMIS) established and operationalised annually by June 2031. | Number of procurement and inventory control systems (NeST, MUCE and GAMIS) operationalisation facilitated annually | 2026 | 3 | 2031 | 3 | 3 | 3 | 3 | 3 | 3 | Procurement and Inventory system (NeST, MUCE, GAMIS) | **Methods**: Documentary review and Observation, **Instrument:** Checklist | Quarterly | Quarterly progress reports Annual Performance | Quarterly Annually. | PMU |
| 10 | MoEST (HQ, TCs, FDCs, VTCR) Service delivery systems | Number of ICT systems developed. | 2026 | 8 | 2031 | 15 | 2 | 2 | 1 | 1 | 1 | System Requirement t | **Methods:** Documentary review. | Quarterly | System dvt report User manual | Quarterly Annually. | ICTU |

| S/N | Target | Indicator | Baseline | | Cumulative Target Value | | Indicator Target Value | | | | | Data Source | Data Collection Method and Analysis | | Means of Verification | Frequency of Reporting | Responsible |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Date | Value | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | | Data Collection Methods and Instruments | Frequency of Data Collection | | | |
| | digitally transformed, automated annually by June 2031. | | | | | | | | | | | Specification document, Participant list | **Instruments** Checklist | | | | |
| 11 | ICT systems harmonised and integrated across all functions by June 2031. | Number of ICT systems integrated. | 2026 | 7 | 2031 | 15 | 2 | 2 | 2 | 1 | 1 | System Requirement Specification, Participant list | **Methods:** Documentary review. **Instruments** Checklist | Quarterly | System-integrated report User manual | Quarterly<br><br>Annually. | ICTU |
| 12 | Policies, Programs, Projects and Frameworks monitored and evaluated by June 2031. | Number of policies Monitored and evaluated | 2026 | 2 | 2031 | 2 | 2 | 2 | 2 | 2 | 2 | Terms of Reference, Attendance sheet, Payment voucher, | **Method:** Documentary review. **Instrument:** Checklist | Quarterly | Monitoring report on policies | Annually. | M&EU |
| | | Number of Plan Monitored (ESDP &SP) and evaluated | 2026 | 2 | 2031 | 2 | 2 | 2 | 2 | 2 | 2 | Terms of Reference, Attendance sheet, Payment voucher, | **Method:** Documentary review. **Instrument:** Checklist | Quarterly | Monitoring report on policies | Annually. | M&EU |
| | | Number of Project Monitored and evaluated | 2026 | 11 | 2031 | N/A | N/A | N/A | N/A | N/A | N/A | Terms of Reference, Attendance sheet, Payment voucher, | **Method:** Documentary review. **Instrument:** Checklist | Quarterly | Monitoring report on policies | Annually. | M&EU |
| 13 | Teacher professional Board Established and operationalised by June 2031. | TTPB established | 2026 | N/A | | NA | NA | N/A | N/A | N/A | N/A | Board Charter | **Method:** Documentary review. **Instrument:** Checklist | Quarterly | Board Charter | Annually. | TTPB |
| 14 | Effective Communication and Public Relations systems established and operationalized by June 2031; | Communication systems established and operationalized | 2026 | N/A | | NA | NA | N/A | N/A | N/A | N/A | Reports | **Method:** Documentary review. **Instrument:** Checklist | Quarterly | Board Charter | Annually. | GCU |
| 15 | 39 Institutions (TCs, TLSB, ADEM, TIE, NECTA and IAE) | Number of Instituitions facilitated | 2026 | 39 | 2031 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | **Method:** Documentary review. **Instrument:** | Quarterly | Board Charter | Annually. | CE |

| S/N | Target | Indicator | Baseline | | Cumulative Target Value | | Indicator Target Value | | | | | Data Source | Data Collection Method and Analysis | | Means of Verification | Frequency of Reporting | Responsible |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Date | Value | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | | Data Collection Methods and Instruments | Frequency of Data Collection | | | |
| | under commisioner of education facilitated in service derivery annually by June 2031; | | | | | | | | | | | | Checklist | | | | |
| 16 | Three (3) Universities facilitated in service derivery annually by June 2031; and; | Number of Instituitions facilitated | 2026 | 5 | 2031 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | **Method:** Documentary review. **Instrument:** Checklist | Quarterly | Board Charter | Annually. | DHE |
| 17 | Five (5) Science and Technology institutions (TAEC, COSTECH, NM-AIST, DIT and MUST) facilitated in service derivery annually by June 2031. | Number of Instituitions facilitated | 2026 | 5 | 2031 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | **Method:** Documentary review. **Instrument:** Checklist | Quarterly | Board Charter | Annually. | DSTI |
| | **Objective H: Mainstreaming of Cross-Cutting Issues in Education Systems Strengthened** | | | | | | | | | | | | | | | | |
| 1 | All staff with special needs provided with supportive services annually by June 2031; | % of staff with special needs facilitated with supportive and administrative (exhibitions and events) services annually. | 2026 | <50 | 2031 | 100 | 100 | 100 | 100 | 100 | 100 | Payment voucher, | **Method:** Documentary Review **Instrument:** Checklist. | Quarterly | Quarterly progress reports. Annual performance reports. | Quarterly Annually. | DAHRM |
| 2 | 5,000 Teachers (Pre-Primary, Primary and Secondary Teachers) capacitated on inclusive education by 2031. | Number of teachers | 2025 | N/A | | 5,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | Training Manual Pay list Attendance list | **Methods**: Observation Documentary review **Instruments:** Checklist | Quarterly, Annually. | Report of capacity building, Annual performance report | Quarterly, Annually. | CE |
| 3 | 5,000 Teachers (Pre-Primary, Primary and Secondary) capacitated on Inclusive education by June 2031; | Number of teachers | 2025 | N/A | | 5,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | Training Manual Pay list Attendance list | **Methods**: Observation Documentary review **Instruments:** Checklist | Quarterly, Annually. | Report of capacity building, Annual performance report | Quarterly, Annually. | CE |

| S/N | Target | Indicator | Baseline | | Cumulative Target Value | | Indicator Target Value | | | | | Data Source | Data Collection Method and Analysis | | Means of Verification | Frequency of Reporting | Responsible |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Date | Value | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | | Data Collection Methods and Instruments | Frequency of Data Collection | | | |
| 4 | All Primary School,Secondary school,Teachers' colleges provided with assistive devices for students with special needs by June 2031; | % of school provided with assistive devices for students with special needs | 2026 | N/A | | 100 | 25 | 25 | 25 | 25 | 25 | Distribution List | **Methods**: Observation Documentary review **Instruments:** Checklist | Quarterly, Annually. | Report of capacity building, Annual performance report | Quarterly, Annually. | CE |
| 5 | 762 education implementers and supervisors (SLO, DSQA, and DEOs, and REOs) provided with awareness on WASH guideline and menstrual hygiene management annually by June 2031. | Number of education implementers and supervisors trained | 2026 | N/A | 2031 | 200 | 100 | 100 | 1001 | 100 | 100 | Workshop /Reports | **Methods** Documentary review, **Instrument** Check list | Quarterly Annually | Quarterly Annually | Quarterly report Annuall report | CE |
| 6 | 14 University institutions provided with assistive devices for students with special needs by June 2031; | Number of universities provided with assistive devices for students with special needs | 2025 | N/A | | 14 | 3 | 3 | 3 | 3 | 2 | Distribution list List of Institutions | **Methods** Documentary review, **Instrument** Check list | Quarterly Annually | Quarterly Annually | Inspection and acceptance report Delivery note Quarterly report Annuall report | DHE |
| 7 | 14 University institutions facilitated with GBV awareness annually by June 2031; | Number of HLI facilitated on GBV | 2026 | 14 | 20311 | 14 | 14 | 14 | 14 | 14 | 14 | Workshop /Reports | **Methods** Documentary review, **Instrument** Check list | Quarterly Annually | Quarterly Annually | Quarterly report Annuall report | DHE |
| 8 | All TVET Institutions (FDCs and VTCR) provided with assistive devices for students | % of TVET (FDCs and VTCR) Institutions provided with | 2026 | <25 | 2031 | 25 | 25 | 25 | 25 | 25 | 25 | Distribution list List of Institutions | **Methods** Documentary review, **Instrument** | Quarterly Annually | Quarterly Annually | Inspection and acceptance report | DTVET |

| S/N | Target | Indicator | Baseline | | Cumulative Target Value | | Indicator Target Value | | | | | Data Source | Data Collection Method and Analysis | | Means of Verification | Frequency of Reporting | Responsible |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Date | Value | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | | Data Collection Methods and Instruments | Frequency of Data Collection | | | |
| | with special needs by June 2031. | assistive devices for students with disabilities | | | | | | | | | | | Check list | | | Delivery note Quarterly report Annuall report | |
| 9 | All TVET institutions facilitated with GBV awareness annually by June 2031; | % of TVETs institutions facilitated on GBV | 2026 | <50 | 2031 | 100 | 25 | 25 | 25 | 25 | 25 | Workshop /Reports | **Methods** Documentary review, **Instrument** Check list | Quarterly Annually | Quarterly Annually | Quarterly report Annuall report | DTVET |
| | **Objective X: Management of Environment and Ecosystem Enhanced and Sustained** | | | | | | | | | | | | | | | | |
| 1 | MoEST (HQ, TCs, FDCs, and VTCR) provided with Environmental Management Services annually by June 2031. | Number of offices provided with environmental management services annually | 2026 | 3 | 2031 | 3 | 3 | 3 | 3 | 3 | 3 | Outsource maintenance e in Contract service, | **Method:** Documentary Review **Instrument:** | Quarterly | Quarterly progress reports. | Quarterly | DAHRM |
| 2 | MoEST institutions (TCs, TVETs) facilitated with the use of clean and alternative energy source by June 2031; | % of MoEST Institutions (TCs,FDCs and VTCR) facilitated the use of alternative energy annually. | 2026 | n/a | 2031 | 100 | 100 | 100 | 100 | 100 | 100 | Payment voucher, Contracts, Proposals | **Methods** Documentary Review. **Instruments** Checklist | Quarterly | Quarterly progress report | Quarterly | DTVET |
| | **Objective Y: Multi-Sectoral Nutrition Services Improved** | | | | | | | | | | | | | | | | |
| 1 | All MoEST staffs provided with nutrition awareness annually by June 2031. | % of staff facilitated with capacity building on nutrition | 2026 | 0 | 2031 | 100 | 25 | 25 | 25 | 25 | 25 | Attendance sheets, Certificates of attendance, Payment vouchers | **Method:** Documentary Review **Instrument:** Checklist. | Quarterly | Quarterly progress reports Annual performance reports | Quarterly Annually. | DAHRM |
| 2 | Frameworks and guidelines on promotion of school feeding programmes reviewed and operationalised by June 2031. | Framework developed and reviewed status. | 2026 | N/A | 2031 | 1 | 1 | NA | N/A | N/A | | Report | **Methods** Documentary Review. **Instruments** Checklist | Quarterly | Quarterly progress report Annual Performance report | Quarterly | CE |
| 3 | International, Regional and National Collaboration and Engagement on School feeding coordinated and | Number of forums | 2025 | N/A | 2031 | 4 | 4 | 4 | 4 | 4 | 4 | Reports | **Methods** Documentary Review. **Instruments** Checklist | Quarterly | Quarterly progress report Annual Performance report | Quarterly | CE |

| S/N | Target | Indicator | Baseline | | Cumulative Target Value | | Indicator Target Value | | | | | Data Source | Data Collection Method and Analysis | | Means of Verification | Frequency of Reporting | Responsible |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Date | Value | Date | Value | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | | Data Collection Methods and Instruments | Frequency of Data Collection | | | |
| | implemented annually by June 2031. | | | | | | | | | | | | | | | | |

## Table 8: Outcome Indicator Tracking Matrix

| S/N | Objective | Outcome | Key Performance Indicators | Baseline | | Indicator Target Value | | | | | Data Source | Frequency of Data Collection | Means of verification | Responsible |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Year | Value | Y1 | Y2 | Y3 | Y4 | Y5 | | | | |
| 1. | A: Non-Communicable Diseases, HIV and AIDS Infections Reduced and Supportive Service Improved | (i) Reduced number of new cases of HIV/AIDS infections; (ii) Reduced number of new NCDs cases; (iii) Improved Health of staff living with HIV/ AIDS and Non-Communicable Diseases. | HIV/AIDS prevalence rate at workplace | 2025 | ~0.2% | <0.2% | <0.1% | 0 | 0 | 0 | MoEST Report HIV/AIDs | Quarterly | Ministry Committee HIV/AIDs Reports | DAHRM |
| | | | Rate of new cases HIV/AIDs infection at workplace | N/A | N/A | 0 | 0 | 0 | 0 | 0 | MoEST Report HIV/AIDs | Quarterly | Ministry Committee HIV/AIDs Reports | |
| | | | NCDs prevalence rate at workplace | N/A | N/A | 0 | 0 | 0 | 0 | 0 | MoEST Report HIV/AIDs | Quarterly | HIV/AIDS Reports | |
| 2. | B: Implementation of National Anti-Corruption Strategy and Action Plan Enhanced and Sustained | (i) Reduced corruption incidences at the workplace. (ii) Increased awareness of anti-corruption practices among staff at the workplace; and (iii) Improved adherence to good governance practices in service delivery. | Number of Corruption cases /Incidences reported at workplace | N/A | N/A | 0 | 0 | 0 | 0 | 0 | Report | Quarterly | Ministry Corruption Committee Reports | DAHRM |
| 3. | C: Access to Quality Education and Training at all Levels | (i) Improved access to education at all levels; (ii) Increased student enrolment at all | Gross Intake ratio | 2025 | >102 | 100 | 100 | 100 | 100 | 100 | BEST | Annually | ESMIS | CE DPP DHE |
| | | | Pupils -Book ratio | 2025 | 3:1 | 3:1 | 2:1 | 2:1 | 2:1 | 1:1 | BEST | Annually | ESMIS | |
| | | | Gross Enrolment ratio Primary | 2024 | 89.5 | 91 | 93 | 95 | 97 | 100 | BEST | Annually | ESMIS | |
| | | | Gross Enrolment | 2024 | 51.7 | 55 | 60 | 69 | 70 | 79 | BEST | Annually | ESMIS | |

| S/N | Objective | Outcome | Key Performance Indicators | Baseline | | Indicator Target Value | | | | | Data Source | Frequency of Data Collection | Means of verification | Responsible |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Year | Value | Y1 | Y2 | Y3 | Y4 | Y5 | | | | |
| | Strengthened | levels of education;<br>(iii) Improved students' retention;<br>(iv) Enhanced graduate competencies aligned with labour market demands;<br>(v) Improved teaching and learning infrastructure<br>(vi) Improved participation of learners with disabilities and other vulnerable groups in education;<br>(vii) Reduced disparities by gender, disability and geographic location;<br>(viii) Improved female involvement in STEM. | ratio Lower Secondary | | | | | | | | | | | DSQA<br>DTVET<br>DSQA<br>HLSU |
| | | | Dropout rate | | | | | | | | | | | |
| | | | Gross Enrolment ratio Upper Secondary | 2024 | 9.1 | 9.8 | 10 | 11 | 14 | 15 | BEST | Annually | ESMIS | |
| | | | Gross Enrolment ratio TVET | 2024 | <4 | 8 | 9 | 9 | 9.5 | >10 | BEST | Annually | ESMIS | |
| | | | Gross Enrolment ratio Higher Learning Institutions | 2025 | <5.8 | 6 | 7 | 8 | 9 | >12 | BEST | Annually | ESMIS | |
| | | | Completion rate in primary education | 2024 | 80 | 83 | 88 | 89 | 90 | >90 | BEST | Annually | ESMIS | |
| | | | Illiteracy rate | 2022 | <17% | <10% | 8%< | <6% | 5%< | <5% | NBS | Annually | CENSUS | |
| | | | Proportion of highly skilled workforce (%) | 2024 | 3 | 3.5 | 4 | 5 | 8 | 11 | Survey-NBS | Annually | ESMIS | |
| | | | Proportion of medium skilled workforce (%) | 2024 | 13 | 15 | 17 | 19 | 25 | 33 | Survey-NBS | Annually | ESMIS | |
| | | | Average annual number of students enrolled in (TVET) | 2025 | <500,000 | 550,000 | 600,000 | 700,000 | 800,000 | 1,000,000 | BEST | Annually | ESMIS | |
| | | | Percentage of students enrolled in Science and Engineering courses (%)" | 2023/24 | <37% | >38% | >45% | 47% | 48% | >50% | BEST | Annually | ESMIS | |
| | | | Percentage of female students enrolled in Science and Engineering courses (%) | 2023/24 | <37.5% | >35% | >36% | 37% | 40% | >40% | BEST | Annually | ESMIS | DTVET |
| | | | Pupils -Book ratio | 2024 | 3:1 | 3:1 | 2:1 | 2:1 | 2:1 | 1:1 | BEST | Annually | ESMIS | CE |
| | | | Annual number of graduates from Technical and Vocational Education and Training (TVET) institutions | 2023/24 | 89,967 | 110,531 | 115,000 | 150,000 | 170,000 | 192,786 | BEST | Annually | ESMIS | DTVET |
| | | | Number of Students with Disabilities in Higher Education Institutions | 2025 | <3,000 | >3,000 | >5,000 | >6,000 | >7,000 | >8,000 | BEST | Annually | TCU | DHE<br>DSNE |
| | | | Rate of students with special need enrolled TVET | 2025 | <1% | >1% | >3% | >5% | >6% | >10% | BEST | Annually | BEST | DTVET |
| | | | Gender Parity Index enrolment in Higher | 2025 | 0.84 | 0.85 | 0.88 | 0.89 | 0.9 | 1 | BEST | Annually | BEST | DHE |

| S/N | Objective | Outcome | Key Performance Indicators | Baseline | | Indicator Target Value | | | | | Data Source | Frequency of Data Collection | Means of verification | Responsible |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Year | Value | Y1 | Y2 | Y3 | Y4 | Y5 | | | | |
| | | | Education | | | | | | | | | | | |
| | | | Gender Parity Index Enrolment in TVET | 2025 | <1 | 0.6 | 0.7 | 0.8 | 0.9 | 1 | BEST | Annually | BEST | DTVET |
| 4. | D: National, Regional and International Cooperation and Collaboration for Education, Science and Technology Enhanced | (i) Increased resource base<br>(ii) Improved National, Regional and International collaboration in education, science and technology. | Proportion of education budget supported by external partners; | 2025 | <35% | | | | | | BEST | Annually | APR | DPP<br>DHE<br>DSTI<br>HLSU<br>DTVET |
| | | | Number of funded projects/programmes in education, science, and technology | 2025 | 12 | N/A | N/A | N/A | N/A | 12 | BEST | Annually | APR | |
| | | | Number of formal partnerships/ MoUs signed with stakeholders | N/A | N/A | N/A | N/A | N/A | N/A | N/A | BEST | Annually | APR | |
| 5. | E: Mechanisms for Promoting Science, Technology, and Innovation for Sustainable Socio-Economic Development Enhanced | (i) Increase of science technology and innovation in the socio-economic development;<br>(ii) Involvement rate of stakeholders in the promotion of science, technology, and innovation; and<br>(iii) Level of creativity and innovation in socio-economic development | Contribution of STI related sectors to GDP (%) | 2025 | 1.5% | 1.8% | 2.2% | 2.8% | 3.5% | 4.5% | NBS | Annually | NBS | DPP<br>DSTI |
| | | | % of firms adopting modern technologies (digital, industrial or scientific) | 2025 | 25% | 35% | 45% | 55% | 65% | 75% | COSTECH, TPSF CTI | Annually | COSTECH | |
| | | | Number of Technologies Commercialised | 2025 | 10 | 20 | 35 | 55 | 80 | 120 | COSTECH, TPSF CTI | Annually | COSTECH | |
| | | | Number of Active PPP in STI | 40% | 45% | 50% | 55% | 60% | 65% | 70% | Costech | Annual | Annual | DSTI |
| | | | Number of registered patents, trademarks and industrial design | 50 | 80 | 120 | 170 | 230 | 300 | 350 | COSTE CH | Annually | Annual report | |
| 6. | F: Mobilisation of Resources, Coordination and Investments in Education, Science, Technology and Innovation Improved | (iv) Improved Resource Mobilisation | Rate of resources mobilised<br><br>*Shows Total resource mobilised/Month* ***Figures in Billions/Month*** | 113.6 per Month | 2024/25 | 148 | 172 | 198 | 226 | 257 | APR | Annually | Annual Reports | DPP |
| 7. | G: Institutional Capacity for | (i) Improved efficiency in service delivery; | Rate of stakeholders' | N/A | N/A | >80% | >80% | >90% | >95% | >98% | Survey | Annually | Survey report | DAHRM<br>DTVET |

| S/N | Objective | Outcome | Key Performance Indicators | Baseline | | Indicator Target Value | | | | | Data Source | Frequency of Data Collection | Means of verification | Responsible |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Year | Value | Y1 | Y2 | Y3 | Y4 | Y5 | | | | |
| | Delivery of Quality Services Improved | (ii) Increased stakeholders' satisfaction with MoEST services;<br>(iii) Improved institution reputation;<br>(iv) Improved integration and use of ICT systems in service delivery;<br>(v) Improved Monitoring, Evaluation and Learning (MEL); and<br>(vi) Improved staff performance. | satisfaction; | | | | | | | | | | | DPP<br>DHE<br>DSTI<br>CE<br>DM&E<br>HICT<br>DSQA<br>DPMU<br>CIA<br>CA<br>HGCU<br>HLSU |
| | | | Rate of use of Information, Communication, and Technology (ICT) | N/A | N/A | N/A | >75% | >80% | >85% | >90% | Survey | Annually | Survey report | |
| | | | Service delivery efficiency rate | N/A | N/A | >80% | >80% | >90% | >95% | >98% | Survey | Annually | Survey report | |
| 8 | H: Mainstreaming of Cross-Cutting Issues in Education, Science, Technology and Innovation | (i) Increased stakeholder awareness and engagement on cross-cutting issues;<br>(ii) Improved integration of cross-cutting issues in education programmes; and<br>(iii) Improved responses on crosscutting issues in education, science and technology institutions. | Gender Parity Index Enrolment in TVET | 2025 | <1 | 0.6 | 0.7 | 0.8 | 0.9 | 1 | BEST | Annually | BEST | CE DAHRM<br>DHE<br>DTVET |
| 9 | X: Management of Environment and Ecosystem Enhanced and Sustained | (i) Improved environmental management practices at the Ministry and its institutions;<br>(ii) Improved awareness of environmental issues at all levels of education. | Rate of environmental management practices at the Ministry and its institutions | N/A | N/A | >50% | 60% | 75% | 78% | >80% | BEST | Annually | Annual Reprot | DAHRM<br>CE<br>DTVET<br>DHE<br>DSTI |
| 10 | Y: Multi-Sectoral Nutrition Services Improved | (i) Improved Health and nutrition status of Staffs;<br>(ii) Improved access to school feeding | Number of NCDs at workplace to staffs | N/A | N/A | <10 | <5 | 0 | 0 | 0 | APR | Quarterly | Report | DAHRM<br>CE<br>DTVET<br>DHE<br>DSTI |

| S/N | Objective | Outcome | Key Performance Indicators | Baseline | | Indicator Target Value | | | | | Data Source | Frequency of Data Collection | Means of verification | Responsible |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Year | Value | Y1 | Y2 | Y3 | Y4 | Y5 | | | | |
| | | | Rate of school feeding programs | N/A | N/A | 62% | 80% | 85% | 90% | >90% | | Quarterly | Reports | |

## Table 9: Evaluation Plan

| Code | Outcome Indicator | Type of Evaluation Studies | Description | Evaluation Question | Methodology and instruments | Time frame | Responsible Division/ Unit |
|---|---|---|---|---|---|---|---|
| A | HIV/AIDS infections and non-communicable diseases prevalence rate at workplace; | Desk review | This indicator intends to measures the extent or proportion of employees within a workplace who are affected by HIV/AIDS and various Non-Communicable Diseases (NCDs). | To what extent do the interventions on Non-Communicable Diseases, HIV, and AIDS Infections reduce prevalence at the workplace? | ***Method*** Documentary review. ***Instrument*** Checklist. | June 2031 | DAHRM |
| | Rate of new cases HIV infection and non-communicable diseases at the workplace | Desk review | The study intends to assess the rate of new cases of non- communicable diseases and HIV/AIDS infection among Ministry staff. | To what extent do the interventions have reduced new HIV infection cases and non-communicable diseases at the workplace? | ***Method*** Health screening. Documentary review. ***Instruments*** Checklist. | June 2031 | DAHRM |
| | Rate of supportive service provided to staff living with HIV/AIDS at the workplace. | Desk review | The study intends to assess the supportive service provided to staff living with HIV/AIDS at the workplace. | To what extent are the supportive interventions for people living with HIV/AIDS at the workplace? | ***Method*** Documentary review. ***Instrument*** Checklist. | June 2031 | DAHRM |
| | Frequency of staff engagement in workplace physical activities or wellness events, | Survey | This indicator intends to assess the extent of employee participation in initiatives that promote physical, mental, and social well-being within the workplace. | How frequently do staff participate in organized physical activities or wellness events? | ***Method*** Documentary review. Focus group discussion. Interview. Observation. ***Instrument*** Checklist, Questionnaire . | June 2031 | DAHRM |
| B | Awareness rate on anti-corruption practices among staff at the workplaces | Survey | This study aims to assess the awareness on anti-corruption practices among staff at the workplaces. | To what extent are awareness programs on anti-corruption practices provided at the workplace? | ***Method*** Focus group discussion, Documentary review, Interview. ***Instrument*** Checklist, Questionnaire . | June 2031 | DAHRM |
| | Prevalence rate of corruption incidences at workplaces | Desk review | This study aims to assess the prevalence rate of corruption incidences at the workplace. | To what extent National Anti-Corruption Strategy and Action Plan Implemented at the place? | ***Methods*** Focus group Discussion. Documentary review. Interview. ***Instruments*** | June 2031 | DAHRM |

| Code | Outcome Indicator | Type of Evaluation Studies | Description | Evaluation Question | Methodology and instruments | Time frame | Responsible Division/ Unit |
|---|---|---|---|---|---|---|---|
| | | | | | Checklist, Questionnaire Interview guide | | |
| | Level of change of perception on corruption incidences at workplaces | Survey | This study aims to assess the level of perception change on corruption incidences at workplaces. | To what extent the anti-corruption interventions have brought changes on corruption incidences at workplace? | ***Methods*** Documentary review. Focus group discussion. Interview. Observation. ***Instruments*** Checklist, Questionnaire | June 2031 | DAHRM |
| C | Rate of access to quality education and training; | Survey | The study aims to assess the accessibility of community to quality education and training services at all levels. | What is the rate of community accessibility to quality of education and training services at all levels? | ***Methods*** Documentary review. Focus group discussion. Interview. Observation. ***Instruments*** Checklist, Questionnaire . | June 2031 | CE DTVET DHE SQA |
| | Competence rate at all levels of education and training | Survey | The aim of the survey is to assess the level of competence of graduates at all levels of education and training. | Does graduates have required competencies to meet required labour market? | ***Methods*** Documentary review. Focus group discussion. Interview. Observation. ***Instruments*** Checklist, Questionnaire . | June 2031 | CE DTVET DHE |
| | Stakeholders' satisfaction rate on the education and training services delivery | Survey | The study aims to assess stakeholder satisfaction rate on education and training services delivered. | What is the level of stakeholder satisfaction on education and training services delivered from the Ministry? | ***Methods*** Documentary review. Focus group discussion. Interview. Observation. ***Instruments*** Checklist, Questionnaire | June 2031 | CE DTVET DHE |
| | Rate of skilled personnel in the labour market | Survey | The aim of the study is to assess skills of the graduates at labour market. | Do graduates from academic institutions have relevant skills meeting the demand of the labour market? | ***Method*** Documentary review. Focus group discussion. Interview. Observation. ***Instrument*** Checklist, Questionnaire . | June 2031 | CE DTVET DHE |
| | Participation and | Survey | The study intends | What is the rate | ***Method*** | June | CE |

| Code | Outcome Indicator | Type of Evaluation Studies | Description | Evaluation Question | Methodology and instruments | Time frame | Responsible Division/ Unit |
|---|---|---|---|---|---|---|---|
| | completion rate at all level of education | Desk Review | to assess the participation and completion rate at all level of education. | of participation and completion at all level of education? | Documentary review, Focus group Discussion, Interviews.<br><br>***Instrument*** Checklist, Questionnaires. | 2031 | DTVET DHE |
| | Retention rate at all level of education | Survey Desk Review | The study intends to assess the Retention Rate at all level of education. | To what extent are students retained in the education system without dropping out? | ***Method*** School Survey. Questionnaire Focus Group Discussion. Documentary Review.<br><br>***Instrument*** Checklist Questionnaires. | June 2031 | CE DTVET DHE |
| | Transition rate at all level of education | Survey & Desk Review | This study intends to assess transition rate at all level of education. | To what extent are learners transitioning successfully from one education level to the next? | ***Method*** Documentary review. Focus group discussion. Interview. Observation. ***Instrument*** Checklist, Questionnaire | June 2031 | CE TVET DHE |
| D | Rate of stakeholders' engagement and collaboration at national, regional, and international level | Desk Review | The study aims to assess the engagement of stakeholders at national, regional and international education, science and technology. | What is the rate of stakeholder's engagement at national, regional and international level in education, science and Technology? | ***Method*** Documentary review.<br><br>***Instrument*** Checklist. | June 2031 | DPP TVET DHE DSTI CE |
| | Stakeholders' contribution rate in education, science and technology | Desk Review | The study aims to assess the contribution of stakeholders in education, science and technology. | What is the contribution rate of stakeholders in education, science and technology? | ***Method*** Documentary review.<br><br>***Instrument*** Checklist. | June 2031 | DSTI |
| | Accessibility rate to national, regional, and International Stakeholders | Desk Review | The study aims to assess the accessibility rate to national, regional, and International Stakeholders. | What is the rate of access to national, regional, and International Stakeholders? | ***Method*** Documentary review<br><br>***Instrument*** Checklist | June 2031 | CE DHE TVET DSTI |
| | Rate of compliance on international standard in education, science | Desk Review | The study aims to assess the rate of compliance on international | What proportion of education, science, and technology | ***Method*** Documentary review. Focus Group | June. 2031 | CE DHE TVET DSTI |

| Code | Outcome Indicator | Type of Evaluation Studies | Description | Evaluation Question | Methodology and instruments | Time frame | Responsible Division/ Unit |
|---|---|---|---|---|---|---|---|
| | and technology | | standard in education, science and technology. | institutions comply with international standards? | Discussion. Interviews. ***Instrument*** Checklist | | |
| E | Contribution rate of science technology and innovation in the socio-economic development | Survey Desk review | The indicator aims to assess the level of contribution of science, technology and innovation in the socio- economic development. | What is the contribution rate of science, technology and innovation in the socio-economic development? | ***Method*** Documentary review. Interviews. Focus group discussion, Observation. ***Instrument*** Questionnaire , Checklist. | June 2031 | DSTI |
| | Involvement rate of stakeholders in the promotion of science, technology, and innovation | Desk review | The indicator aims to assess the rate of involvement of stakeholders in promotion of science, technology and innovation. | What is the rate of stakeholders' involvement in promotion of science, technology and innovation? | ***Method*** Documentary review. ***Instrument*** Checklist. | June 2031 | DSTI |
| | Level of creativity and innovativeness for socio-economic development | Survey | The indicator aims to assess level of community creativity and innovativeness in socio-economic development. | How many innovations or creative projects have been commercialised or implemented for socio-economic benefit? | ***Method*** Documentary review. Focus group discussion. Interview. Observation. ***Instrument*** Checklist, Questionnaire | June 2031 | DSTI |
| F | Rate of resources mobilised | Desk review | This indicator intends to measures the proportion or amount of financial, human, or material resources mobilised to support education programs, projects. | What proportion of planned financial and material resources was mobilised during the period? | ***Method*** Documentary review. Focus Group Discussions Interviews ***Instrument*** Checklist | June 2031 | DPP |
| | Rate of investment in education, science, and technology | Survey | The study intends to assess the rate of investment in education, science and technology. | What is the rate of investment in education, science, and technology? | ***Method*** Documentary review. Focus group discussion. Interview. Observation. ***Instrument*** Checklist, Questionnaire | June 2031 | DPP |
| | Rate of customer satisfaction | Survey | The study intends to assess the rate of customer satisfaction. | What is the rate of customer satisfaction? | ***Method*** Documentary review. Focus group | June 2031 | DPP |

| Code | Outcome Indicator | Type of Evaluation Studies | Description | Evaluation Question | Methodology and instruments | Time frame | Responsible Division/ Unit |
|---|---|---|---|---|---|---|---|
| | | | | | discussion. Interview. Observation. ***Instrument*** Checklist, Questionnaire | | |
| | Efficiency rate in the utilisation of resources in education, science and technology | Survey | The study intends to assess Efficiency rate in the utilisation of resources in education, science, and technology. | What is the Efficiency rate in the utilisation of resources in education, science and technology? | ***Method*** Documentary review. Focus group discussion. Interview. Observation. ***Instrument*** Checklist, Questionnaire | June 2031 | DPP |
| G | Rate of stakeholders' satisfaction | Survey | The aim of the survey is to assess the rate of stakeholder's satisfaction on services delivery. | What is the rate of stakeholders' satisfaction with the services delivered by the Ministry? | ***Method*** Documentary review. Focus group discussion. Interview. Observation. ***Instrument*** Checklist, Questionnaire | June 2031 | DAHRM, DPP DTVET, DHE DSTI, CE M&EU, ICTU DSQA, PMU CIA, CA GCU and LSU |
| | Rate of use of Information, Communication, and Technology (ICT) | Survey | The aim of the survey is to assess the extent to which Information, Communication, and Technology (ICT) integrated and used in education, science and technology. | What proportion of teachers and students use ICT tools in teaching, learning, or research? | ***Method*** Documentary Review. Focus Group Discussion. Interviews. Observation. ***Instrument*** Checklist, Questionnaires. | June 2031 | DAHRM, DPP DTVET, DHE DSTI, CE M&EU, ICTU DSQA, PMU CIA, CA GCU and LSU |
| | Service delivery efficiency rate | Survey | The aim of the survey is to assess the efficiency of service delivery at all levels of education. | What is the rate of efficiency of service delivery at all levels of education? | ***Method*** Documentary review. Focus group discussion. Interview. Observation. ***Instrument*** Checklist, Questionnaire | June 2031 | DAHRM, DPP DTVET, DHE DSTI, CE M&EU, ICTU DSQA, PMU CIA, CA GCU and LSU |
| H | Rate of stakeholders' awareness of crosscutting issues | Survey | This study intends to assess the rate of awareness of educational stakeholder on crosscutting issues. | What is the rate of awareness of educational stakeholders on crosscutting issues? | ***Method*** Documentary review. Focus group discussion. Interview. Observation. ***Instrument*** | June 2026 | CE DAHRM DHE DTVET |

| Code | Outcome Indicator | Type of Evaluation Studies | Description | Evaluation Question | Methodology and instruments | Time frame | Responsible Division/ Unit |
|---|---|---|---|---|---|---|---|
| | | | | | Checklist, Questionnaire | | |
| | Rate of integrating cross-cutting issues in decision making | Survey | This study intends to assess the rate of integration of cross-cutting issues in decision making. | What is the rate of integration of cross-cutting issues in decision making? | ***Method*** Observation. Interviews. Focus group discussion. Documentary review. ***Instrument*** Questionnaire. Checklist. | June 2031 | CE DAHRM DHE DTVET |
| | Rate of responsiveness of the education system on cross-cutting issues | Survey | This study intends to assess the rate of responsiveness of education systems in addressing cross-cutting issues. | What is the responsiveness rate of education systems in addressing cross-cutting issues? | ***Method*** Documentary review. Focus group discussion. Interview. Observation. ***Instrument*** Checklist, Questionnaire | June 2031 | CE DAHRM DHE DTVET |
| X | Rate of environmental management practices at all levels of education | Survey | The aim of the survey is to assess the environmental management practices at all levels of education. | What is the rate of environmental management practices at all levels of education? | ***Method*** Observation, Interviews. ***Instruments*** Checklist, Questionnaires. | June 2031 | DAHRM CE DTVET DHE DSTI |
| | Rate of awareness on environmental issues at all levels of education | Survey | The survey aims to assess rate of awareness of environmental issues at all levels of education. | What is the rate of awareness on environmental issues at all levels of education? | ***Method*** Interviews. Observation. ***Instrument*** Checklist. Questionnaires. | June 2031 | DAHRM CE DTVET DHE DSTI |
| Y | Staff performance rate | Survey | The indicator aims to assess staff performance in service delivery. | What is the performance rate of the staff in service delivery? | ***Method*** Documentary review, Observation, Focus group discussion. ***Instrument*** Checklist, Questionnaire | June 2031 | DAHRM |
| | Rate of feeding programs at all levels of education | Survey | This indicator intends to measures the proportion or percentage of education institutions implementing school feeding programs. | What is the status of the implementing feeding programs at all levels of education? | ***Method*** Documentary review. Observation. Focus group discussion. ***Instrument*** Checklist, Questionnaire. | June 2031 | CE DPP |

## 5.6 Review Plan

The planned reviews examine the progressive status of the implementation of the Strategic Plan on the changing circumstances. The planned reviews are described in the following subsections.

**Table 10: Review Plan**

| No. | Years | Planned Review | Time Frame | Responsible |
|---|---|---|---|---|
| 1 | 2026/2027 | Annual review | June 2027 | DPP |
| 2 | 2027/2028 | Annual review | June 2028 | |
| 3 | 2028/2029 | Midterm review | June 2029 | |
| 4 | 2029/2030 | Annual review | June 2030 | |
| 5 | 2030/2031 | Terminal review | June 2031 | |

## 5.7 Reporting Plan

The periodic follow up on the implementation of the MoEST Strategic Plan shall produce different reports. The internal and external reports shall be disseminated in accordance with statutory requirements or as may be required from time to time. There shall be internal and external reporting plans as detailed in the following sub-sections.

### 5.7.1 Internal Reporting Plan

**Table 11: Internal Reporting Plan**

| No | Type of Report | Recipient | Frequency | Responsible person |
|---|---|---|---|---|
| 1 | Action Plan Progress Report | PS | Quarterly and annually | DM&E |
| 2 | Ministerial Audit Report | PS | Quarterly, and annually | CIA |
| 3 | Financial Statements Report | PS | Annually | CA |
| 4 | Ministerial Performance Report | PS | Annually | DM&E |
| 5 | Review of Annual Procurement Plan | PS | Semi-annual | PMU |
| 6 | The monthly Budget Committee Meeting | PS | Monthly | Division and Units |

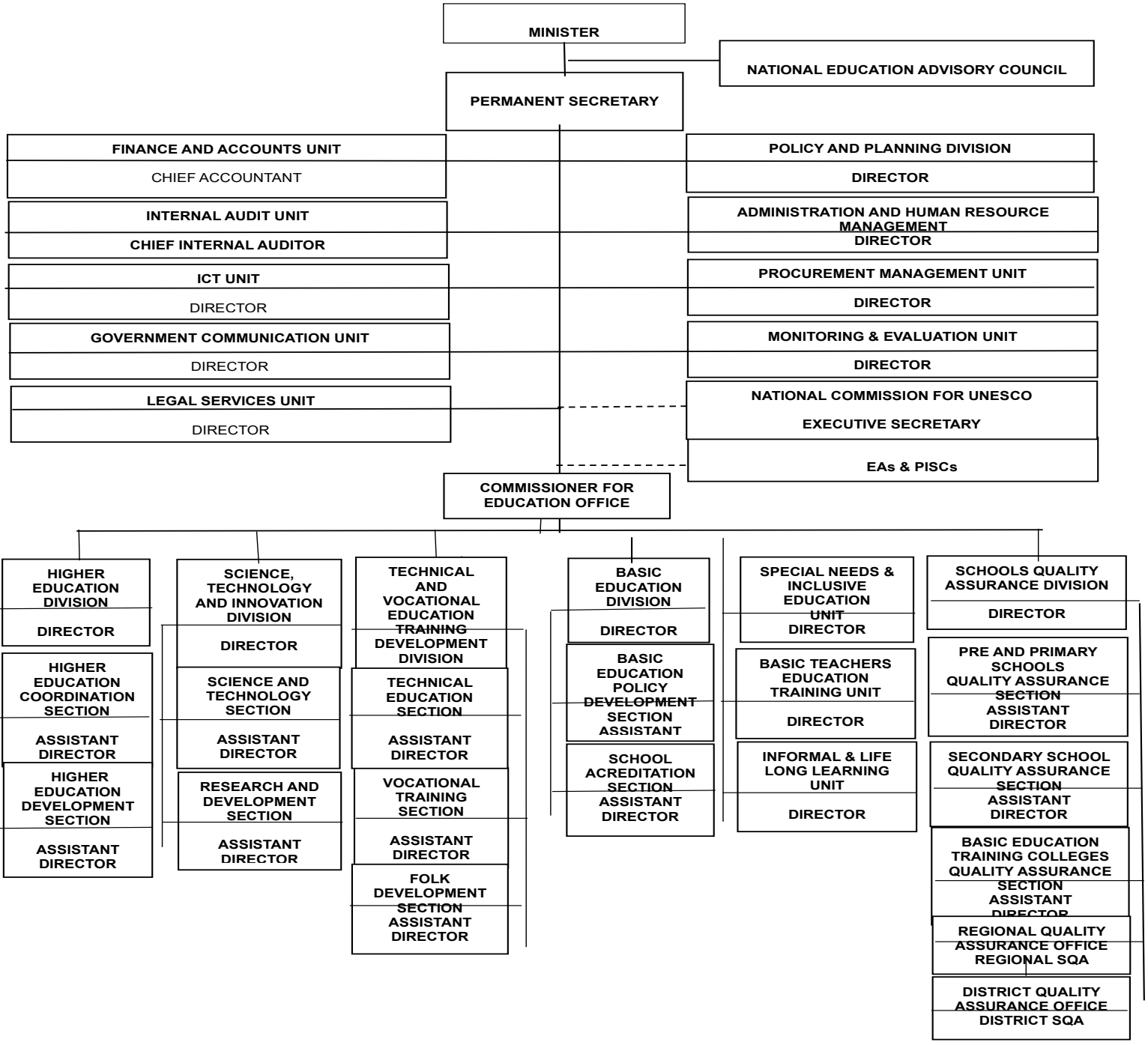
### 5.7.2 External Reporting Plan

**Table 12: External Reporting Plan**

| No. | Type of Report | Recipient | Frequency | Responsible person |
|---|---|---|---|---|
| 1 | Annual Performance Report | MoF | Annually | Permanent Secretary |
| 2 | Progress Report | MoF | Quarterly/Semi-Annual/ Annually | Permanent Secretary |
| 3 | Ruling Party Manifesto Implementation Report | PMO | Quarterly | Permanent Secretary |
| 4 | Plan and Budget implementation Report | Parliamentary Committees, NAOT and MoF | Semi-annually | Permanent Secretary |
| 5 | Human Resource Report | Po-PSM | Quarterly | Permanent Secretary |
| 6 | Internal Audit/ Auditing Report | MoF and PPRA | Quarterly | Permanent Secretary |
| 7 | Financial Statement | MoF and NAOT | Annually | Permanent Secretary |
| 8 | Implementation of Government Commitments | PMO | Semi-annually | Permanent Secretary |
| 9 | Education Sector Performance Report | Education Stakeholders | Annually | Permanent Secretary |
| 10 | Annual Procurement Plan | PPRA | Quarterly and Annually | Permanent Secretary |

# ANNEX

## ANNEX 1: Organization Structure of the MoEST



## ANNEX 2: Role and Responsibility of Key Stakeholders

| S/N | Stakeholder | Roles and Responsibilities |
|---|---|---|
| 1. | Ministry of Finance | Ensures financial mobilization, facilitates loan agreements and monitors fiscal sustainability during implementation and operationalization. |
| 2. | PMO-RALG | Lead and executing educational Policies and interventions at Local government level. |
| 3. | Ministry of Water; and Ministry of Energy | Guarantees the provision of reliable water and power supply to Education institutions. |
| 4. | Ministry of Communication and Information Technology | Guarantees the provision of ICT services and internet connectivity to the education sector. |
| 5. | Ministry of Industry and Trade | Guarantees industry linkage with academia institutions |
| 6. | Ministry of Foreign Affairs | Guarantees regional and international cooperation in education sector |
| 7. | Ministry of Community Development, Gender, Women and special Group | Guarantees elimination of GBV issues, mainstream gender in education sector |
| 8. | Ministry of Information, Culture, Arts and Sports | Guarantees dissemination of policies and its implementation to the stakeholder; |
| 9. | PMO-Labor, Youth, Employment | Guarantees collaboration in implementation of Vocational Education programmes |
| 10. | Ministry of Health | Ensures provision of school health services, student health and nutrition programmes, mental health and psychosocial support, disease prevention and control, |

| | | |
|---|---|---|
| | | health education, sanitation and hygiene standards, and collaboration in implementing school health and safety policies within educational institutions. |
| 11. | Vice President's Office – Union and Environment | Ensures environmental sustainability and compliance in the education sector, promotes environmental education and climate change awareness, coordinates environmental management initiatives in educational institutions, and supports Union matters related to policy implementation and intergovernmental coordination. |
| 12. | President's Office-Public Service Management and Good Governance | Guarantees availability of staffs in the Ministry |
| 13. | Development Partners | Provide financial and technical support, policy guidance, and monitoring and evaluation frameworks; ensure alignment with international best practices and sustainability standards. |
| 14. | Community/Parents | Guarantees collaboration and participation in the implementation of education policies |