UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

Strategic Plan

2021/22 - 2025/26

REVIEWED 2024

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LIST OF ABBREVIATIONS AND ACRONYMS

ADEM	Agency for Development of Educational Management
AIDS	Acquired Immunity Deficiency Syndrome
ANFE	Adult and Non-Formal Education
ATC	Arusha Technical Colleges
BEST	Basic Education Statistics in Tanzania
CA	Chief Accountant
CAG	Controller and Auditor General
CE	Commissioner for Education
CIA	Chief Internal Auditor
CoMIS	Contract Management Information System
COSTECH	Tanzania Commission for Science and Technology
DAHRM	Department of Administration and Human Resource Management
DHE	Department of Higher Education
DIT	Dar es Salaam Institute of Technology
DPP	Department of Policy and Planning
DPs	Development Partners
DSQA	Department of School Quality Assurance
DSTI	Department for Science Technology and Innovation
DTVET	Department of Technical and Vocational Education and Training
EAC	East Africa Community
EASTRIP	East Africa Skills for Transformation and Regional Integration Program
EMIS	Education Management Information System
EPforR	Education Program for Results
ESA	Education Sector Analysis
ESDC	Education Sector Development Committee
ESDP	Education Sector Development Plan
ESPJ	Education Skills for Productive Jobs
ETP	Education and Training Policy
FDCs	Folk Development Colleges
FYDP	Five Years Development Plan
GCU	Government Communication Unit
GDP	Gross Domestic Product
HE	Higher Education
HEET	Higher Education Economic for Transformation
HESLB	Higher Education Students' Loans Board
HIV	Human Immuno-deficiency Virus
HLIs	Higher Learning Institutions
IAE	Institute of Adult Education
IAEA	International Atomic Energy Agency
ICT	Information, Communication and Technology
JESR	Joint Education Sector Review

LAN	Local Area Network
LGAs	Local Government Authorities
M&E	Monitoring and Evaluation
M&EU	Monitoring and Evaluation Unit
MDAs	Ministries, Departments and Agencies
MNMA	Mwalimu Nyerere Memorial Academy
MoEST	Ministry of Education, Science and Technology
MoF	Ministry of Finance
MTEF	Medium Term Expenditure Framework
MUST	Mbeya University of Science and Technology
NACTVET	National Council for Technical and Vocational Education Training
NAO	National Audit Office
NCD	Non-Communicable Diseases
NECTA	National Examinations Council of Tanzania
NIDC	National Internet Data Centre
NIT	National Institute of Transport
NSAs	Non-State Actors
NSDS	National Skills Development Strategy
PESTEL	Political, Economic, Sociological, Technological, Environmental and Legal
PMO	Prime Minister's Office
PMU	Procurement Management Unit
PO-PSM	President's Office – Public Service Management
PO-RALG	President Office - Regional Administration and Local Government
PS	Permanent Secretary
PWD	People with Disabilities
QS	Quantity Surveyor
RVTSC	Regional Vocational Training and Service Centre
SADC	Southern African Developed Community
SAS	School Accreditation System
SDGs	Sustainable Development Goals
SEQUIP	Secondary Education Quality Improvement Programme
SP	Strategic Plan
SQA	School Quality Assurance
SQAOs	Scholl Quality Assurance Officers
STI	Science Technology and Innovation
SWOC	Strengths, Weaknesses, Opportunities and Challenges
TAEC	Tanzania Atomic Energy Commission
TCs	Teacher Colleges
TCU	Tanzania Commission for Universities
TDV	Tanzania Development Vision
TIE	Tanzania Institute of Education
TLSB	Tanzania Library Services Board
TVET	Technical and Vocational Education and Training
UDOM	University of Dodoma
UDSM	University of Dar es Salaam
UNESCO	United Nations Education, Scientific and Cultural Organization
VET	Vocational Education and Training
VETA	Vocational Education and Training Authority
WEOs	Ward Education Officers

STATEMENT FROM THE PERMANENT SECRETARY

The reviewed strategic plan 2021/22 - 2025/26 was prepared based on the Guideline for Medium Term Strategic Planning and Budgeting, 2008, and the emerged issues raised during implementation period of the strategy. The emerged issues were identified as the result of a mid-physical performance review of the previous SP, stakeholders' aspirations in the education sector joint review, as well as review of relevant documents including: the Education and Training Policy of 2014, Version 2023; the National Population and Housing Census (2022), Tanzania Development Vision 2025, The Long Term Perspective Plan (LTPP 2011/12 - 2025/26), the Tanzania Five Years Development Plan (FYDP - III) 2021/22 - 2025/26, the Ruling Party Manifesto 2020; the Education Sector Analysis (ESA) for Tanzania mainland, 2021 Updated 2024; and the Education Sector Development Plan 2024/25 – 2029/30.

The achievements obtained during strategy implementation including: Development of Education and Training Policy 2014, Version 2023; Review of three (3) laws from The Dar es Salaam Institute of Technology Act; The Mwalimu Nyerere Memorial Academy Act, Cap 193 and Tanzania Atomic Energy Act, Cap 188; Registration of 2,967 schools (Pre-primary, Primary and Secondary); Trained 203,268 teachers and education supervisors on improved education curricular and policy; Conducted Whole School Visit to 8,381 institutions; Establishment of grants provision to 1,862 students with outstanding performance in STEM subjects through SAMIA Scholarship and loans to 2,299 diploma students studying Technical, Vocational and Education Training; Construction of 64 District Vocational Training Colleges (DVTC) and One Regional Vocational Training College; and Conducted research on utilization of educational technology.

Realising the strategy outcomes encountered some challenges such as: Low understanding among education stakeholders about the operation of the Education Sector; Inadequate funds for construction and rehabilitation of teaching and learning infrastructures to accommodate the increased number of students at all levels of education; Shortage of staff in some carders; and Low awareness among communities on education, science and technology guidelines and reforms.

Therefore, the reviewed Strategic Plan 2021/22 – 2025/26 will enable the Ministry to implement reforms made in the Education and Training Policy of 2014, Version 2023 and curriculum with emphasis on skills development and realization of the set vision "a well-educated and innovative society for sustainable development" to stimulate and transform Tanzania's economy.

Digitally Signed By Prof. Carolyne I. Nombo
Fri Jul 25 13:00:40 EAT 2025

Prof. Carolyne I. Nombo
PERMANENT SECRETARY

MINISTRY OF EDUCATION, SCIENCE, AND TECHNOLOGY

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CHAPTER ONE:
INTRODUCTION

1.1. Background Information

The contemporary Ministry of Education, Science, and Technology (MoEST) has passed through a historical evolution dating back to pre- and post-independence in 1961. During the colonial era, the Ministry of Education was established and headed by the colonial office in London and administered by the British administration in Tanganyika. From 1962 to 1990 it was transformed into the Ministry of Education, Arts and Culture. From 2010 to 2015 was transformed into the Ministry of Education and Vocational Training which was established according to the presidential instrument issued through Government Notice No. 494 Published on 17th December 2010. Economic growth, promoting science and technology with a national focus on realising competitiveness and industrialisation for human development needed skilled manpower with an emphasis on skill development and competencies, necessitated more transformation in the education sector. In this case, in 2016 the government transformed the ministry into the Ministry of Education, Science and Technology, it was established according to the presidential instrument issued through Government Notice No. 144 Published on 22nd April 2016 and its recent amendment on Government Notice No. 782 published on 22nd November 2021 and its amendment through Government Notice No. 57B published on 24th January 2022.

According to review plan of the Strategic Plan, midterm review of the Strategic Plan was supposed to be conducted in June, 2023. However, the review was not conducted due to the on-going process of review of the Education and Training Policy 2014 and the education curriculum for pre-primary, primary, secondary and teacher education which were expected to enrich the midterm review process once approved. Therefore, after the approval of the reforms made, the midterm review was conducted in July, 2024 with incorporation of directives and changes made.

1.2. The Mandate and Function of the Ministry

1.2.1. Mandate of the Ministry

According to the presidential instrument issued through Government Notice No. 385 Published on 7th May 2021 and the recent amendment with Government Notice No. 57B published on 24th January 2022, the Ministry is mandated with all matters related to Education, Science and Technology in the country.

1.2.2. Functions of the Ministry

According to the Government Notice No. 57B published on 24th January 2022, the Ministry is vested with the following functions:

(i) Policies on Education, Research, Library Services, Science, Technology, Innovation, Skills, Training development, and their Implementation;
(ii) Basic Education Development;
(iii) Teachers Training Accreditation and Professional Standards Development;
(iv) Technical, Vocational and Education Training;
(v) Higher Education Development;
(vi) Talents Identification and Development;
(vii) Management of Folk Development Training;
(viii) Management of National Qualification Framework;
(ix) Skills Mapping and Development;
(x) Schools Accreditation and Quality Assurance;
(xi) Education Press Services;
(xii) Promotion of Application of Science, Engineering, Technology, and Mathematics;
(xiii) Development of Local Expertise in Science, Technology, and Innovation;
(xiv) National Commission for UNESCO Affairs;
(xv) Research and Development in Science and Technology;
(xvi) Performance Improvement and Development of Human Resources under this Ministry;
(xvii) Extra-ministerial departments, parastatal organizations, agencies, programs, and projects under this Ministry.

1.3. The Purpose of the Plan

This strategic plan covers the period of five years from 2021/22 to 2025/26. The plan aims at ensuring a well-educated and innovative society for sustainable development through the promotion of quality education, science, and technology. It identifies the Ministry's road map through core values, objectives, strategies, targets, indicators, and priority initiatives to be considered and adhered to in order to optimize available resources and opportunities pertaining to education, science, and technology. The plan guides all departments and units of the Ministry regarding planning, budgeting, execution, monitoring, evaluation, and reporting of their performances. In this regard, more specifically the purpose of this strategic plan includes: improving performance in service delivery, creating more relevant institutional structures, improve transparency and communication between management, employees, and stakeholders. Furthermore, the plan intends to increase levels of institutional, departmental, and individual accountability, and establish priorities for efficient and effective resource allocation. In that regard, the Ministry will be proactive rather than reactive by creating a development objective in addressing community issues in education, science, and technology to set up a sense of direction and increase the operational efficiency of the Ministry.

1.4. Approach and Methodology

The participatory approach was used in the review and preparation of the Ministry's Strategic Plan. The communicative and collaborative planning theories guided the strategic planning process where consensus-building through dialogue was a base for decision-making. Methodologically, the strategic planning process for the Ministry was carried out through participatory working sessions involving staff, heads of departments, units, and the Management of the Ministry, The process involved a review of various relevant documents and frameworks, including the Education Sector Analysis (ESA) for Tanzania mainland, 2021 Updated 2024, the Tanzania Education Sector Development Plan - ESDP 2024/25 – 2029/30; the Tanzania Development Vision 2025, the Ruling Party Manifesto 2020 – 2025; Education and Training Policy 2014 version of 2023; Science, Technology and Innovation Policies (The National Science and Technology Policy for Tanzania - 1996, The National Research and Development Policy - 2010, The National Biotechnology Policy - 2010, and The National Nuclear Technology Policy – 2013); and the Ministry strategies and National Strategy for Inclusive Education 2021/22- 2025/26). Other documents considered include: The National Five-Year Development Plan 2021/22 – 2025/26; The Sustainable Development Goals (SDGs), 2030 particularly Goal 4 - to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, and Goal 9 Industry, Innovation and Infrastructure; Agenda 2063 – the Africa we Want; and Medium - Term Strategic Planning and Budgeting Manual 2008 (MTSPBM).

Through a rapid appraisal process, both primary and secondary data were collected using various methods that include: brainstorming; literature review; performance review; self-assessments; logic model; Strengths, Weaknesses, Opportunities, and Challenges (SWOC) analysis; Political, Environmental, Sociological, Technological and Legal (PESTEL) analysis; and stakeholder's analysis. Through those methods, data were collected, analysed, and disseminated to determine both internal and external environments where critical issues in education, science, technology, and technical and vocational training were identified. The vision, mission, strategic objectives, and targets to be addressed for the next five years were prepared through prioritization.

1.5. Strategic Plan Layout

The reviewed strategic plan for the Ministry is divided into four chapters where Chapter One presents background information; the mandate, roles, and function of the Ministry; the purpose of the plan, the approach, and methodology. Chapter Two provides information on situation analysis that entails the analysis of the previous Vision and Mission, performance review, stakeholder analysis, SWOC and PESTEL analysis; analysis of recent initiatives, analysis of Relevant information, Linkage between the Ministry's agency and national frameworks; and identified critical issues. Chapter Three presents the strategic direction in which the vision, mission, core values, and strategic objectives. The strategic objectives, strategies, targets, and Key Performance Indicators have been presented through the strategic plan matrix in Annex 2. and Chapter Four describes the resulting framework that entails development objectives, results chain, results framework matrix, monitoring plan, rapid appraisal plan, evaluation plan, review plan, plan review meetings, and reporting plan.

CHAPTER TWO:

SITUATIONAL ANALYSIS

2.1. Introduction

Situation analysis for the Ministry of Education Science and Technology involved a thorough assessment of the ministry concerning service delivery based on its mandated functions. More specifically, the situation analysis involved the review of the previous vision and mission; the mid-physical performance assessment for the 2021/22 – 2025/26 strategic plan implementation period, the SWOC analysis, stakeholders' analysis, recent initiatives, the review of relevant information such as Education and Training Policy 2014 version of 2023, and the analysis of critical issues to be addressed within plan implementation period.

2.2. Analysis of the Previous Vision and Mission

2.2.1. The Previous Vision

A well-educated and innovative Tanzania society with the requisite competencies that add value to national development.

The previous vision was aligned with the Tanzania Development Vision (TDV) 2025 part 1.2.4 which aspires to "A well-educated and learning society". However, based on the analysis of the previous vision, seems to be not easily **internalized** and recalled by staff and stakeholders. Moreover, the vision focused on the contribution of education, science, and technology to national development without **sustainability aspects**. This was a base for improving the vision for the rolling strategic plan 2021/22 – 2025/26 that aspires to an educated and innovative society for sustainability.

2.2.2. The Previous Mission

To develop and strengthen integrated systems and structures which will enable the society to acquire quality education through Science and Technology. Based on improvements made to the vision statement for the rolling strategic plan 2021/22 – 2025/26, the mission statement was also improved to incorporate the promotion of quality education, science, technology, and innovation for sustainability.

2.3. Mid Performance Review of Strategic Plan 2021/22 – 2025/26

The performance review involved the mid-term physical assessment focused on the process of analysing the level of achievement resulting from the first half of the plan implementation and incorporates issues due to current education sector reforms. The existing strategic plan under review is implemented in a five years planning cycle through 2021/22 - 2025/26. The plan has eight objectives coded from A to H. The mid-physical assessment examined the progress of the plan towards the achievement of objectives through annual milestones.

The mid-performance review was assessed through data and information from the plan's monitoring system to: assess the extent to which the interventions are sufficient to reach desired outcomes, identify barriers to the achievement of objectives, and provide recommended actions to guide the staff through the last half of the Ministry's plan implementation. The mid-performance review report of the Strategic Plan 2021/22-2025/26 for each objective as conducted in 2024 is presented below as follows.

2.3.1. Objective A: Non-Communicable Diseases, HIV/AIDS Infections Reduced and Supportive Services Improved

Mid Achievements

(i) Intervention including quarterly meetings with staff was conducted on Non-Communicable Diseases, HIV/AIDS for sustained engagement and support.

(ii) Care and support to 16 staff members provided to reduce the impact of HIV/AIDS.

2.3.2. Objective B: Implementation of National Anti–Corruption Strategy and Action Plan Enhanced and Sustained

Mid Achievements

(i) Business Process Manual for the Anti-Corruption Strategy developed.

(ii) Quarterly Anti-Corruption Committee meetings conducted.

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

Mid Achievements

(i) Education and Training Policy of 2014, Version 2023 has been approved.

(ii) The review of the National Policy of Science and Technology 1996 is ongoing.

(iii) Three (3) laws from The Dar es Salaam Institute of Technology Act; The Mwalimu Nyerere Memorial Academy Act, Cap 193 and Tanzania Atomic Energy Act, Cap 188 reviewed.

(iv) Database for schools and teacher's college registration and provision of teacher's license updated quarterly.

(v) 2,967 schools (Pre-primary, Primary and Secondary) registered.

(vi) Seven (7) guidelines (Mwongozo wa Chakula na Lishe katika vyuo vya Ualimu and Intergraded Community Based Adult Education Programme - ICBAE) and one Circular (Waraka wa Elimu Na. 5 wa Mwaka 2023 Kuhusu Utekelezaji wa Mitaala iliyoboreshwa, Mwongozo wa Shule ya Nyumbani; Mwongozo wa ziara ya nyumbani; Mwongozo wa upimaji na utambuzi wa kielimu wa wanafuzi wenye mahitaji maalum nchini; Mwongozo wa Shule Salama kwa shule za Msingi and Primary School to become more Inclusive) developed.

(vii) Three (3) guidelines (Form One Selection, Form Five Selection, and Usimamizi wa Vyuo vya Ualimu) reviewed.

(viii) Block Teaching Program to all Student Teachers in 35 public teachers' colleges facilitated.

(ix) One (1) research for curriculum development and learning assessment conducted.

(x) Eight (8) stakeholder engagement meetings on policy review, education joint review, fund raising and inclusive education conducted.

(xi) Training to 200 School Quality Assurance on supervision and management of special schools, units, and inclusive schools conducted.

(xii) Training to 203,268 Teachers, Primary and Secondary Education Officers, Regional Education Officers and School Quality Assurance Officers on improved education curricular and policy implementation conducted.

(xiii) Evaluation of the challenges faced by Special Education Officers during the implementation of their duties in the country conducted.

(xiv) 183 District School Quality Assurance offices and 11 Zonal School Quality Assurance Offices facilitated with monthly operation costs (water, electricity, cleaning, and security).

(xv) Whole school visit to 8,381 institutions (6,401 pre and primary schools, 1,912 secondary schools, and 68 Teacher colleges) conducted.

(xvi) Grant Manual for Award of Scholarships for Private Universities in Health and Allied Sciences institutions developed.

(xvii) Provision of grants to 1,862 students with outstanding performance in STEM subjects through SAMIA Scholarship established.

(xviii) Provision of loans to 2,299 diploma students studying Technical, Vocational and Education Training established.

(xix) 2,235 university academicians and supporting staff (543 Long-term and 1,692 short-term) trained.

(xx) Teaching and Learning studios, and digital libraries established in four (4) Universities (UDSM, MUCE, DUCE, and OUT).

(xxi) Three (3) High Learning Institutions (MUHAS, MJNUAT, and MUCE) provided subventions for utility bill services.

(xxii) 220,278 Students in Higher learning institutions provided with loans.

(xxiii) Construction and rehabilitation of 25 infrastructures in four (4) universities (UDSM, MJNUAT, ARU, and MUST) are in progress with 28 percent overall.

(xxiv) 253,701 students enrolled in Higher Learning Institutions.

(xxv) 650 students studying science programs in Higher Learning Institutions provided with Scholarships.

(xxvi) Construction of 64 District Vocational Training Colleges (DVTC) and One Regional Vocational Training College still in progress.

(xxvii) One survey/ research to utilise educational technology was conducted.

(xxviii) The guideline for establishing the National Model Program for Nurturing Youth Talents in Engineering and Technology is in progress (35%).

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

Mid Achievements

(i) Education Sector Dialogue Meetings that discussed and endorsed the Implementation of Inclusive Education Week, National Adult Education Week, Monitoring and Evaluation Plan, and Education Sector Statistic Plan coordinated quarterly.

(ii) Annual Joint Education Sector Performance Review 2022/23 was coordinated where the review discussed the implementation of four (4) deliberations set on Annual Joint Education Sector Review 2021/22 and set 13 deliberations for improvement of the education sector whose implementation will be presented in Annual Joint Education Sector Review 2024/25.

(iii) EAC essay writing competition to 1,106 students conducted whereby 10 winners were selected to participate at the regional level.

(iv) 85 Commissioner for Education Staff facilitated with administrative personnel support services.

(v) Capacity building on preparation and vetting of procurement contracts was conducted for 29 legal staff of Ministry institutions and 5 institutions of the Ministry of Finance.

(vi) The Tanzania Atomic Energy Act was amended to align it with IAEA standards.

(vii) 193 Tanzania Students provided international scholarships from Hungary, UK, China, Russia Morocco, Egypt, and Mozambique.

(viii) One (1) MoU of collaboration with Switzerland for implementation of the Skills for Employment Tanzania (SET) project signed.

(ix) One (1) stakeholder meeting was engaged in STI Development to make 18 international stakeholders on Chemical Biological, Radiological, and Nuclear (CBRN).

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

Mid Achievements

(i) 500 Student hostels and office buildings were constructed;

(ii) 283 Locally produced technologies were developed of which 45 technologies graduated to the commercialization process;

(iii) Capacity building was conducted to Regional Education officers, District Education officers, Ward education officers, Principals of Teachers' colleges, and FDCs from three (3) Regions (Arusha, Tanga, and Dar es Salaam) aimed at establishment of STI desks in LGAs and STI Platforms in Primary, Secondary schools, Teachers Colleges, and FDCs;

(iv) Four (4) National Education, Skills and Innovation Week celebrations were conducted;

(v) Four (4) centers of excellence (two at Sokoine University of Agriculture and two at Nelson Mandela Institution of Science and Technology) strengthened;

(vi) National Funds for Advancement of Science and Technology (NFAST) and TANZIS strengthened; and

(vii) Two (2) online services, National Integrated Repository (NIR) which integrates repositories of higher education and research institutions, and Union Catalogue which integrates e-library of universities and higher learning institutions to share their library services developed.

2.3.6. Objective F: Mobilization of Resources and Investments in Education, Science, Technology and Innovation Improved

Mid Achievements

(i) Annual Medium Term Expenditure Frameworks, Annual Action and Cash Flow Plan; Budget presentation speech and periodic Performance reports developed;

(ii) Four (4) project proposals (TSP, EASTRIP II, ESPJ II, and TESDP) developed;

(iii) Two (2) research (Impact Assessment of School Re-Entry Policies in mainland Tanzania, and Public Expenditure Review - PER) are in progress;

(iv) Implementation of Block Teaching Practices to 19,570 students (17,846 at 35 Teachers' Colleges, 673 Dar es Salaam Institute, 551 Mbeya University of Science and Technology and 500 conducted at Arusha Technical College was supported;

(v) Ministry Risk Register 2023/24 developed;

(vi) Periodic risk Implementation reports developed;

(vii) 15 Teachers Colleges, one (1) Vocational Training College, two (2) Commissions (TCU and COSTECH), Two (2) Authority Institutions (TEA & TLSB) and 10 Universities assessed; and

(viii) Nine (9) Projects under the Ministry were assessed and assessment reports produced.

2.3.7. Objective G: Institutional Capacity for Delivery of Quality Services Improved

Mid Achievements

(i) Capacity building for 414 employees from the Commissioner's office, six departments, and seven units facilitated to attend short-term and long-term courses;

(ii) Administrative and personnel support services provided to 453 staff from the commissioner's office, six departments, and seven units;

(iii) Seven (7) staff with disabilities were supported to participate in four exhibitions, festivals, and celebrations of people with disabilities;

(iv) Human resource and administrative management services provided to 4,454 staff from the commissioner's office, six departments, and seven units;

(v) Commissioner office, six departments, seven units, 35 Teachers colleges, 54 Folk development colleges, and 11 school quality assurance zones office provided with procurement services;

(vi) Ten (10) Public awareness programs/campaigns on implementation of ETP 2014, revised 2023, revised curriculum, Samia scholarship, loans to diploma students in the field of priority including science and technology, conducted;

(vii) Draft of Guidelines for Social Media Platforms and Website Content Management developed;

(viii) The Atomic Energy Act, Cap.188, and Dar es Salaam Institute of Technology Act, Cap 144 amended, and two (2) regulations from TAEC were developed and gazette;

(ix) Teachers College Management System (TCMS), School Accreditation System (SAS), School Quality Assurance System (SQA), and Contract Management Information System (CoMIS) were developed, whereby Teachers College Management System (TCMS) and School Quality Assurance System (SQA) were integrated with School Accreditation System (SAS);

(x) Local Area Network infrastructure reinstalled at ministry offices (Mtumba, UDOM and DANIDA) and upgraded at Dar es Salaam office;

(xi) One (1) School Quality Assurance office constructed and rehabilitation of 15 School Quality Assurance office in progress;

(xii) 218 SQA officers (183 District School Quality Assurance Officers, 24 School Quality Assurance Officers from MoEST HQ, and 11 School Quality Assurance Officers from Zonal office) trained on how to improve their performance;

(xiii) Three (3) Leaders of the Ministry, 5 Members of the Audit Committee and 3

Secretariat, 3 Heads of departments/Units, and 18 Internal Auditors were facilitated to attend the Internal Auditors' Annual Conference and on Job training; and

(xiv) Four (4) leaders, 14 PMU staff, and 13 management members including members of the tender board capacitated with procurement skills and professional development.

2.3.8. Objective H: Mainstreaming of Emerging Cross-Cutting Issues in Education and Training System Strengthened

Mid Achievements

(i) Supportive services (60 Hansonet, 79 Hearing Aids, 62 White cane, 107 Orbit Readers, 120 Sunscreen lotion, 25 Electronic magnifiers, 43 Hats, 119 Braille Paper Box and 89 seika min) were provided to teachers and tutors with special needs for improving teaching and learning and support 122 students with chronic diseases challenges from low-income family.

(ii) The Education Sector Multi-Hazard Preparedness, Response Recovery and Mitigation Strategy 2022/23 – 2026/27 prepared.

2.3.9. Objective X: Management of Environment and Ecosystems Enhanced and Sustained

Mid Achievements

(i) 54 Folk Development Colleges (FDCs) and 35 Teachers Colleges provided with alternative energy (Gas systems installed) for cooking.

(ii) Management of 35 Teachers Colleges capacitated on Environmental Sustainability and Green Design (ESGD) education.

2.3.10. Objective Y: Multi-Sectoral Nutritional Services Improved

Mid Achievements

(i) Provision of meals to 39,493 students (761 Mbeya University, 800 Arusha Technical College, 13,915 Folk Development Colleges, 856 Dar es Salaam Institute of Technology, and 23,161 students at 35 Teacher Colleges was facilitated.

2.4. Constraints Encountered the Mid implementation of the Strategic Plan

The mid-implementation of the 2021/22-2025/26 strategic plan encountered diverse problems that affected the achievement of desired outcomes. During the mid-performance review, the following constraints were identified:

(i) Employee reluctance to disclose and share information about their HIV/AIDS infection status.

(ii) Untimely dissemination of deliberations to implementers and ineffective implementation of the agreed deliberations after the Joint Sector Review meeting.

(iii) Untimely submission of relevant reports from departments, units, and Institutions during the Ministry's budget proposals and plans preparation and inadequate ownership of budget and plans among leaders and decision-makers.

(iv) Low understanding among education stakeholders about the operation of the Education Sector.

(v) Untimely disbursement of the requested funds for research, assessment, and evaluation of ministerial plans.

(vi) Low awareness of risk issues among implementers and low linkages between the implementation of plans for a particular year and the Risk Register.

(vii) Inadequate number of auditors with professionals/skills apart from Accounting and Finance such as QS, and ICT experts.

(viii) Inadequate funds for construction and rehabilitation of teaching and learning infrastructures to accommodate the increased number of students at all levels of education.

(ix) Ineffective implementation among school owners and managers to implement the given recommendations from school quality assurance after the whole school visit.

(x) Inadequate skills for implementing curricula integrated with STI and entrepreneurship at all levels of education.

(xi) Overlap of responsibilities between Research and Development (R&D) institutions.

(xii) Inadequate involvement of the stakeholders in supporting Education Science and Technology.

(xiii) Untimely completion of infrastructure construction projects at all levels of education.

(xiv) Shortage of staff in some carders.

(xv) Low awareness to the community on education, science and technology guidelines and reforms

(xvi) Inadequate knowledge of some staff in specialized professionals.

(xvii) Shortage of working facilities in service delivery.

2.5. Way Forward

(i) Enhance mainstreaming of crosscutting issues in the curriculum at all levels of education.

(ii) Strengthen the Monitoring, and Evaluation systems.

(iii) Strengthen mechanisms for staff professional development.

(iv) Enhance development of proposal for financing education, science and technology.

(v) Strengthen collaboration with stakeholders in financing education, science and technology.

(vi) Expand coverage of stakeholders' engagement in supporting the implementation of the Education and Training Policy 2014 Version 2023.

(vii) Strengthen mechanisms for creating awareness, education, and sensitizing the importance of the re-entry program.

(viii) Create awareness among the implementers on the implementation of the prepared guidelines and strategy.

(ix) Enhance the provision of adequate required learning and teaching resources at all levels of education.

(x) Enhance capacity building on basic legal issues to TCs, FDCs, and SQAs.

(xi) Strengthen mechanism for aligning national legal instruments with regional and international conventions, treaties, and protocols relating to education science and technology.

(xii) Enhance mechanism of timely review of education, science, and technology policies, laws, regulations, guidelines, and circulars.

(xiii) Strengthen mechanisms for implementation of education, science, and technology policies, laws, regulations, guidelines, and circulars.

(xiv) Enhance professionalism, performance, and accountability.

(xv) Strengthen project negotiations and implementation strategies.

(xvi) Strengthen the internal quality assurance process in schools and teachers' colleges.

(xvii) Improve teaching and working environment at all level of education.

2.6. Stakeholders Analysis

The Ministry of Education, Science and Technology is interacting with diverse stakeholders in executing its mandate, roles, and functions. Stakeholders' analysis for the Ministry involved the process of analysing individuals, groups of people, institutions, or firms that may have a significant interest in the success of the rolling strategic plan (either as implementers, facilitators, beneficiaries, or adversaries). A basic premise behind stakeholders' analysis was that different groups have different concerns, capacities, expectations, and interests. Therefore, during the analysis the stakeholders' interests and expectations were integrated into objective setting, target formulation, and strategy selection. Stakeholders Analysis for the Ministry is presented in Table 1.

Table 1: Stakeholders Analysis

No.	Name of stakeholders	Service offered to stakeholders	Expectation of stakeholder
1.	Pupils/Students (Pre-Primary, Primary, Secondary, Adult and Non-Formal)	i. Construction of Education Infrastructure; ii. Enrolment criteria and procedures; iii. Provision of learning materials and facilities; iv. Relevant Curriculum to labour market demand; v. Provision and dissemination of procedures, guidelines, circulars, and by-laws that guide students; vi. Provision of technology and innovation development support; vii. Provide information on enrolment opportunities; and viii. Utilization of mass media in the provision of education.	i. Adequate places and easy access to schools; ii. Transparent enrolment requirements and procedures; iii. Qualified and competent teachers; iv. Conducive learning environment; v. Relevant curricula; vi. Fair assessment and feedback on the learning process; vii. Rationalized education and training costs; viii. Training and education with appropriate content of STEM skills with emphasis on creativity and innovation; ix. Competent in theory and practice of science and entrepreneurship; x. Inclusive and gender-responsive education and training; xi. Timely and reliable Information on enrolment opportunities; and xii. Effective and efficient education programs through mass media.

No.	Name of stakeholders	Service offered to stakeholders	Expectation of stakeholder
2.	Students (Technical, Vocational and Higher Learning Institutions)	i. Provision and dissemination of policies, regulations, circulars, and guidelines on the education sector; ii. Provision of information profiles on institutions and programs; iii. Admission criteria and procedures; iv. Provision of procedures and by-laws that guide students' academic progression; v. Relevant Curriculum to labour market demand; vi. Provision of teaching and learning materials and facilities; vii. Provision of technology and innovation development support; viii. Provision of research and innovation grants; ix. Provision of scholarship in different fields of study; x. Issue of students' loans xi. Support IPT, BTP and Meals; and xii. Provision of student meals and accommodation.	i. Comprehensive information concerning profiles of institutions and their programs; ii. Adequate places in higher, technical, and vocational training institutions; iii. Rationalized education and training costs; iv. Training and education with appropriate content of STEM skills with emphasis on creativity and innovation; v. Inclusive and gender-responsive education and training; vi. Professional competent in theory and practice of science and entrepreneurship; vii. Qualified and competent academic and non-academic staff; viii. Transparency and fair admission procedures; ix. Fair assessment and feedback on the learning process; x. Relevant curricula that address labour market needs and student's future aspirations; xi. Conducive learning environment; xii. Improved environment for STI activities; xiii. Timely and reliable information on enrolment and scholarship opportunities; xiv. Availability and timely students' loans from the HESLB and other sources; and xv. Good governance and accountability in learning institutions.
3.	Lecturers/ Instructors and non-academic staff	i. Capacity building to academic and non-academic staff; ii. Provision of guidelines and procedures on teaching, research and consultancy functions; iii. Facilitation of conducive teaching and learning environment including integrated management information system; and iv. Creating opportunities for internationalization of academic, research and consultancy activities.	i. Qualified students are admitted through a transparent merit-based system; ii. Clear guidelines and procedures for carrying out the teaching function; iii. Comprehensive information on students' educational background; iv. Proactive and ready-to-learn student; v. Conducive working environment; vi. Adequate funds for academic and research activities; vii. Job satisfaction from good employment benefits and timely payments of employee benefits; and viii. Predictable funding pattern from Government.

No.	Name of stakeholders	Service offered to stakeholders	Expectation of stakeholder
4.	Researchers and Innovators	i. Provision and dissemination of policies, regulations, circulars, and guidelines on education, science and technology; ii. Provision of research guidance and technical support; iii. Provision of research facility and equipment; iv. Provision of research and innovation fund; v. Support commercialization of grassroots innovations; vi. Provision of a conducive environment for doing research and innovations; and vii. Creation of awareness on the available STI opportunities.	i. Favourable research environment; ii. Reliable funding from Government; and iii. Excellent employment benefits and timely payments.
5.	Teaching and Non-Teaching Staff	i. Provision of a conducive working environment; ii. Staff capacity building; and iii. Provision of guidelines and circulars on delivery of education and training.	i. Conducive working environment; ii. Active teachers' resource centres; iii. In-service teacher training opportunities; iv. Excellent employment benefits and timely payments; v. Job satisfaction from good employment benefits and timely payments of employee benefits; and vi. Adequate teaching and learning resources.
6.	Non-State Actors (Development Partners – DPs, (Faith Based Organizations - BOs and Civil Society Organization - CSOs)	i. Provision of Policies, Strategies, and Curriculums; ii. Provision of opportunities to participate in dialogue forums and exhibitions in Education, Science and Technology; and iii. Provision of a conducive environment for investing and supporting education, science and technology.	i. Clear policies, Strategies, and guidelines; ii. Access to information under areas of cooperation; iii. Frequent consultation; iv. Transparency and accountability in utilization of the resources; v. Efficiency and effectiveness in service delivery and use of development partners' resources; vi. A clear mechanism for collaboration and dialogue; vii. Timely and accurate performance reports on the utilization of the resources; and viii. Timely disbursement of counterpart funds.

No.	Name of stakeholders	Service offered to stakeholders	Expectation of stakeholder
7.	Parents/ Guardians/ Community	i. Provision and dissemination of policies, regulations, circulars, and guidelines on education, science, technology, and innovation; ii. Provision of information on appropriate teaching and learning materials required; iii. Provision of procedures and by-laws that guide students; and iv. Engagement of parents in school performance. v. Information on Ministry performance; vi. Sensitization on Education, Science and Technology programs vii. Complaint's handling.	i. Comprehensive information concerning profiles of schools, colleges, and institutions and their programs; ii. Quality education; iii. Relevant curriculum that addresses pupils/students' needs and interests; iv. Transparent admission procedures; v. Adequate information on education costs; vi. Qualified academic and non-academic staff; vii. Fair assessment and feedback on the learning process; viii. A conducive learning environment for their children; ix. Employability of their children; x. Accurate information on children's academic development; and xi. Proper placement of their children in available schools, colleges, and institutions.
8.	Private Sectors	i. Provision of Policies, Strategies, and Curriculums; ii. Provision of opportunities to participate in dialogue forums and exhibitions in Education, Science and Technology; and iii. Provision of a conducive environment for investing and supporting education, science and technology.	i. Quality and reliable information; ii. Clear Education Sector Client Service Charter; iii. Timely and accurate information on Ministry activities and performance; iv. timely feedback and speed responses to logged complaints; v. Access to processed and published educational statistical documents; vi. Adequate and relevant information on Ministry services; vii. Customer care and timely service delivery; viii. Information on employment opportunities; ix. Comprehensive information concerning the profile of institutions and services; x. Competent and proactive sector staff; xi. Good governance and transparency in the delivery of services; xii. Clear policies and guidelines on modalities for participation in Ministry functions; xiii. Accurate information on academic development and examinations results; xiv. Clear legal frameworks for education acquisition, application, and disposal;

No.	Name of stakeholders	Service offered to stakeholders	Expectation of stakeholder
			xv. Adequate and timely information on proper advice on a change of appropriate subject /course combinations; xvi. Timely and fair information on the settlement of complaints; e.g., examination results; and xvii. Easy access to accurate information on education, science, and technology.
9.	Mass Media	i. Dissemination of policies, circular, programs and guidelines on implementation of Education, Science and Technology; ii. Sensitization on Education, Science, and Technology programs; and iii. Dissemination of different education opportunities, Annual and periodic performance reports; and iv. Provision of opportunities to participate in Education, Science and Technology dialogue and forums.	i. Comprehensive information concerning profiles of Education, STI institutions, and their programs; ii. Relevant Information on Education, Science and Technology; iii. Timely and detailed annual and periodic performance reports.
10.	Ministries, Departments and Agencies (MDAs) and other Education Providers	i. Provision of standard and guidelines on the implementation of Educational policies and programs; ii. Provision of procedures, guidelines, and by-laws for academic evaluation; iii. Provision of Education sector performance reports; iv. Provision of technical Personnel; v. Provision of Capacity building on Education, Science, Technology and Innovation; and vi. Provision of Quality assurance services and accreditation.	i. Clear policies and guidelines and legal framework; ii. Fair assessment and feedback on the learning process; iii. Timely periodic performance reports; iv. Competent personnel during joint activities/project implementations; v. Clear and implementable Sector's Client Charter; vi. Adequate and relevant information on service provided; vii. Transparency and accountability in issues pertaining to better utilization of resources allocated; viii. Adherence to both Public Procurement and Financial Regulations; ix. Accountability in all activities pertaining to the mandate of education, science, and technology; x. Excellence in service delivery;

No.	Name of stakeholders	Service offered to stakeholders	Expectation of stakeholder
			xi. Timeliness and active implementation of government reforms; xii. Effective inter-ministerial cooperation; and xiii. Cooperation on the implementation of national policies and guidelines on cross-cutting issues.
11.	Members of Parliaments (MPs)	i. Provision of Policies, strategies, and Guidelines on Education, Science, Technology, and Innovation; ii. Provision of information on Education, Science, Technology, and Innovation; and iii. Sensitization on Education, Science, Technology, and Innovation.	i. Clear policies, strategies, and guidelines; ii. Accountability in all activities pertaining to the mandate of the Ministry; iii. Timely, relevant, and adequate information; iv. Effective implementation of National and Sector policies; v. Equitable access to Education services; vi. Efficient and Effective utilization of resources; vii. Adequate relevant information on services provided; viii. Impartiality in service delivery; and ix. Cost-effectiveness in the Education sector's operations.
12.	Managers and Owners of schools and Colleges	i. Provision of standard and guidelines on the implementation of Educational policies and programs; ii. Provision of procedures, guidelines, and by-laws for academic evaluation; iii. Provision of Education sector performance reports; iv. Provision of technical Personnel; v. Provision of Capacity building on Education, Science, Technology and Innovation; and Provision of Quality assurance services and accreditation.	i. Timely service Delivery; and ii. Integrity, transparency, and accountability.

2.7. Analysis of Strengths, Weaknesses, Opportunities and Challenges (SWOC)

In executing its mandated functions as stipulated through Government Notice No. 385 Published on 7th May 2021 and its amendment with Government Notice No. 57B published on 24th January 2022, the Ministry of Education Science and Technology has strategized on the existing internal strength and external opportunities to address the internal weaknesses and external challenges. Therefore, through the brainstorming process, various strengths, weaknesses, opportunities, and challenges for the Ministry were identified.

2.7.1. Strength

(i) Availability of teaching and learning infrastructure at all levels of education;

(ii) Existence of complaints handling desk;

(iii) Availability of Human Resource Plan;

(iv) Availability of financial resources through annual government budget;

(v) Availability of client service charter;

(vi) Ability to implement Complaints Handling guidelines;

(vii) Existence of the ministry's policies, laws, guidelines, regulations, and manuals;

(viii) Existence of education sector dialogue structure;

(ix) Existence of Sector Dialogue Structure guidelines on how can engage Non - State Actors and Private Sector Participation; and

(x) Availability of regulatory authorities regulating curriculum at all levels of education.

2.7.2. Weaknesses

(i) Inadequate integrated ICT systems;

(ii) Challenging working environment;

(iii) Absence of customer/service delivery surveys;

(iv) Absence of ICT guidelines and standards;

(v) Untimely review of the organization's plans, policies, laws, guidelines, regulations, and manuals;

(vi) Inadequate prompt action for replacement and repair of facilities and equipment;

(vii) Insufficient capacity in Monitoring and Evaluation;

(viii) Absence of guidelines on Student Unit Cost, and Gifted and Talented Students Identification and Development;

(ix) Absence of National Teachers' Database;

(x) Absence of Integrated Education sector statistical data system;

(xi) Inadequate infrastructures for students with special needs at Teacher Colleges (TCs), Folk Development Colleges (FDCs), and VETA;

(xii) Inadequate training on inclusive education to teachers at all levels of education;

(xiii) Inadequate teaching and learning materials and assistive devices for students with special needs at all levels of education;

(xiv) Absence of guidelines for skills mapping and development at all levels of education;

(xv) Inadequate dissemination and utilization of research findings for addressing socio-economic challenges;

(xvi) Low level of awareness of intellectual property rights among researchers and innovators;

(xvii) Inadequate supportive systems for commercialization of locally produced technology and innovation;

(xviii) Inadequate researches that address local social economic challenges;

(xix) Insufficient infrastructure and facilities that support research and innovation;

(xx) Underutilization of Diaspora in Science, Technology and Innovation;

(xxi) Limited awareness guidelines for technological transfer;

(xxii) Lack of inclusive educational policy, and guidelines for students with special needs in Teacher Colleges;

(xxiii) Inadequate screening, identification, and assessment of students with special needs at all levels of education;

(xxiv) Ineffective implementation of Risk Management; and

(xxv) Inadequate adherence to School and College Accreditation Standards.

2.7.3. Opportunities

(i) Availability of trainable and skilled personnel;

(ii) Availability of Infrastructure at all levels of education;

(iii) Existence of complaints handling desk;

(iv) Government commitment to ICT support;

(v) Existence of ICT professionals in the market;

(vi) Existence of other Macro and Sectoral policies to support education, science and technology development;

(vii) Availability of National ICT backbone (NICTBB);

(viii) Existence of international Benchmarks and Best Practices;

(ix) Availability of competent service providers;

(x) Existence of the Medium Term and Budgeting Manual;

(xi) Existence of Regional and International Cooperation for Education, Science, and Technology development;

(xii) Existence of Regulatory Bodies and Authorities;

(xiii) Existence of Development Partners (DPs) and other Stakeholders to support Education, Science and Technology initiatives;

(xiv) Existence of National and International Festivals and Exhibitions to support Education, Science and Technology;

(xv) Existence of a Government Budget to support Education, Science and Technology Interventions;

(xvi) Existence of Regional and International Conventions and Protocols to support Education, Science, and Technology Initiatives;

(xvii) Existence of Public demand and claim for better Education, Science, and Technology services; and

(xviii) Existence of Sector Dialogue Structure guidelines on how can engage Non - State Actors and Private Sector Participation.

2.7.4. Challenges

(i) Inadequate Human Resources;

(ii) Ineffective implementation of Succession Plan;

(iii) Inadequate implementation of the SQA recommendations on school visits or inspections;

(iv) Un-harmonized education policy, law, and organization structure with other sectors;

(v) Untimely disbursement of the fund;

(vi) Budget Constraints;

(vii) Untimely implementation of interventions related to reform Programs;

(viii) The reluctance of parents and guardians to support the provision of special needs education;

(ix) Lack of Practicing Schools for Teacher Trainees in Teacher Colleges;

(x) Inadequate implementation of circulars and guidelines by Education Stakeholders; and

(xi) The inadequate number of Science and Mathematical Teachers in Educational Institutions

(xii) Lack of sign language interpreters for Deaf students at all levels of education.

2.8. PESTEL Analysis

The analysis of PESTEL for the Ministry of Education Science and Technology involved the identification of macro external forces that have impact to the Ministry's operations. This involved the analysis of the Political, Economic, Social, Technological, Environmental, and Legal aspects as summarised as follows:

2.8.1. Political Aspects

Tanzania is a peaceful and politically stable country in Africa. Since its independence in 1961, the country has never experienced a civil war or any major internal strife. Tanzania has witnessed five transfers of leadership through free and fair elections. The political landscape significantly influences the education sector through policies, budget allocations, and reforms. The situation provides favourable environment for education provision with less risky for both teachers and learners in attaining teaching and learning. The Ministry takes advantage of the situation by making sure learners and all Tanzanians are generally provided with civic education, particularly on maintaining peace, security and unity. The ministry intends to benefit from the measures undertaken by the Government such as strengthening international relationships, maintaining peace and security, trimming down bureaucracy, increase combat against corruption hence promoting economic development that stimulate development of education sector.

2.8.2. Economic Aspect

Tanzania's Gross Domestic Product (GDP) over the past period, continued to register tremendous economic growth together with a stable macroeconomic environment. Over the past years, annual GDP growth continued to strengthen its economy by 5.1 percent in 2023 compared to 4.7 percent in 2022. However, the annual GDP growth rates are still lower than Tanzania Development Vision 2025 targeted rate of 5.2 percent per annum. This was due to rising of production costs in some sectors; climate change that affected production in the agricultural sector in some areas of the country and damaged infrastructures including classrooms. Tanzania's Gross National Income (GNI) per capita increased from 1,191 (USD) in 2022 to TZS 1,210 (USD) in 2023 annual (NBS, 2022). The share of the education sector budget in the total GDP is 5.98 trillion in 2023.

The growth of activities for the provision of educational services for the year 2023 was 6.2 percent compared to 5.3 percent in 2022. The growth was due to the efforts of the Government in cooperation with stakeholders in improving the infrastructures of education, increasing the enrolment of students in all levels together with teachers' employment. The Government desires to have a nation with an educated and innovative society for sustainable development. To achieve the desired plan, it's important to have a sustainable system of financing education, science and technology. The government has been collaborating with stakeholders to support the development of education, science and technology in the country. However, despite the increase in the budget from year to year, there are still challenges in funding education and science and technology in the country due to the increase in demand thus affecting opportunities for access to quality education. Therefore, it is important to have a sustainable system with diverse sources of financing for education, science and technology.

2.8.3. Social Aspect

The social aspect encompasses various factors such as cultural norms, gender roles, socioeconomic disparities, and demographic and community involvement. These factors influence provision of education, including access, curriculum, teaching methods, and student outcomes. In Tanzania, education is influenced by traditional beliefs and practices, which can impact access to quality education for certain groups. The population of Tanzania Mainland increased for about five times from 12.0 million in 1967 to 59.9 million in 2022 that may result to increase in demand for social services including education. A growing population may strain educational resources and infrastructure affecting the provision of quality education. Tanzania Population Census of 2022, School age population is 54.3%. Assuming the average population growth rate remains constant the education system will have to cater for additional pupils/students to be enrolled in schools as seen in the population estimates in Table 2.

Table 2: Projected School - Aged Population from 2021 – 2026 as Percentage of Total Population

Year	2021	2022	2023	2024	2025	2026
Total Population (Millions)	57.7	59.9	61.7	63.6	65.6	67.6
Age 5 (% of Total)	3.2	3.0	3.0	3.0	3.0	3.0
Age 6-11 (% of Total)	16.3	14.2	16.6	16.6	16.6	16.6
Age 12-18 (% of Total)	15.8	15.8	15.9	15.9	15.9	15.9
Age 12-15 (% of Total)	9.4	9.4	9.5	9.5	9.5	9.5
Age 16 - 17 (% of Total)	4.5	4.3	4.3	4.3	4.3	4.3
Age 18 - 22 (% of Total)	9.8	7.6	7.6	7.7	7.7	7.7
All School Age (% of Total)	59	54.3	56.9	57	57	57
Total School-Age Population (Millions)	**26.8**	**27.6**	**28.5**	**29.4**	**30.4**	**31.3**

2.8.4. Technological Aspect

Digitalization has made a profound impact on all sectors of Tanzania's economy, much like in other countries. It has revolutionized how Tanzanians engage with government services, financial services, carry out their work, pursue education, foster innovation, engage in shopping, socialize, and receive various services. These rapid advancements of technologies are anticipated to have an immediate influence on education sector by enabling remote learning, particularly beneficial in rural or remote areas where traditional educational resources are limited, thereby promoting equitable education.

Additionally, the government is undertaking various digital revolution initiatives, including the National Internet Data Centre (NIDC), National ICT Broadband Backbone (NICTBB), National ICT Policy (2016) and its implementation strategy, e-Government Operationalization, e-Government Cyber Security Strategy 2022 Tanzania Digital Economy Strategic Framework 2024-2034, Tanzania National Broadband Strategy 2021-2026 and National Digital Education Strategy. Despite the above initiatives, there is a challenge on utilizing emerging technologies in teaching and learning process due to inadequate number of skilled personnel as well as infrastructures such as Science and ICT Parks.

2.8.5 Environmental Aspect

Tanzania is blessed with valuable environmental resources (arable land, forest, marine and fresh water sources, wet land, wildlife, mountain, natural gas and minerals) which contribute to more than 70% of the livelihood of the majority of people and the national gross domestic product (GDP). The existence of environmental policies and legislation provides guidance for environmental management in the country. When it comes to the "Environmental" aspect several international conventions and agreements play a critical role in shaping the global environmental landscape. The Government of the United Republic of Tanzania through the office of the Vice President Office which is also responsible for managing the environment established the National Environment Management Council (NEMC) in 1983 by enacting the National Environment Management Act No. 19 of 1983, National Environment Policy (1997) reviewed in 2021 and Environmental Management Act No. 20 of 2004 (EMA, 2004). The policy and legal frameworks provide for legal and institutional frameworks for sustainable management of the environment. Issues of resource mobilization to protect the environment have been addressed in Section 3.10 of Chapter Three (3) of the National Environment Policy, where the government budget is the main source of funding for the protection and conservation of the environment in the country. The Ministry is committed to strengthen the environmental curriculum and partnerships with environmental organization.

2.8.6. Legal Aspect

The Ministry of Education, Science and Technology is established through Establishment of Ministerial Offices Instrument, G.N 384 of 2021 as amended by G.N 57A of 2022 and is vested with several mandates including policy making on issues of education, science and technology. The Ministry and its institutions are also guided by Education and Training Policy 2014 and other 16 education science and technology laws. The Education and Training Policy of 2014. Version 2023 include several changes such as student education cycle, and compulsory education which will be offered for 10 years that includes 6 years for Primary Education and 4 years for lower secondary. Moreover, the lower secondary will be categorized into two streams, the General Academic Stream and the Technical and Vocational stream.

Despite, being governed by those laws, there are other sectorial laws that are directly connected and somehow the Ministry has to comply such as laws on employment, children, persons with disability, health and safety, public finance, public procurement, as well as international laws, convention, treaties and protocols including UNESCO Convention against Discrimination in Education,1962, Convention on Nuclear Safety, 1994, Convention on Technical and Vocational Education, 1989 and UN Convention on the Rights of the Child, 1989. The changes in these laws, policies and issuance of directives as well as emerging situations for instance change in the legislative drafting system, school joining age being lowered, protection of children from marriage and early pregnancies, administration of corporal punishment on school children, deduction of charges on loans issued by HESLB, procedure on employment cases, inclusion of children with special needs, if not taken on board in the Ministry's laws may create risks of non-compliance.

2.9. Recent Initiatives

The analysis of recent initiatives involved the scrutiny of all interventions executed during the mid-term of the 2021/22 – 2025/26 strategic plan implementation that was not planned for. Table 3 describes the recent initiatives, achievements, constraints, and way forward.

Table 3: Analysis of Recent Initiatives

No.	Initiative	Achievement	Constraints	Way forward
1.	Stakeholders' engagement in mobilization of funds for supporting the implementation of the Education and Training Policy 2014 Version 2023	Stakeholders' engagement for raising fund to support development of education sector was conducted where the event had about 1,495 stakeholders including Sectoral Ministry Leaders, Teachers, Students, Ambassadors, Development Partners, Permanent Secretaries, Parliamentary Members, Education Supervisors from LGAs and Regional Levels and Institutions leaders.	A limited number of stakeholders supporting the implementation of the Education and Training Policy 2014 Version 2023	Expand coverage of stakeholders' engagement in supporting the implementation of the Education and Training Policy 2014 Version 2023
2.	Bringing back to school the dropouts due to different reasons.	Issuance of educational circular No.2 of 2021 for re-entry of dropouts due to different reasons in primary and secondary schools.	Divergent perception from various stakeholders.	Strengthen mechanisms for creating awareness, education, and sensitizing the importance of the re-entry program.
3.	Translation of legislation to Kiswahili language.	13 out of 16 education science and technology laws have been translated.	Insufficient funds. Limited language expertise in legal jargon.	Strengthen the mechanism for mobilizing funds from diverse stakeholders. Enhance capacity-building programs in legal drafting and translation in higher learning institutions.

4.	Reintegrating students who have interrupted their education in primary and secondary schools for various reasons	Issue of Guideline for and circular No. 2 of 2021 of the Re-entry of dropouts due to different reasons in Primary and secondary school students	Divergent perceptions from various stakeholders	Strengthen mechanisms for creating awareness, education, and sensitizing the importance of the re-entry program.
5.	Development of guidelines and strategy for education	One strategy developed	Low awareness to implementers on implementation of the prepared guidelines and strategy; Limited teaching and learning resources; and Shortage of funds for the development of guidelines to implement strategy.	Create awareness among the implementers on the implementation of the prepared guidelines and strategy; Enhance the provision of adequate required learning and teaching resources at all levels of education.

2.10. Review of Relevant Information

The review of relevant information entails the assessment of the external environment which the Ministry is operating under. It involved plan involved the integration of the Tanzania National Development Vision (TNDV) 2025, the Long-Term Perspective Plan (LTPP) 2011/2012-2025/2026, National Five-Year Development Plan (FYDP III) 2021/22-2025/2026, The CCM Ruling Party Manifesto 2020-2025, Sustainable Development Goals (2030), Agenda 2063: The Africa We Want, Education and Training Policy (2014) Version 2023, Technical Vocation and Education Training (TVET) Indicators Report, Science, Technology, and Innovation Policies (STI - Policies), Strategies and Plans supporting Development of Education, Science and Technology, Education Sector Development Plan (ESDP) 2021/22 – 2025/26, Pre-Primary and Primary Teacher Deployment Strategy 2019 – 2021, National Secondary School Teacher Deployment Strategy 2022 – 2025, National Strategy for Inclusive Education 2021/22- 2025/26 and The National Skills Development Strategy (NSDS – 2016/17 – 2025/26).

2.10.1. Tanzania Development Vision 2025 (TDV)

Tanzania Development Vision 2025 is a long-term development plan formulated by the Tanzanian government to transform the country into a middle-income economy by the year 2025. The main objective of Tanzania Development Vision 2025 is to eradicate poverty and achieve sustainable economic growth through industrialization, human capital development, and good governance. The major pillars of the TDV are high quality of livelihood, peace stability, and unity, good governance, a well-educated and learning society, and a strong and competitive economy. Tanzania Development Vision 2025 (TDV) has identified the aspiration of a well-educated and learning society with a developed mind set and competent workforce. The Ministry of Education, Science and Technology play a crucial role in ensuring the realization of the TDV through existing policies, strategic plan vision, mission, and objectives which are expected to bring out a high level of educated society and mainstream culture of science and technology through innovativeness, hard work, creativity, and professionalism. Quality and relevance of education are central to enabling people to solve societal problems and compete at regional and international levels. The MoEST strengthens the formulation of implementable policies related to education science and technology for accelerating the achievement of Vision 2025.

2.10.2. The Long - Term Perspective Plan LTPP 2011/2012 - 2025/2026

The Tanzania Long-Term Perspective Plan (LTPP) 2011/12-2025/26 was adopted with emphasis on the transformation of the Tanzanian economy, envisaging a drastic change in the growth path with the contribution of the industrial sector to GDP rising from 24.4% from 2010 to 31% by 2025, and specifically with manufacturing almost doubling from 9.3% to 18%, as experienced in developing countries reaching the middle-income status. The LTPP was executed in greater detail in three five-year development plans (FYDPs) to achieve the targets of TDV 2025. In achieving the TLTPP MoEST is committed to facilitating the production of competent and innovative human resources according to national priorities; efficient management and administration of education and training in the country; and cooperation in the development of education and training in the country.

2.10.3. National Five-Year Development Plan (FYDP III) 2021/22 - 2025/26

The National Five-Year Development Plan (FYDP III) is the third National Development Plan and the last plan in implementing the 15 years Long Term Perspective Plan, specifically designed to implement the National Development Vision 2025. During the implementation of the first and second five-year plans, the Government continued to implement various strategies aimed at accelerating the implementation of the National Development Vision which included: emphasis on increasing production capacity through the industrial revolution; investment in key economic infrastructure; and strengthening government expenditure discipline and access to social services including education. For the past few years, the education sector has experienced an increase in enrolment of students at all levels of education including pre-primary, primary, secondary, tertiary and higher education. The increase in enrolment has informed calls for government efforts to expand education infrastructure and increase teaching and learning facilities to accommodate the increased number of students.

However, apart from the increased enrolment schools are faced with the limited including workshops, classrooms, offices, dormitories, and digital facilities to meet the global education demand including a low ratio between teachers and students. In addition, the education system has to prepare the youth for higher levels including vocational education for employability, emphasize Science, Technology, Engineering and Mathematics (STEM) establish a strong financing mechanism for supporting the education system in Tanzania and invest much in STI and research. The FYDP III seeks to raise accessibility to quality education and skills development required by a specific individual and the public at large for sustainable development. Quality education includes knowledge and skills required for socio-economic development. Therefore, the Ministry's Strategic Plan focuses on improving systems of education and training with a focus on the labour market needs.

2.10.4. The CCM Ruling Party Manifesto 2020

The Chama Cha Mapinduzi (CCM) ruling party manifesto 2020 focuses on seven key areas which are the economy, social services, science and technology, defence and security, good governance, foreign affairs and international relations. Article 108 focuses on fostering good governance, the rule of law, and devolution of decision-making to the community; Article 8 (d) focuses on strengthening the availability of quality health, education, water, electricity, rural and urban development, (e) Enhance the use of research findings, science, technology and innovation for rapid socio-economic development of the community, (i) focuses on strengthening the utilization of science, technology, and innovation (digital economy). Moreover, the Ruling Party Manifesto 2020 in the education sector, has also emphasized the quality of education at all levels based on the philosophy of self-reliance in the context of our country, especially in Technical Education and Vocational Training. Contributing to the implementation of the ruling party manifesto, MoEST is committed to the major intervention in the construction and rehabilitation of education infrastructures; collaboration with the private sector, and civil society organisations including Faith-Based Institutions; improving access to quality education; strengthening the Quality Assurance System in the country; strengthening the foundations of education for self-reliance at all levels; and ensuring Science, Technology, and Innovation are fully utilised in driving the industry-led and inclusive economy.

2.10.5. Sustainable Development Goals (SDGs) 2030

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet now and into the future. At its heart, there are 17 Sustainable Development Goals (SDGs), also known as the Global Goals, which are an urgent call for action by all developed and developing countries in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth while tackling climate change and working to preserve our oceans and forests.

The SDGs are interlinked, the Ministry of Education, Science and Technology is focused on goal Number 4 in education which entails: "to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". Achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful

and proven vehicles for sustainable development. This goal ensures that all girls and boys complete free primary and secondary schooling by 2030. It also aims to provide equal access to reasonably priced vocational training, eliminate gender and wealth disparities and achieve universal access to a quality higher education. SDG 4 has ten targets which are measured by 11 indicators. These targets are:

(i) All girls and boys have access to quality early childhood development, care, and pre-primary education so that they are ready for primary education;

(ii) Equal access for all women and men to reasonable and quality methodological, vocational and tertiary education including university;

(iii) Substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship;

(iv) Equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations;

(v) All youth and a significant proportion of adults, both men, and women, achieve literacy and numeracy;

(vi) Universal literacy and numeracy;

(vii) Education for sustainable development and global citizenship; all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for justifiable development and supportable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development;

(viii) Build and upgrade inclusive and safe schools;

(ix) Expand higher education scholarships for developing countries; and

(x) Increase the supply of qualified teachers.

Therefore, the Ministry has mainstreamed the sustainable development goals, particularly goal four (4) into the Strategic Plan.

2.10.6. Agenda 2063: The Africa We Want

The Africa We Want is an innovative approach designed to provide the big push and propel growth and transformation through fast-tracking the implementation of programs identified by Agenda 2063. The Continental Education Strategy for Africa 2016 – 2025 (CESA 16 – 25) is designed to involve the widest possible coalition for education, training, and STI in Africa. The CESA 16 – 25 requires all stakeholders and actors to be given the freedom to act and take positive initiative within the framework of the coalition for education, training, and STI. The approach signifies education as a main truck for inter-generational social mobility that should be extended and enhanced. The likelihood of a child having an early childhood education should be increased and education from the

basic to secondary level has to be compulsory and accessible to all with an accent on science, technology, and innovation. At least seven out of ten secondary school students who don't proceed to tertiary educational institutions should have the opportunity for technical, vocational, and training programs. With an African Educational Accreditation Agency and a common educational qualification system in place, the African youth will have the choice to study in any university and work anywhere outside his or her country in the continent.

2.10.7. Education and Training Policy of 2014 Version 2023

The major areas of the Education and Training Policy 2014 Version of 2023 include; Flexible systems, structures, procedures for enabling Tanzanians to develop themselves in various ways in academic and professional aspects and ten years compulsory education (from primary up to lower secondary); Quality education and training recognized regionally and internationally that meet the requirements of national development; Availability of different education and training opportunities in the country; Human resource requirements according to national priorities; Efficient management and administration of education and training in the country; Cooperation in development of education and training; Access to land for the development of education and training; Access to accurate information and statistics on education and training; Sustainable system for the financing of education and training in the country; and Education and training system that takes into account cross-cutting issues.

The Education and Training Policy 2014 Version of 2023 made important changes in some areas including the education System and Structure; Age for pre-primary education; Duration of pre-primary education; Age to start primary education; years Compulsory education; Teacher education Technical Education and Vocational Education; Inclusive education, and Recognition and development of talents and gifts in education and training. Therefore, the reviewed Strategic Plan has taken into consideration all the mentioned policy areas and changes to ensure that all Tanzanians have access to relevant knowledge and skills as well as positive attitude that will enable them to contribute to bringing sustainable development of the nation.

2.10.8. Technical Vocation and Education Training (TVET) Indicators Report

The Technical Vocational and Education Training (TVET) Indicators Report creates a benchmark for informing stakeholders on TVET operations, management, and how learned best practices are used to achieve national goals. Specifically, the report aims to: compare various resources used to support TVET activities; Compare and link the number of opportunities created annually; Compare the roles of TVET stakeholders in relation to the National Skills Development Strategy; and Evaluate various procedures used in establishing TVET institutions. The report elaborates on indicators in area of TVET Policy and Financing; Access and participation; Quality of TVET, and Relevance.

Indicators in the report include enrolment and graduates; students/ trainees- teacher ratio in public TVET institutions; Completion rate in TVET programs; Infrastructure and equipment and TVET Financing. The report has identified different challenges encountered during the provision of education and training institutions where some of them are: Inadequate training equipment and facilities; Financial constraints;

Communication barriers especially the use of the English Language in teaching trainees, especially in VET; Rapid change of technology; High demand of TVET compared to the delivery capacity for both formal and informal TVET; Inadequate linkage with industries; and Inadequate proper needs assessment. The Education and Training Policy (2014) Version of 2023 has proposed different statements for the identified challenges that the reviewed Strategic Plan will come with the proposed mechanisms for addressing them.

2.10.9. Science, Technology, and Innovation Policies (STI - Policies)

The Ministry of Education Science and Technology (MoEST) has the mandate to promote the application and create a conducive environment for science, technology, and innovation in the country. The Ministry is therefore responsible for overseeing and coordinating the development of science, technology, and innovation as well as its application in various fields including trade, industry, agriculture, and everyday life in general. This is achieved through the implementation of policies that provide a national framework for promoting the extent and use of science, technology, and innovation in solving societal challenges and enhancing economic growth. Those policies are: National Science and Technology Policy for Tanzania (1996) which directs management of science and technology in a consistent manner with physical and human endowments of any county; The National Research and Development Policy (2010) provides guidance to researchers in the public and private sector, policy and decision makers as well as development partners in addressing present and future national research challenges for socioeconomic development; The National Biotechnology Policy (2010) gives guidance to ensure that Tanzania has the capacity and capability to capture the proven benefits arising from health, agriculture, industry and environmental applications of biotechnology while protecting and sustaining the safety of the community and the environment; and The National Nuclear Technology Policy (2013) provides policy guidance for promotion of peaceful use of nuclear technology and strengthening safety, security, coordination and regulation mechanisms for socio-economic development.

2.10.10. Strategies and Plans Supporting Development of Education, Science and Technology

The Ministry of Education, Science, and Technology (MoEST) is responsible for managing and administration of education provisions in the country by developing policies, laws, guidelines, and strategies at all levels of education. The strategies provide a road map on how education issues can be implemented to achieve the desired objectives. The Ministry strategies are the: Pre-primary and Primary Teacher Deployment Strategy 2019 – 2021; National Secondary School Teacher Deployment Strategy 2022 - 2025; Education Sector Mult-Hazard Preparedness Responses Recovery and Mitigation Strategy 2022 - 2026; and National Strategy for Inclusive Education 2021/22- 2025/26. However, the Ministry also implemented the National Skills Development Strategy (2015) managed under the Prime Minister's Office developed to guide the development of national skills.

2.10.11. Education Sector Development Plan (ESDP) 2021/22 – 2025/26

Education Sector Development Plan (ESDP) 2022-2025 aims to significantly enhance the education system by focusing on increasing access and equity, improving educational quality, and strengthening management and governance. The plan prioritizes expanding

opportunities for marginalized groups, upgrading curricula and teaching methods, and enhancing educational infrastructure. Key strategies include implementing robust data management systems and securing sustainable funding through equitable resource allocation and innovative financing. This strategic framework is designed to foster a more inclusive and effective education system that aligns with Tanzania's broader developmental goals.

2.10.12. Pre-Primary and Primary Teacher Deployment Strategy 2019 – 2021

Teacher Deployment Strategy for pre-primary and primary levels (2019 – 2021) was developed to enhance the effectiveness of teacher allocation and support at the pre-primary and primary levels. The strategy focused on equitable distribution of teachers to address regional disparities and teacher shortages, with particular attention to underserved areas. Objectives of the strategy are: distributing teachers equitably and fairly across pre-primary and primary schools in the country; improving the teaching and learning environment for pre-primary and primary schools; providing opportunities for teacher professional development; capacity building to responsible personnel in the teacher deployment and management process; and strengthening institutional arrangements in the management of teacher deployment and utilization.

It emphasized targeted recruitment, professional development, and retention of teachers to improve educational quality. Additionally, the strategy supported improvements in school infrastructure and resources, ensuring that educational facilities were adequately equipped to create conducive learning environments. Monitoring and evaluation mechanisms were established to assess the strategy's impact and effectiveness. The strategy was designed as a mechanism to respond to the following challenges:

(i) The rapid increase of pupil enrolment at pre-primary and primary schools.

(ii) The increasing ratio of teacher and students in the class of an average of 66:1 in 2010 to 77:1 in 2016 (ESDP - 2016) compared to the recommended student's teacher ratio where the minimum is 40:1 and the maximum is 45:1.

(iii) Lack of equitable distribution of teachers among primary schools.

2.10.13. National Secondary School Teacher Deployment Strategy 2022 - 2025

National Secondary School Teacher Deployment Strategy 2022 - 2025 aims to optimize the allocation and management of secondary school teachers across the country. The strategy focuses on equitable teacher distribution to address regional disparities and improve student-teacher ratios, particularly in underserved areas. It emphasizes targeted recruitment to fill subject-specific shortages and includes comprehensive professional development programs to enhance teaching quality. Additionally, the strategy incorporates retention initiatives to maintain a stable workforce and supports infrastructure improvements to create conducive learning environments. Monitoring and evaluation mechanisms are established to assess the impact of the strategy and ensure continuous improvement.

2.10.14. National Strategy for Inclusive Education 2021/22 - 2025/26

National Strategy for Inclusive Education 2021/22- 2025/26 was developed to provide access to quality inclusive education at all levels of education. It emphasizes a commitment to ensuring that all children, including those with disabilities and other marginalized groups, have equitable access to quality education. Key components of the strategy include enhancing the policy and legal framework to support inclusive education, adapting curricula and teaching methods to meet diverse learning needs, improving school infrastructure and resources, and investing in teacher training and professional development. The strategy also highlights the importance of community and parental engagement in fostering an inclusive educational environment. Effective monitoring and evaluation mechanisms are outlined to track progress and ensure the successful implementation of inclusive practices across the education system.

2.10.15. The National Skills Development Strategy - NSDS (2016/17 – 2025/26)

The National Skills Development Strategywasdevelopedtocreateaskilledandcompetitive Tanzanian Workforce capable of effectively fostering inclusive and sustainable socio-economic growth through developing and sustaining transformation of the Tanzanian Workforce. NSDS seeks to address five challenges in skills development that can be classified into two groups which are the predominance of low and informal jobs as well as systemic issues or challenges. The four systemic challenges include coordination, quality relevancy of skills, inequitable access to education and training, and inadequate information systems. The main objective of the strategy is to enable the Government and other stakeholders to develop and maintain a skilled and competitive workforce capable of effectively fostering inclusive and sustainable socio-economic transformation for the timely attainment of middle-income status by 2025. The National Skills Development Strategy was developed targeting specifically to:

(i) Promote skills development for employability and sustainable livelihood;

(ii) Stimulate and support productivity in small and medium enterprises;

(iii) Reduction of skills mismatch between the higher, medium and lower skill levels recognized internationally;

(iv) Increasing access of youth and vulnerable groups to TVET through the provision of various funding mechanisms;

(v) Strengthening coordination of skills among key stakeholders including establishment of skills management and information system of the skills management in ensuring proper;

(vi) Promote high-quality lifelong learning to sustain productivity and efficiency in the world of work.

Implementation of this Strategic Plan 2021/22 - 2025/26 will take on board priorities under the described strategies for strategic implementation and achievement of the desired objectives. Thus, to become an upper middle-income country, Tanzania has to build a learning society that runs a knowledge-based economy that is able to eradicate income poverty. This will contribute towards driving sustained and inclusive economic growth based on Tanzania's available resources.

2.11. Critical Issues

From the situation analysis, the Ministry has analysed critical issues in education, science, technology, and innovation. These are the most important issues which need to be addressed, safeguarded, sustained, maintained, and enhanced in order to realize a well-educated and innovative society for sustainable development. Through situation analysis, the following critical issues were identified.

(i) Strengthen outreach programs for awareness creation on policies, curriculum and opportunities in science, technology and innovation to stakeholders and communities;

(ii) Enhance mechanisms for improving infrastructure development and provision of teaching and learning materials, and facilities at all levels;

(iii) Strengthen capacity-building programs on professional development, policies and curriculum;

(iv) Enhance mechanisms of eradicating dropout at all levels;

(v) Strengthen good governance practices at all levels of education;

(vi) Strengthen mechanisms for Public Private Partnership in education, science, technology and innovation;

(vii) Strengthening diversification of sustainable sources of financing in education, science, technology and innovation;

(viii) Enhance collaboration and cooperation with national, regional, and international stakeholders in education, science, technology and innovation;

(ix) Strengthen adoption and adaptation mechanisms of integrating technologies in provision of education and socio-economic development;

(x) Strengthen mechanisms for sustainable environment at all levels of education;

(xi) Strengthen mechanisms for risk management;

(xii) Ensure adherence to national, regional, and international policies, laws, regulations, conventions, and protocols on education, science, and technology;

(xiii) Strengthen mechanisms for improving access and quality of education at all levels;

(xiv) Strengthen mechanism for human resource management at all levels of education; and

(xv) Strengthen planning, monitoring, and evaluation systems at levels.

CHAPTER THREE:

THE PLAN

3.1. Preamble

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. The plan integrated operational and strategic interventions, programs, and projects to fit into a common framework in a single logical plan.

3.2. Vision

A well-educated and innovative society for sustainable development.

3.3. Mission

To ensure an educated and innovative society through the promotion of quality education, science, and technology.

3.4. Core Values

The core values reflect the Ministry's guiding principles inhibited to staff and other stakeholders during implementation of this strategic plan. The implementation of this strategic plan shall be guided by Six (6) core values presented in Table 4.

Table 4: Core Values

No.	Core Value	Description
1	**Transparency**	We are honest and open when communicating with stakeholders in the provision of quality education and training, science, technology, and innovation services.
2	**Accountability**	We are being responsible for its decision related to the provision of education, science, technology, and innovations.
3	**Professionalism**	We utilise necessary skills, competencies, knowledge, and understanding to carry out education, science, and technology tasks and roles.
4	**Integrity**	We are firm to adhere to moral principles and qualities of being honest and act consistently and fairly on the provision of education and promotion of science, technology, and innovation.
5	**Innovativeness**	We are committed to promote skills, competency, and creativity in the provision of education and training so as to bring positive changes in science, technology, and innovation.
6	**Teamwork**	All staff shall work in collaboration and support each other in efforts to achieve the Ministry's goals and contribute to national development.

3.5. Objectives, Strategies, Outcomes and Outcome Indicators

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

Rationale

HIV/AIDS remains a major global public health challenge whereby in 2023 the UNAIDS reported that the African continent is estimated to have people around 25.7 million infected with HIV/AIDS. The report also pointed out that the prevalence rate in Tanzania is estimated to be at 4.5 percent with regional prevalence ranging from 0.5 percent in Zanzibar to 11.4 in Njombe. Similarly, a report from the Ministry of Health 2023 pointed out that Tanzania has 1,519,013 people living with HIV AIDS who are using ARV drugs which is equivalent to 84.6 percent of 1,507,686 of the population living with HIV/AIDS. For this reason, Tanzania declared HIV/AIDS as a pandemic that has impacts on the most productive system of the labour force.

In the course of implementation of the Guideline on Management of HIV and AIDS in the Public Service (2007) it was discovered that Non-Communicable Diseases (NCD) are a serious problem in society including the public service which needed to be addressed. The Government issued Guidelines in February 2014 and Circular No. 2 in September 2014 to tackle issues related to HIV, AIDS, and NCD. In the education sector, HIV, and AIDS infections in Tanzania are affecting a large part of the working force including teachers, tutors, lecturers, and supporting staff. Parents are dying and the number of orphans is increasing and some of the school-going children and learners are infected with HIV. Non-communicable diseases including diabetes, Blood Pressure, and Cancer are also rampant among workers affecting the efficacy of the Ministry. The Ministry, therefore, is responsible for the provision of preventive education, care, and supportive services; capacity building to tutors, lecturers, and supporting staff, and guidance and counselling services in all education and training institutions.

Strategies

(i) Strengthen programs and mechanisms to fight non-communicable diseases and HIV/AIDS at the workplace;

(ii) Enhance supportive services to staff living with HIV/AIDS; and

(iii) Strengthen Interventions to fight the spread of HIV / AIDS and Non-Communicable Diseases.

Outcomes

(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 the workplace.

Outcome indicators

(i) HIV/AIDS infections and non-communicable diseases prevalence rate at workplace;

(ii) Rate of new cases HIV infection and non-communicable diseases at the workplace; and

(iii) Rate of supportive service provided to staff living with HIV/AIDS at the workplace.

Targets

(i) Capacity building on HIV / AIDS and Non-Communicable Diseases (NCD) provided to 50 MoEST staff (HQ, TCs, SQAOs and FDCs) annually by June, 2026;

(i) 16 staff living with HIV / AIDS provided with support services annually by June, 2026; and

(ii) Four (4) HIV / AIDS and Non-Communicable Diseases (NCD) Committee Meetings conducted annually by June, 2026.

3.5.2. Objective B: Implementation of National Anti-Corruption Strategy and Action Plan Enhanced and Sustained

Rationale

Corruption at large has been weakening good governance and depriving people's rights. Corruption has in most cases hindered the rights of people to equal justice and treatment. The country is implementing the National Anti-Corruption Strategy Action Plan Phase IV 2023-2030 which amongst others contains the strategic objective of empowering the society to participate in anti-corruption initiatives, promoting integrity, accountability, and transparency for combating corruption. The Ministry is playing the role of watchdog and oversight whose responsibilities shall be overseeing, promoting, and enforcing anti-corruption interventions in the implementation of NACSAP IV. Besides, the NACSAP IV directs the establishment of two committees i) the Special NACSAP IV Management Committee and ii) the Integrity Committee. In executing the strategy, the Ministry has integrated Objective B. Implementation of National Anti-Corruption Strategy and Action Plan Enhanced and Sustained. Through specific targets relating to developing staff's accountability and transparency while building a culture of integrity as well, the office will also deliberate efforts to create staff awareness for understanding the evils of corruption, which will be the means for institutionalizing measures for combating and preventing corruption.

Strategies

(i) Strengthen Anti-corruption initiatives at the workplace;

(ii) Enhance adherence to the principle of Good Governance in service delivery;

(iii) Strengthen mechanism for adopting and institutionalizing National Ant-Corruption Strategy and Action Plan; and

(iv) Strengthen sensitization mechanism to address anti-corruption strategies and ethics.

Outcomes

(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.

Outcome indicators

(i) Awareness rate on anti-corruption practices among staff at the workplaces;

(ii) Prevalence rate of corruption incidences at workplaces; and

(iii) Level of change of perception on corruption incidences at workplaces.

Targets

(i) Capacity building on anti-corruption strategies and ethics to 50 MoEST staff (HQ, TCs, SQAOs and FDCs) provided annually by June, 2026; and

(ii) Four (4) Anti-corruption committee meetings facilitated annually by June, 2026.

3.5.3. Objective C: Access to Quality Education and Training at all Levels Strengthened

Rationale

Access to quality education is a human right that provides equal opportunity for quality education, regardless of social class, gender, ethnic background, or physical and mental disabilities. This objective ensures inclusive and equitable quality education and promote lifelong learning opportunities for all. This will improve the quality of education and building relevant skills and increasing access and equity in enrolment at all levels of education and training. Furthermore, the objective provides a room for students dropped out of school for different reasons through re-entry programme. The Education and Training Policy of 2014, Version of 2023 requires a review of existing guidelines and standards. In addition, the learning assessment system is designed to measure students' progression from primary to university levels. The education assessment system needs to measure students' and pupils' competencies in terms of their knowledge, skills, and attitudes. This is a continuous process to ensure education is delivered at the required standards and regulations. Thus, the objective will result in ensuring the excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills. Therefore, there is a need to strengthen the regulatory systems at different levels and improve the provision of teaching and learning resources to ensure quality education and training.

Strategies

(i) Improve Infrastructure at all levels of education and training;

(ii) Strengthen quality assurance mechanisms at all levels of education and training;

(iii) mprove professional development programs at all levels of education and training; and

(iv) Enhance mechanisms for alignment of curriculum with labour market.

Outcomes

(i) Improved student performance;

(ii) Increased student enrolment at all levels of education;

(iii) Improved students' retention;

(iv) Increased competencies of graduates; and

(v) Improved teaching and learning infrastructure.

Outcome Indicators

(i) Rate of access to quality education and training;

(ii) Level of competence at all levels of education and training;

(iii) Stakeholders satisfaction rate on the education and training services delivery; and

(iv) Rate of skilled personnel in the labour market.

Targets

(i) Three instruments (TQF, NCF and NAF) for implementation of Education and Training Policy 2014 Version 2023 developed by June, 2026;

(ii) One (1) Education Act reviewed by June, 2026;

(iii) 33 Education regulations reviewed by June, 2026;

(iv) Eight (8) Education and Training Laws from education institutions (IAE, TIE, TEA, TLSB, NECTA, VETA, TCU, NACTVET) reviewed by June, 2026

(v) Regulations in eight (8) Education institutions (IAE, TIE, TEA, TLSB, NECTA, VETA, TCU, NACTVET) reviewed by June, 2026 by June, 2026;

(vi) Schools registered increased from 25,715 to 30,276 by June, 2026;

(vii) One (1) database for registered schools and teachers' colleges updated quarterly by June, 2026;

(viii) Four (4) guidelines based on (gifted and talented students; T/L language; use

of English and Swahili language in T/L; and teachers' deployment) for Pre-primary, Primary, Secondary and non-formal education developed by June, 2026;

(ix) Ten (10) guidelines for Pre-primary, Primary, Secondary and Teacher Education reviewed annually by June, 2026;

(x) Six (6) National frameworks on curriculum, assessment and evaluation, Qualification and Awards reviewed by June, 2026;

(xi) Four (4) circulars for Pre-primary, Primary, Secondary, non-formal and teacher education developed by June, 2026;

(xii) Five (5) programs based on; Vocational, Internship, Sign Language, Competence in Kiswahili and English Language, and lifelong learning for Pre-primary, Primary, Secondary, special needs, non-formal and Teacher Education established by June, 2026;

(xiii) Two (2) programs for adult and non-formal Education reviewed by June, 2026;

(xiv) Three (3) research on issues pertaining to pre-primary, primary, secondary, non-formal and special needs education conducted annually by June, 2026;

(xv) Eight (8) stakeholders' engagement meetings in supporting education at primary, secondary, non-formal, special needs and teachers' education conducted annually by June, 2026;

(xvi) One (1) Education Week facilitated annually by June, 2026;

(xvii) 222 secondary school for Vocational and STEM subjects' infrastructure construction facilitated by June, 2026;

(xviii) 184 LGAs facilitated with construction of school infrastructure by June, 2026;

(xix) 184 LGAs facilitated with rehabilitation of school infrastructure by June, 2026;

(xx) 40,000 secondary education teachers provided training on science and mathematics subjects by June, 2026;

(xxi) 8,800 teachers (6,000 primary and 2,800 secondary) provided training on safe school component by June, 2026;

(xxii) 12,731 primary and secondary teachers provided training on guidance and counselling by June, 2026;

(xxiii) 2,300 teachers in primary (800) and secondary (1,500) schools provided training on Integration of ICT in Teaching and Learning by June, 2026;

(xxiv) 12,000 primary education teachers provided training on early education component by June, 2026;

(xxv) 19,400 education implementers (DEO, REOs, SQAs and Head Teacher) provided training on good governance in education by June, 2026;

(xxvi) 420 education implementers (SLO and DEOs) provided training on school wash guideline and menstrual hygiene management annually by June, 2026;

(xxvii) One Education Institution (NECTA) facilitated on examination assessment annually by June, 2026;

(xxviii) One Education Institution (TIE) facilitated on the production and distribution of textbooks annually by June, 2026;

(xxix) 12,000 students facilitated to attend re-entry program by June, 2026;

(xxx) One circular and guideline for pre-primary to teacher education monitored annually by June, 2026;

(xxxi) 6,962 institutions (Schools, TCs, FDCs and ANFE Centres) visited for Whole School Visit annually by June, 2026;

(xxxii) 8,874 institutions (Schools, TCs, FDCs and ANFE Centres) visited for Follow-up school visits by June, 2026;

(xxxiii) 13,190 staff in HLIs facilitated with Capacity building for professional development by June, 2026;

(xxxiv) Establishment of two (2) teaching and learning factories in higher learning institutions facilitated by June, 2026;

(xxxv) 14 HLIs facilitated with digitalized teaching and learning, and management services by June, 2026;

(xxxvi) One (1) guideline for identification and development of talented and gifted students in Higher Education developed by June, 2026;

(xxxvii) Two (2) Higher Education Forums in collaboration with Higher Education stakeholders conducted annually by June, 2026;

(xxxviii) Students (Diploma, Undergraduate and Postgraduate) in HLIs facilitated with access to Higher Education loans increased from 177,777 to 265,245 by June, 2026;

(xxxix) 139 infrastructure construction in 23 Higher learning Institutions facilitated by June, 2026;

(xl) 30 infrastructure rehabilitation in 12 Higher learning Institutions facilitated by June, 2026;

(xli) 3,354 students in STEM priority programs facilitated with Samia scholarships by June, 2026;

(xlii) One (1) Higher Education Week facilitated annually by June, 2026;

(xliii)

(xliv) 1,100 staff facilitated to attend degree program to upgrade their capacity by June, 2026;

(xlv) 131,804 students facilitated to participate in internship/apprenticeship/ attachments /fellowship/ form of placement in industries/companies/research institution by June, 2026;

(xlvi) 70 new Technical and Vocational Education and Training (TVET) Institutions

(VETA) constructed by June, 2026;

(xlvii) 44 Technical and Vocational Education and Training (TVET) Institutions (FDCs) rehabilitated by June, 2026;

(xlviii) Transformation of three (3) Regional Vocational and Training and Services Centre's (RVTSC) to TVET Teachers Training Colleges facilitated by June, 2026;

(xlix) Transformation of three (3) Teacher Colleges (TCs – Mtwara K, and Mtwara U) to Vocational and Technical Teacher Colleges (VTTC) facilitated by June, 2026;

(l) Four (4) guideline for Skills mapping in priority sectors for improvement of TVET developed by June, 2026;

(li) Two TVET Institutions facilitated with digitalized teaching and learning, and management services by June, 2026;

(lii) One (1) National Guideline for Recognition of Prior Learning Assessment (RPLA) in Tanzania developed by June, 2026;

(liii) Two (2) TVET institutions (ATC and DIT-Mwanza) facilitated with establishment of teaching and learning factories by June, 2026;

(liv) One (1) Education and Skills Week facilitated annually by June, 2026;

(lv) 40,000 beneficiaries/ trainees of skills development facilitated annually by June, 2026;

(lvi) Four (4) guidelines for promoting digital education at all levels of education developed by June, 2026; and

(lvii) 124 institutions (49 HLIs and 75 VETA) provided with capacity building on integration of STI issues into curricular by June, 2026.

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

Rationale

The Government of Tanzania recognizes the benefits of National, Regional and International collaboration and cooperation in education, science, and technology. It has, therefore, maintained strategic cooperation at national, regional, and international levels. Spending on education, science, and technology has been increased hence the government has managed this through cooperation and collaboration with various key stakeholders in the sector. In the implementation of this objective, the Ministry intends to identify priority areas of potential collaboration and engage various stakeholders at the Institutional, National, Regional and International levels to benefit through sharing knowledge and experience; enhancement of human capital and expertise; financing of education, science, and technology initiatives; creation of a network; harmonization and re-alignment of issues on education, science and technology. It is important to ensure effective dialogues amongst stakeholders to support education, science, technology, and innovation for sustainable development. On the other hand, education, science, and technology issues appear in most cultural, regional, and international cooperation

agreements, and cover all sectors. The role of the Ministry is, therefore, to ensure that there is sustainable and effective cooperation and collaboration.

Strategies

(i) Harmonize National, Regional and International policies, laws, and guidelines on education, science and technology;

(ii) Improve engagement of National, Regional and International stakeholders on supporting education, science and technology; and

(iii) Strengthen the mechanisms for awareness creation and regulation of initiatives for education, science and technology to National, Regional and International stakeholders.

Outcomes

(i) Increased financial support from stakeholders; an

(ii) Improved National, Regional and International collaboration in education, science and technology.

Outcome Indicators

(i) Rate of stakeholders' engagement and collaboration at national, regional, and international; and

(ii) Stakeholders' contribution rate in education, science, and technology.

Targets

(i) 10 meetings (3 Bilateral, 5 Regional and 2 International) to strengthen cooperation and collaboration coordinated by June, 2026;

(ii) Six (6) meetings to discuss agreements/MOUs for the development of education, science and technology coordinated annually by June, 2026;

(iii) 29 Ministry institutions' staff facilitated with capacity building in legal aspect for Bilateral, Regional and International agreements and other legal instruments annually by June, 2026;

(iv) Three (3) Essay Writing Competitions (SADC, EAC and 4Rs) to secondary school students for improving their writing skills coordinated annually, by June, 2026;

(v) Regional and international scholarships in priority programs for higher education increased from 432 to 1,319 by June, 2026;

(vi) Seven (7) TVET staff facilitated to attend Regional and International meetings by June, 2026;

(vii) Linkages between TVET institutions and Industries increased from 13 to 30 by June, 2026;

(viii) One (1) National Strategy for Promotion of Diaspora Engagement in STI

developed by June, 2026; and

(ix) One (1) National STI Cooperation framework developed by June 2026.

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

Rationale

This objective will ensure that the Government continues to build a strong and competitive economy through research and development and the peaceful use of technology. No nation can achieve industrial-based development without investing in research. To match with global trends in scientific development, a nation must be able to conduct research to come up with products, innovations, and services that are globally competitive and marketable. Globally, peaceful use of technology has expanded over the years, it has been used to perform specific tasks for social and economic values in different sectors. The well-known achievement of the use of these technologies includes crop production, treatment, and control of diseases.

In that respect, the Ministry aims at strengthening the capacity and ability to manage and coordinate research institutions in key sectors which include; industry, agriculture, health, environment, and natural resources utilisation. It is well acknowledged that industrial development is a consequence of enhanced technology and innovation in both the public and private sectors. The Ministry will take measures to strengthen science, technology, and innovation systems that include: the popularization of innovation and funding; scaling up incubation programs; strengthening technological clusters; scaling up team academy type of teaching; peaceful and safe use of technology in crop production, treatment of different diseases and generation of electricity; strengthening linkages between industries and researchers; promotion of grassroots innovators; and putting in place mechanism for local governments to enhance innovation in industries. These measures will enhance the contribution of science, technology, and innovation toward industrialization and National development.

Strategies

(i) Strengthen capacity on human capital and STI infrastructures through resource mobilization, benchmarking, and stakeholders' engagement;

(ii) Enhance mechanisms for identifying and developing local technologies, innovators and industrialists through increasing collaborations with the private sector and awareness to the general public; and

(iii) Improve STI enabling legal, regulatory and coordination frameworks per STI stakeholders' aspirations.

Outcomes

(i) Increased commercialization of research results and innovation;

(ii) Increased creativity and innovation;

(iii) Increased awareness of STI issues among Stakeholders; and

(iv) Increased participation of stakeholders on STI.

Outcome Indicators

(i) Contribution rate of science technology and innovation in the socio-economic development;

(ii) Involvement rate of stakeholders in the promotion of science, technology, and innovation; and

(iii) Level of creativity and innovativeness in socio-economic development.

Targets

(i) Four (4) policies (Science and Technology Policy 1996, Biotechnology 2010, Nuclear technology 2013, Research and Development 2010) reviewed by June, 2026;

(ii) One (1) COSTECH Act reviewed by June, 2026;

(iii) 12 regulations under COSTECH, TAEC and DIT Laws reviewed by June, 2026;

(iv) One (1) Inter-Ministerial Science, Technology and Innovation (STI) Platform established by June, 2026;

(v) One (1) High Level National Incubation Program for nurturing exceptionally intelligent and talented Tanzanians in engineering and technology established by June, 2026;

(vi) Five (5) Science and Technology Institutions facilitated with construction annually by June, 2026;

(vii) Five (5) Science and Technology Institutions facilitated with rehabilitation annually by June, 2026;

(viii) One (1) Science, Technology and Innovation Week facilitated annually by June, 2026;

(ix) 59 institutions (HLIs and R&D) provided with capacity building on establishment of Technology Stations, Spin-off Companies and accreditation of research facilities by June, 2026;

(x) One (1) Guideline for establishment of the State-of-the-Art National Reference Research Laboratories developed by June, 2026;

(xi) Establishment of five (5) State-of-the-Art National Reference Research laboratories facilitated by June, 2026;

(xii) One (1) guideline for supporting Folk Development Colleges (FDCs) on Science, Technology and Innovation developed by June, 2026;

(xiii) Upgrading of twelve (12) Folk Development Colleges (FDCs) to serve as Regional/ Zonal Technology Innovation Support Centres facilitated by June, 2026;

(xiv) One (1) National STI Master Plan developed by June, 2026;

(xv) One (1) National Technology Roadmap developed by June, 2026; and

(xvi) One (1) database of prominent researcher, staff with strong track record in attracting STI resources and roadmap for their deployment developed by June, 2026.

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

Rationale

Financing education is becoming challenging as more students are looking for financial resources to support their studies while investors and education providers are looking for resources to improve facilities or put up new facilities for education. This objective will look for other alternatives that the Government can increase financing of education through traditional methods. This makes it imperative for the Government in partnership with other education stakeholders to clearly devise and implement traditional and innovative approaches in financing education development in the country.

The plan acknowledges technological change as one of the main drivers of long-term national growth. It also acknowledges the need for increased funding for science and technology activities. In this aspect, the Ministry will strengthen the capacity to mobilize resources necessary for the advancement of education, science, and technology.

Strategies

(i) Enhance resource mobilization and management mechanisms for sustainable investment in education, science, technology and innovation;

(ii) Enhance engagement of PPP in the implementation of the Ministry policies, plans and programs; and

(iii) Enhance mechanisms for stakeholders' engagement in supporting development of education, science and technology.

Outcomes

(i) Increased flow of resources from different stakeholders;

(ii) Improved services delivery;

(iii) Increased investment in education, science, technology and innovation; and

(iv) Increased level of adherence to financial laws and regulations.

Outcome Indicators

(i) Rate of resources mobilized;

(ii) Rate of investment in education, science, and technology; and

(iii) Rate of customer satisfaction.

Targets

(i) Four (4) Education Sector Development Committee statutory meetings coordinated annually by June, 2026;

(ii) Three (3) Ministry's budget proposals and plans developed annually by June, 2026;

(iii) Nine (9) Ministry's project or program proposals for financing education, science and technology developed by June, 2026;

(iv) Eight (8) performance reports on policy, plans, budget, programmes, and risk implementation developed annually by June, 2026;

(v) Three (3) researches in education, science and technology coordinated by June, 2026;

(vi) One (1) National STI Financing Strategy developed by June, 2026; and

(vii) One (1) Private Sector Engagement Strategy in education, Science and Technology developed by June, 2026;

(viii) Fourteen (14) projects coordinated at the Ministry HQ (11 Foreign funded and 3 local funded) facilitated annually by June, 2026; and

(ix) 33 Local Funded Development projects' implemented by the Ministry institutions, TCs and FDCs facilitated annually by June, 2026.

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

Rationale

This objective is necessary to ensure that skilled and motivated personnel in the Ministry are hired, equitably deployed, fairly remunerated, retrained, and supervised to ensure performance and accountability. Moreover, the construction and rehabilitation of buildings and ICT infrastructure are important to ensure a smooth working environment and fasten office communication. This objective aims to enhance service delivery, transparency and accountability, workers' participation in decision-making, and mainstream diversity issues into plans, budgets, monitoring, and evaluation processes. It also aimed at addressing issues related to adherence to the prudent use of the available resources, and effective and quality service provision.

Strategies

(i) Enhance mechanisms for improving the working environment;

(ii) Strengthen Administrative and Human Resources Management;

(iii) Enhance good governance practices at the workplace;

(iv) Improve Monitoring and Evaluation System; and

(v) Enhance improvement of ICT infrastructures and application of ICT integrated systems.

Outcomes

(i) Improved efficiency in service delivery;

(ii) Increased stakeholders' satisfaction;

(iii) Improved institution reputation; and

(iv) Increased use of integrated ICT systems in education, science, technology, and innovation.

Outcome Indicators

(i) Rate of stakeholders' satisfaction;

(ii) Level of Information, Communication, and Technology (ICT) use; and

(iii) Service delivery efficiency rate.

Targets

(i) 4,454 staff provided with administrative and personnel support services annually by June, 2026;

(ii) One (1) Commissioner for Education Office, 6 Departments and 7 Units) provided with human resource and administration management services annually by June, 2026;

(iii) 70 staff provided with Capacity building on administration and human resource management annually by June, 2026;

(iv) One office building at Mtumba constructed by June, 2026;

(v) Fifteen (15) staff houses at Teacher Colleges and Folk Development Colleges rehabilitated by June, 2026;

(vi) Six (6) departments, seven (7) units, one (1) commissioner office and 11 projects adhered with financial laws, regulations, guidelines and standards annually by June, 2026;

(vii) Administrative and personnel support services provided to 48 CA staff annually by June, 2026;

(viii) Capacity building on accounting and financial matters provided to 44 CA staff annually by June, 2026;

(ix) Financial services support to 6 departments, 7 units and CE Office facilitated annually by June, 2026;

(x) One (1) Risk Management framework reviewed by June, 2026;

(xi) One (1) Ministry Risk Register reviewed annually by June, 2026;

(xii) 31 staff in Policy and Planning Department provided with administrative and personnel services annually by June, 2026;

(xiii) 82 staff and Ministry management members facilitated with capacity building on planning, budget, policy, research and risk by June, 2026;

(xiv) Departments/Units/ Commissioner for Education Office assessed on good governance practices (governance, risk management and internal control) increased from 3 to 14 by June, 2026;

(xv) Two (2) Department/ Units audited on Management of resources annually by June, 2026;

(xvi) Institutions under the Ministry audited on Management of resources (TCs, SQAOs, FDCs, Universities, Commissions, VETCs and education authority institutions) increased from 14 to 186 by June, 2026;

(xvii) Eleven (11) projects/programs implemented under the Ministry audited annually by June, 2026;

(xviii) Administrative and personnel services provided to 20 internal audit office staff annually by June, 2026;

(xix) Three (3) Ministry Leaders, 5 Audit Committee members and 14 heads of departments/Units and 10 project coordinators provided with capacity building on Internal Audit Matters annually by June, 2026;

(xx) Six (6) Internal Audit guidelines reviewed by June, 2026;

(xxi) 14 PMU staff provided with administrative and personnel services annually by June, 2026;

(xxii) Three (3) leaders, 7 MTB members, 14 PMU staff 6 user departments, 1 CE office, and 7 units facilitated with procurement skills and professional development annually by June, 2026;

(xxiii) Three (3) procurement and inventory control systems implemented annually by June, 2026;

(xxiv) One (1) CE office, 6 departments,7 units,35 TCs, 54 FDCs and 11 SQA Zones provided with procurement services annually by June, 2026;

(xxv) 9 GCU staff provided with administrative and personnel services annually by June, 2026;

(xxvi) Eight (8) GCU staff facilitated with capacity building on digital contents and communication forums by June, 2026;

(xxvii) Six (6) Departments, seven (7) Units and Commissioner office facilitated communication services annually by June, 2026;

(xxviii) Two (2) communication campaigns on the implementation of Education and Training Policy 2014 Version 2023 and its implementation strategy conducted by June, 2026;

(xxix) 28 communication campaigns on the implementation of the Ministry's projects coordinated by June, 2026;

(xxx) One (1) Audio-visual Studio established by June, 2026;

(xxxi) One (1) Guideline for social media platforms and website content management for Ministry of Education, Science and Technology developed by June, 2026;

(xxxii) One (1) Communication Strategy for the Ministry of Education, Science and Technology reviewed by June, 2026;

(xxxiii) Capacity building on legal technical matters facilitated to 7 legal services unit staff annually by June, 2026;

(xxxiv) Legal advice and support services provided to 6 departments, commissioner for education office and 7 units annually by June, 2026;

(xxxv) 29 education institutions provided with legal advice and support services by June, 2026;

(xxxvi) Administrative and personnel services provided to 10 Legal Services Unit staff annually by June, 2026;

(xxxvii) 18 ICT Unit staff facilitated with capacity building on Network infrastructure, programming, ICT systems and ICT Conferences by June, 2026;

(xxxviii) Three (3) ICT systems (TEMIS, SAS and CoMIS) developed by June, 2026;

(xxxix) Two (2) ICT systems (TEMIS and SAS) integrated by June, 2026;

(xl) Six (6) departments, seven (7) units and Commissioner for Education Office facilitated with ICT services annually by June, 2026

(xli) Installation of Local Area Network (LAN) infrastructure in 4 Ministry's offices (Mtumba, UDOM, Danida and Dar es Salaam), 35 Teacher Colleges (TCs), 54 Folk Development Colleges (FDCs), and 195 School Quality Assurance offices (SQAOs) facilitated by June, 2026;

(xlii) One (1) Ministry ICT Strategy developed by June, 2026;

(xliii) One (1) Ministry ICT Disaster Recovery Plan reviewed by June, 2026;

(xliv) Administrative and personnel support services provided to 19 ICT unit staff annually by June, 2026;

(xlv) One (1) study on ICT infrastructure for proposing areas of improvement conducted by June, 2026;

(xlvi) Seven (7) Education Statistical Data Systems integrated by June, 2026;

(xlvii) Two (2) Ministry Policies Monitored annually by June, 2026;

(xlviii) Four (4) Ministry Plans Monitored annually by June, 2026;

(xlix) One (1) Ministry Plan (SP) evaluated by June, 2026;

(l) Nine (9) Ministry Projects/programs Monitored annually by June, 2026;

(li) Three (3) Ministry Projects/program (EP4R, SEQUIP and BOOST) evaluated by June, 2026;

(lii) One (1) Ministry M&E Dashboard established by June, 2026;

(liii) One (1) Basic Education Statistics in Tanzania (BEST) prepared annually by June, 2026;

(liv) 15 M&E staff facilitated with capacity Building on Monitoring, Evaluation and data management facilitated by June, 2026

(lv) 16 staff in M&E Unit provided with Administrative and personnel services annually by June, 2026;

(lvi) 95 Commissioner for Education office staff provided with administrative and personnel services annually by June, 2026;

(lvii) 1,713 staff CE (HQ and TCs) provided with capacity building annually by June, 2026;

(lviii) 40 Commissioner for Education Institutions (TCs, TLSB, ADEM, TIE, NECTA and IAE) facilitated with operational cost annually by June, 2026;

(lix) 33 School Quality Assurance officers at MoEST HQ provided with administrative and personnel services, annually by June, 2026;

(lx) 1,668 SQA staff at Council and Regional provided with administrative and personnel services, annually by June, 2026;

(lxi) 6,051 Education Supervisors (SQAOs, REOs, DEOs and WEOs) facilitated with Capacity building on the School Quality Assurance system and School Quality Assurance Framework by June, 2026;

(lxii) Three (3) Action Researches on Quality Assurance in Primary, Secondary, and Teacher Education conducted annually by June, 2026;

(lxiii) 16 staff of the Higher Education Department facilitated with capacity building on higher education by June, 2026;

(lxiv) 23 staff of Higher Education Department provided with administrative and personnel services annually by June, 2026;

(lxv) Three (3) public universities facilitated the operational costs annually by June, 2026;

(lxvi) 636 Staff in the Technical and Vocational Education and Training Division and FDCs provided with administrative and personnel services annually by June, 2026;

(lxvii) 322 TVET Staff (HQ and FDCs) facilitated with capacity building on structural design, architectural drawing, cost estimation, curriculum and pedagogy by June, 2026;

(lxviii) 56 Technical and Vocational Education and Training Institutions (FDCs, ATC and MNMA) facilitated with operational cost annually by June, 2026;

(lxix) 18 DSTI staff provided with administrative and personnel services annually by June, 2026;

(lxx) Five (5) Science and Technology institutions staff provided with operational cost annually by June, 2026;

(lxxi) Five (5) Science and Technology institutions provided with operational cost annually by June, 2026; and

(lxxii) 14 DSTI Capacity building on STI issues facilitated to staff annually by June, 2026.

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

Rationale

This objective focuses on the implementation of cross-cutting issues such as inclusive education, ethics, gender, environment, disasters and human rights in education to enhance friendly environment in provision of education at all levels. Cross cutting issues are critical for the success of education sector and therefore need to be integrated into plan and operations. This objective will also focus on sector disaster preparedness, response, and recovery strategy. The Ministry in collaboration with the President's Office of Regional Administration and Local Government (PO - RALG) and other education stakeholders will ensure realization of the objective through different initiatives. The objective is to ensure the safety and continuity of learning during unforeseen calamities.

Strategies

(i) Strengthen mechanisms that are responsive to crosscutting issues in education, science and technology;

(ii) Enhance mechanisms for mainstreaming crosscutting issues in curriculum development and reform processes; and

(iii) Strengthen measures for disaster preparedness, response, recovery and mitigation in education, science and technology.

Outcomes

(i) Increased awareness of crosscutting issues to education, science and technology stakeholders;

(ii) Improved responses on crosscutting issues in education, science and technology; and

(iii) Improved education systems that integrate cross-cutting issues.

Outcome Indicators

(i) Rate of stakeholders' awareness of crosscutting issues;

(ii) Level of integrating crosscutting issues in decision making; and

(iii) Level of responsiveness of the education system on cross-cutting issues.

Targets

(i) 40 staff with special needs provided with supportive services by June, 2026;

(ii) 50 staff provided with awareness on Rights and Responsibilities to People with Disabilities annually by June, 2026;

(iii) 40 staff facilitated to attend Exhibitions, Festivals and Celebrations of Peoples with Disabilities (PWD) by June, 2026;

(iv) 406 students with special needs from Teachers colleges, FDCs and schools provided with special need education services annually by June, 2026;

(v) Capacity building on inclusive education, guidance and counselling facilitated to 1,924 education implementers (teachers, special needs education specialist and patron/matron) annually by June, 2026;

(vi) Follow up to 641 institutions (Schools, Teachers colleges and FDCs) to track implementation of crosscutting issues mainstreamed in the curriculum and learning assessment by June, 2026;

(vii) One (1) guideline for addressing cross cutting issues in 49 Higher Learning Institutions developed by June, 2026;

(viii) 615 Higher learning students with special needs facilitated with special need education services by June, 2026;

(ix) 5,054 students and staff in HLIs provided awareness seminars on Gender Based Violence issues by June, 2026; and

(x) One (1) guideline for addressing cross cutting issues in 766 TVET Institutions (712 VETA and 54 FDCs) developed by June, 2026.

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

Rationale

This objective focuses on enhancing management of environment and ecosystem sustainability in teaching and learning environment. Environmental conservation and resource efficiency are critical aspects of sustainable development. Management of environment entails to maintain biodiversity which is crucial for ecosystem stability and resilience. Ecosystems can better recover from disturbances such as climate change, natural disasters, or humaninterference. Properenvironmentalmanagementensures that natural cycles, carbon trade, and nitrogen cycles, remain balanced. Disruptions to these can lead to severe environmental consequences like climate change, soil degradation, and water pollution. planning and sustainable management of the environment is a prerequisite aspect towards sustainable management of the environment and ecosystem. It is essential for maintaining biodiversity, mitigating climate change, and ensuring the long-term well-being of both humans and the planet.

Tanzania is endowed with abundant, unique and valuable environmental resources which contribute to more than 70% of the national Gross Domestic Product (GDP) and livelihoods of the majority of the people. These resources among others include: arable land, forests, marine and freshwater sources, wetlands, wildlife, mountains, natural gas, and minerals. The participants (Tanzania inclusive) adopted a series of principles for sound management of the environment including the Stockholm Declaration and Action Plan for the Human Environment. With the growing concerns over climate change, loss of biodiversity, and depletion of natural resources, it has become imperative to adopt strategies and practices that minimize environmental impacts and optimize resource utilization. Therefore, by managing environment and ecosystems sustainability objectively, the education and training services will be sustained, benefiting human populations economically, socially, and health-wise.

Strategies

(i) Enhance capacity building program on environmental management and Ecosystem;

(ii) Enhance interventions for sustainable environment management and Ecosystem; and

(iii) Enhance mechanisms for mainstreaming environmental issues in curriculum at all levels of education.

Outcomes

(i) Improved environmental management practices at all levels of education; and

(ii) Improved awareness of environmental issues at all levels of education.

Outcome Indicators

(i) Rate of environmental management practices at all levels of education; and

(ii) Level of awareness on environmental issues at all levels of education

Targets

(i) Three offices (Danida, Mtumba and Dar es Salaam) provided with environmental management services annually by June, 2026;

(ii) 35 Teachers colleges provided with capacity building on environmental management services by June, 2026; and

(iii) 54 FDCs provided with capacity building on environmental management services by June, 2026.

3.5.10. Objective Y: Multi-Sectoral Nutrition Services Improved

Rationale

Tanzania's nutritional landscape, characterized by a triple burden of malnutrition, requires urgent and comprehensive legislative interventions. The country struggles with high

levels of childhood undernutrition, significant micronutrient deficiencies among children and women, and an escalating prevalence of overweight and obesity. The alleviation of stunting has been slow, with data showing that the prevalence of stunting reduced from about 50 percent in 1992 to about 34 percent in 2015/16. This current level of stunting is categorized as "high" in terms of its public health significance and is higher than the 30 percent average observed for Africa. Moreover, a double burden of malnutrition has emerged where undernutrition exists together with a rapidly increasing problem of diet-related non-communicable diseases, especially overweight, obesity, hypertension, and type-2 diabetes, that have doubled in adults over the last decade. These challenges, also highlighted by the Tanzania National Nutrition Survey (TNNS) 2018, underscore the necessity for a multi-faceted approach to nutrition in the country. The slow progress in alleviating stunting has taken place despite the existence of evidence-based, high-impact nutrition interventions, and a strong political commitment to address undernutrition. To address this challenge, the Government strengthened its leadership in nutrition and took several steps in recent years.

Strategies

(i) Strengthen the nutritional capacity building program at the workplace;

(ii) Enhance mechanisms for mainstreaming nutrition issues in the curriculum at all levels of education; and

(iii) Enhance nutrition interventions at all levels.

Outcomes

(i) Increased student and staff performance;

(ii) Improved health conditions for students and staff;

(iii) Improved nutrition status for students and staff;

(iv) Change of lifestyle to students and staff; and

(v) Improved dietary attitude to students and staff.

Outcome Indicators

(i) Staff performance rate; and

(ii) Rate of feeding programs at all levels of education.

Targets

(i) 501 staff facilitated with capacity building on lifestyle (nutrition services) annually by June, 2026;

(ii) 92 Education Institutions (TCs, FDCs, and 3 Higher Learning Institutions (ATC, MUST and DIT) facilitated with meals services annually by June, 2026; and

(iii) 245 education implementers from Region, LGAs and TCs provided with capacity building on school feeding program annually by June, 2026.

3.6. Strategic Plan Matrix

The strategic plan matrix describes the strategic direction of the Ministry of Education Science and Technology for Five years. It presents the strategic objectives, strategies, targets, and Key Performance Indicators (KPIs). The KPIs that shows how the forecasted results from the implementation of the strategic plan shall be measured and how responsible directorates and units shall achieve them. The strategic plan matrix is presented in ANNEX 2.

CHAPTER FOUR:

RESULT FRAMEWORK

4.1. Introduction

The implementation of the strategic plan for the Ministry of Education Science and Technology is expected to produce different results at different levels of the result chain. The result framework shows how the long-term results predicted in the strategic plan will be measured as well as the benefits that will accrue to Ministry's clients and other stakeholders. It defines the linkage between the Ministry's objectives; intermediate and long-term outcomes. The result framework further describes the result chain; the result framework matrix, the monitoring plan; planned reviews; the rapid appraisal plan, and the evaluation plan. Generally, the framework shows the relationship between the results framework, results chain, monitoring, and evaluation. Finally, it indicates how the indicators and progress of various interventions will be reported to respective authorities.

4.2. Development Objective

To promote a well-educated and innovative society through the promotion of quality education, science, and technology for sustainable development. This development objective characterizes the highest level of results anticipated by the Ministry that will be realized by 2026. The achievement will depend on high-level professional support and national academic leadership; compliance with policies, laws, regulations, and standards for pre-primary primary, secondary, adult, and non-formal education, teacher education, technical and vocational education and higher education; and promotion of science, technology, and innovation with the focus to transform the country into knowledge and skilled society. The result will also depend on the contribution of development partners and public and private sectors.

4.3. Beneficiaries of the Ministry's Services

According to the presidential instrument issued through Government Notice No. 385 Published on 7th May 2021 and the recent amendment with Government Notice No. 57B published on 24th January 2022, the Ministry of Education, Science and Technology is providing services to the direct and indirect beneficiaries. The direct beneficiaries are Pupils/Students (Pre-primary, Primary Secondary, Adult and Non-formal), Students (Technical, Vocational and Higher Learning Institutions), Lecturers/Instructors and Non-Academic staff, Researchers and Innovators Teaching and Non-Teaching Staff. Development Partners (DPs) and Non-State Actors (NSA) and Managers and Owners of schools and colleges. Indirect beneficiaries are Parents guardians and the community, Ministries Departments and Agencies (MDAs) and other Education Providers, Mass Media and Members of Parliament (MPs).

4.4. Linkage Between the MoEST Strategic Plan with National Frameworks

The preparation of the strategic plan for the MoEST has considered the mainstreaming of the national frameworks that provide the overall national direction, guidelines and frameworks. The main national frameworks integrated into the MoEST strategic plan include the Tanzania Development Vision 2025 (TDV), National Five-Year Development Plan (FYDP III) 2021/22-2025/2026, the CCM Ruling Party Manifesto 2020-2025, The Education and Training Policy of 2014 Version 2023, National Secondary School Teacher Deployment Strategy 2022 – 2025, National Strategy for Inclusive Education 2021/22-2025/26 and National Skills Development Strategy (NSDS – 2015).

Tanzania Development Vision 2025 major objective is to eradicate poverty and achieve sustainable economic growth through industrialisation, human capital development, and good governance. The major pillar of the TDV integrated into the MoEST strategic plan is pillar number Four (4) a well-educated and learning society. The Ministry of Education, Science and Technology play a crucial role in ensuring the realization of the TDV through existing policies, strategic plan vision, mission, and objectives which are expected to bring out a high level of educated society and mainstream culture of science and technology through innovativeness, hard work, creativity, and professionalism. Quality and relevance of education are central to enabling people to solve societal problems and compete at regional and international levels.

National Five-Year Development Plan (FYDP III) 2021/22-2025/2026 focuses on realizing competitiveness and industrialization for human development that aims to increase efficiency and productivity in the manufacturing sector using the abundant resources available within the country. The Pillars of good governance and rule of law; economic growth; and social development. The process of developing the Strategic Plan of the MoEST is interlinked with pillar 3 towards enhancing education, science, technology and innovation. Besides, to raise accessibility to quality education and skills development required by a specific individual and the public at large, vocational education for employability, emphasize Science, Technology, Engineering and Mathematics (STEM) establish a strong financing mechanism for supporting the education system in Tanzania and invest much in science technology, innovation and research.

The Chama Cha Mapinduzi (CCM) ruling party manifesto 2020 – 2025 focuses on seven key areas which are the economy, social services, science and technology, defence and security, good governance, foreign affairs and international relations. The MoEST strategic plan has mainstreamed Article 108 focuses on fostering good governance, the rule of law, and devolution of decision-making to the community; Article 8 (d) focuses on strengthening the availability of quality health, education, water, electricity, rural and urban development, (e) Enhance the use of research findings, science, technology and innovation for rapid socio-economic development of the community, (i) focuses on strengthening the utilization of science, technology, and innovation (digital economy).

The National Anti-Corruption Strategy and Action Plan (NACSAPs) Phase IV: 2023 – 2030 focuses on building systems of integrity, accountability, and transparency in public and non-state actors; for improving service delivery at the level of Ministries, Departments,

and Agencies (MDAs) and within Local Government Authorities (LGAs). The overall goal of NACSAP IV is to have a prosperous society with robust systems of integrity promotion and zero tolerance for corruption. In executing this strategy at the institutional level, MoEST has institutionalized Objective B. National Anti-Corruption Implementation Strategy Enhanced and Sustained in promoting integrity at work place.

The Education and Training Policy of 2014 Version 2023 has ten policy areas that ensure all Tanzanians get access to quality education and training for their livelihood, self-reliance, and social-economic development. Therefore, the reviewed Strategic Plan has considered all the mentioned policy areas and changes to ensure that all Tanzanians have access to relevant knowledge and skills as well as positive attitude that will enable them to contribute to sustainable development of the nation.

National Secondary School Teacher Deployment Strategy 2022 - 2025 aims to optimize the allocation and management of secondary school teachers across the country. The MoEST strategic plan focuses on equitable teacher distribution to address regional disparities and improve student-teacher ratios, particularly in underserved areas. It emphasizes targeted recruitment to fill subject-specific shortages and includes comprehensive professional development programs to enhance teaching quality. Additionally, the plan incorporates retention initiatives to maintain a stable workforce and supports infrastructure improvements to create conducive learning environments.

National Strategy for Inclusive Education 2021/22- 2025/26 was developed to provide access to quality inclusive education at all levels of education. The MoEST strategic plan emphasizes a commitment to ensuring that all children, including those with disabilities and other marginalized groups, have equitable access to quality education. The strategic plan emphasis includes enhancing the policy and legal framework to support inclusive education, adapting curricula and teaching methods to meet diverse learning needs, improving school infrastructure and resources, and investing in teacher training and professional development.

National Skills Development Strategy (NSDS – 2015) was developed to create a skilled and competitive Tanzanian Workforce capable of effectively fostering inclusive and sustainable socio-economic growth through developing and sustaining transformation of the Tanzanian Workforce. The MoEST strategic plan to address challenges in skills development that include promoting skills development for employability and sustainable livelihood, reduction of skills mismatch between the higher, medium and lower skills levels recognized internationally; increasing access of youth and vulnerable groups to TVET through the provision of various funding mechanisms; Strengthening coordination of skills among key stakeholder including establishment of skills management and information system of the skills management and Promote high-quality lifelong learning to sustain productivity and efficiency in the world of work.

4.5. Result Chain

Execution of the Ministry strategic plan shall result in practical outcomes of a theory of change through the result chain in education, science, technology, and innovation. The result chain consists of impact, outcomes, outputs, activities, and inputs that broadly contribute to the achievement of the Ministry's vision. There shall be a causal relationship

between inputs that shall enable the implementation of various activities derived from plan targets which shall trigger towards achieving strategic objectives (outcomes); in totality, these shall contribute to bringing the impact of a well-educated and innovative society for sustainable development of the nation. The basic assumption is that there is a linkage between various elements within the chain. Inputs (utilization of resources) will lead to the implementation of activities that will contribute to the achievement of desired outputs that shall trigger the achievement of outcomes that shall bring a long-term impact to the community. The achievement of the Ministry outcomes in the medium term will contribute to the achievement of Tanzania Development Vision 2025, Ruling Party Manifesto 2020-2025, Five Years National Development Plan III 2021/2022-2025/2026 and Sustainable Development Goals (SDGs) 2030. Therefore, this chain of results will justify the use of government resources in various interventions.

4.6. Result Framework Matrix

The result framework matrix for the MoEST strategic plan describe the overall development objective, strategic objectives, intermediate outcome, and outcome indicators. It foresees how the development objectives will be achieved and how the results will be measured. The indicators in the matrix will be used to track progress toward achieving the planned outcomes and objectives. The detailed result framework is presented in Table 5:

Table 5: ResultFramework

Development Objective	Objective Code	Objectives	Intermediate Outcome	Outcome Indicators
To promote a well-educated and innovative society through the promotion of quality education, science, and technology for sustainable development	**A**	Non-communicable diseases, HIV and AIDS infections were reduced and supportive services improved.	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 work place.	i. HIV/AIDS infections and non-communicable diseases prevalence rate at workplace; ii. Rate of new cases of HIV infection and non-communicable diseases at the workplace; and iii. Rate of supportive service provided to staff living with HIV/AIDS at the workplace.
	B	Implementation of National Ant-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.	i. Awareness rate on anti-corruption practices among staff at the workplaces; ii. Prevalence rate of corruption incidences at workplaces; and iii. Level of change of perception on corruption incidences at work places.
	C	Access to Quality Education and Training at all Levels Strengthened	i. Improved student performance; ii. Increased student enrolment at all levels of education; iii. Improved students' retention; iv. Increased competencies of graduates; and v. Improved teaching and learning infrastructure.	i. Rate of access to quality education and training; ii. Level of competence at all levels of education and training; iii. Stakeholders satisfaction rate on the education and training services delivery; and iv. Rate of skilled personnel at the labour market.
	D	National, Regional, and International Cooperation and Collaboration for Education, Science, and Technology Enhanced	i. Increased financial support from stakeholders; and ii. Improved National, Regional and International collaboration in education, science and technology.	i. Rate of stakeholders' engagement and collaboration at national, regional, and international; and ii. Stakeholders' contribution rate in education, science, and technology.
	E	Mechanisms for Promoting Science, Technology, and Innovation for Socio-Economic Development Enhanced	i. Increased commercialization of research results and innovation; ii. Increased creativity and innovation; iii. Increased awareness of STI issues among Stakeholders; and iv. Increased participation of stakeholders on STI.	i. Contribution rate of science technology and innovation in the socio-economic development; ii. Involvement rate of stakeholders in the promotion of science, technology, and innovation; and iii. Level of creativity and innovativeness in socio-economic development.
	F	Mobilization of Resources, Coordination and Investments in Education, Science, Technology, and Innovation Improved	i. Increased flow of resources from different stakeholders; ii. Improved services delivery; iii. Increased investment in education, science, technology and innovation; and iv. Increased level of adherence to financial laws and regulations.	i. Rate of resources mobilized; ii. Rate of investment in education, science, and technology; iii. Rate of customer satisfaction;

Development Objective	Objective Code	Objectives	Intermediate Outcome	Outcome Indicators
	G	Institutional Capacity for Delivery of Quality Services Improved	i. Timely and Improved efficiency in service delivery; ii. Increased stakeholders¬' satisfaction; iii. Improved institution reputation; and iv. Increased use of integrated ICT systems in education, science, technology, and innovation.	Rate of stakeholders' satisfaction; i. Level of Information, Communication, and Technology (ICT) use; and ii. Service delivery efficiency rate.
	H	Mainstreaming of cross-cutting issues in education, science, technology and innovation strengthened.	i. Increased awareness of cross-cutting issues to education, science and technology stakeholders; ii. Improved responses on cross-cutting issues in education, science and technology; and iii. Improved education systems that integrate cross-cutting issues.	i. Rate of stakeholders' awareness on crosscutting issues; ii. Level of integrating cross-cutting issues in decision making; and iii. Level of responsiveness of the education system on cross-cutting issues.
	X	Management of Environment and Ecosystem Enhanced and Sustained	i. Improved environmental management practices at all levels of education; and ii. Improved awareness of environmental issues at all levels of education.	i. Rate of environmental management practices at all levels of education; and ii. Level of awareness on environmental issues at all levels of education
	Y	Multi-Sectoral Nutrition Services Improved	i. Increased students and staff performance; ii. Improved health conditions to students and staff; iii. Improved nutrition status to students and staff; iv. Change of lifestyle to students and staff; and v. Improved dietary attitude to students and staff.	i. Staff performance rate; and ii. Rate of feeding programs at all levels of education.

4.7. Monitoring Plan

The implementation of the MoEST strategic plan shall be monitored through an internal process of conducting periodic follow-ups. The monitoring process shall provide essential feedback mechanisms within the adaptive management framework to keep the plan dynamic and responsive to changing conditions. Monitoring shall provide the Ministry and stakeholders with information on the progress and results of the strategic plan implementation. Practically, the monitoring process will include both simple observations of the results of planned activities and more rigorous and systematic data collection, to provide a basis for evaluation of the plan. Monitoring reports shall be prepared quarterly and annually; and shall be submitted to the respective authorities.

The monitoring plan presents the indicator and indicator description, the baseline, cumulative target value, indicator target value, data collection methods and analysis (data source, data collection methods, and instruments, frequency of data collection), means of verification, frequency of reporting and responsibility of data collection as demonstrated in Table 6**.**

Table 6: Monitoring Plan

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
1.	Number of staff provided with capacity building on HIV / AIDS and Non-Communicable Diseases (NCD) annually. *This indicator intends to examine the number of staff provided with capacity building on HIV / AIDS and NCD.*	2021/22	0	2025/26	210	110	0	0	50	50	Capacity building reports Attendance sheets	***Method:*** Documentary Review ***Instrument:*** Checklist.	Quarterly	Quarterly progress reports Annual performance reports	Quarterly Annually	DAHRM
2.	Number of staff provided with HIV / AIDS support services annually. *This indicator intends to examine the number of staff provided with HIV / AIDS support services.*	2021/22	30	2025/26	16	30	30	15	16	16	Support services reports List of staff who are getting the service	***Method:*** Documentary Review ***Instrument:*** Checklist.	Quarterly	Quarterly progress reports Annual performance reports	Quarterly Annually	DAHRM

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
3.	Number of HIV/ AIDS and Non-Communicable Diseases (NCD) Committee Meetings conducted annually. *This indicator intends to examine the number of HIV / AIDS and NCDs Committee Meetings conducted*.	2021/22	0	2025/26	20	4	4	4	4	4	Committee meeting minutes Attendance sheets	***Method:*** Documentary Review ***Instrument:*** Checklist.	Quarterly	Quarterly progress reports Annual performance reports	Quarterly Annually	DAHRM
4.	Number of staff provided with capacity building on anti-corruption strategies and ethics annually. *This indicator intends to examine the number of staff provided with capacity building on anti-corruption strategies and ethics*	2021/22	0	2025/26	140	40	0	0	50	50	Capacity building reports Attendance sheets	***Method:*** Documentary Review ***Instrument:*** Checklist.	Quarterly	Quarterly progress reports Annual performance reports	Quarterly Annually	DAHRM

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
5.	Number of Anti-Corruption Committee Meetings facilitated annually. *This indicator intends to examine the number of Anti-corruption Committee Meetings conducted.*	2021/22	4	2025/26	20	NA	4	4	4	4	Committee meeting minutes. Attendance sheets	***Method:*** Documentary Review ***Instrument:*** Checklist.	Quarterly	Quarterly progress reports Annual performance reports	Quarterly Annually	DAHRM
6.	Number of staff provided with administrative and personnel support services annually This indicator intends to measure the number of staff provided with administrative and personnel support services	2021/22	4,070	2025/26	4,454	4,070	4,284	4,328	4,454	4,454	List of staff provided with leave, transfer, promotions and categorisations, employee's loans, salary and salary arrears, training and development, recruited employees and disciplinary services. Playlists	***Method:*** Documentary Review ***Instrument:*** Checklist.	Quarterly	Quarterly progress reports Human resource management service reports Annual performance reports;	Quarterly Annually	DAHRM

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
7.	Number of Commissioner for Education Office, Departments and Units provided with human resource and administration management services annually *This indicator intends to examine the number of Offices provided with human resource and administration management services.*	2021/22	13	2025/26	14	13	14	14	14	14	Issue vouchers Playlists	***Method:*** Documentary Review ***Instrument:*** Checklist.	Quarterly	Quarterly progress reports Annual performance reports	Quarterly Annually	DAHRM
8.	Number of staff provided with capacity building on administration and human resource management annually. *This indicator intends to examine the number of staff provided with Capacity Building on administration and human resource management*	2021/22	50	2025/26	70	50	50	50	70	70	Attendance sheet Certificates of attendance Payment vouchers	***Method:*** Documentary Review ***Instrument:*** Checklist.	Quarterly	Quarterly progress reports Annual performance reports	Quarterly Annually	DAHRM

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
9.	Number of office buildings at Mtumba constructed *This indicator intends to examine the number of office buildings at Mtumba constructed*	2021/22	0	2025/26	1	NA	1	1	1	1	Concept note, Schedule of materials, Minutes of site meetings, Site logbooks, Payment voucher	***Method:*** Documentary review ***Instrument:*** Checklist	Quarterly	Quarterly progress report for DAHRM	Quarterly Annually	DTVET
10.	Number of staff houses at Teacher Colleges and Folk Development Colleges rehabilitated *This indicator intends to examine the number of staff houses at Teacher Colleges and Folk Development Colleges rehabilitated*	2021/22	3	2025/26	22	3	3	NA	3	10	Concept note, Schedule of materials, Minutes of site meetings, Site logbooks, Payment voucher	***Method:*** Documentary review ***Instrument:*** Checklist	Quarterly	Quarterly progress report for DAHRM	Quarterly Annually	DTVET

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
11.	Number of staff with special needs provided with supportive services annually. *This indicator intends to assess number staff with disabilities provided with the supportive services*	2021/22	2	2025/26	40	2	2	2	40	40	Issue vouchers Payment vouchers	***Method:*** Documentary Review ***Instrument:*** Checklist.	Quarterly	Quarterly progress reports. Annual performance reports.	Quarterly Annually	DAHRM
12.	Number of staff provided with awareness on Rights and Responsibilities to People with Disabilities. *This indicator intends to measure the number of staff provided with Awareness on Rights and Responsibilities to People with Disabilities.*	2021/22	0	2025/26	210	110	0	0	50	50	Attendance sheets Certificates of attendance Payment vouchers	***Method:*** Documentary Review ***Instrument:*** Checklist.	Quarterly	Quarterly progress reports Annual performance reports	Quarterly Annually	DAHRM

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
13.	Number of staff facilitated to attend Exhibitions, Festivals and Celebrations of Peoples with Disabilities (PWD). This indicator intends to assess the number of staff facilitated with Exhibitions, Festivals and Celebrations of Peoples with Disabilities (PWD).	2021/22	2	2025/26	40	2	2	2	40	40	Exhibitions, festivals and celebrations reports Attendance sheets Payment vouchers	***Method:*** Documentary Review ***Instrument:*** Checklist.	Quarterly	Quarterly progress reports Annual performance reports	Quarterly Annually	DAHRM
14.	Number of offices provided with environmental management services annually. This indicator intends to examine the number of offices provided with environmental management services.	2021/22	3	2025/26	3	3	3	3	3	3	Attendance sheets Activity report Payment vouchers	***Method:*** Documentary Review ***Instrument:*** Checklist.	Quarterly	Quarterly progress reports Annual performance reports;	Quarterly Annually	DAHRM

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
15.	Number of staff facilitated with capacity building on lifestyle (nutrition services) annually. *This indicator intends to examine the number of staff facilitated with the capacity building on lifestyle (nutrition services).*	2021/22	0	2025/26	501	N/A	N/A	N/A	501	501	Attendance sheets Certificates of attendance Payment vouchers	***Method:*** Documentary Review ***Instrument:*** Checklist.	Quarterly	Quarterly progress reports Annual performance reports	Quarterly Annually	DAHRM
16.	Number of departments, units, commissioner office and projects adhered with financial laws, regulations, guidelines and standards annually *This indicator intends to measure the number of departments, units and commissioner office and projects adhered with financial laws, regulations, guidelines and standards*	2021/22	24	2025/26	25	24	24	24	25	25	Payment vouchers Reconciliations report Final accounts	***Method:*** Documentary Review ***Instrument:*** Checklist	Annually	Management letter reports	Annually	CA

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
17.	Number of CA staff provided with administrative and personnel services. *This indicator intends to measure the number of CA staff provided with administrative and personnel services annually.*	2021/22	0	2025/26	48	44	44	48	48	48	Issue vouchers Playlists	***Method:*** Documentary Review ***Instrument:*** Checklist.	Quarterly	Quarterly progress reports Annual performance reports	Annually	CA
18.	Number of CA staff provided with capacity building annually. *This indicator intends to measure the number of CA staff provided with capacity building annually.*	2021/22	0	2025/26	44	40	40	44	44	44	Attendance sheet Certificates of attendance Payment vouchers	***Method:*** Documentary Review ***Instrument:*** Checklist.	Quarterly	Quarterly progress reports Annual performance reports	Quarterly Annually	CA

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
19.	Number of departments, units and Commissioner office provided with financial support services. *This indicator intends to measure the number of departments and units provided with financial support services annually.*	2021/22	13	2025/26	14	13	13	13	14	14	List of departments, units and Commissioner office	***Method:*** Documentary review ***Instrument:*** Checklist	Quarterly	Quarterly progress reports for PMU unit Annual Performance	Quarterly Annually	CA
20.	Number of instruments (TQF, NCF and NAF) for implementation of Education and Training Policy 2014 Version 2023 developed *This indicator intends to measure the number of developed instruments for implementation of Education and Training Policy 2014 Version 2023*	2021/22	0	2025/26	4	NA	NA	1	2	1	Stakeholders opinions report Participants Registration Sheet	***Method:*** Documentary review; ***Instrument:*** Checklist	Quarterly Annually	Policy reports Quarterly Progress Report Annual performance reports;	Quarterly Annually	DPP

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
21.	Number of Bilateral, Regional and International meetings coordinated annually *This indicator intends to measure the number of Bilateral, Regional and International meetings coordinated annually*	2021/22	5	2025/26	52	7	9	11	10	10	Invitation documents Issue Voucher	***Method:*** Documentary review, Focus Group Discussion and interview ***Instruments:*** Checklist, interview guide	Quarterly Annually	International Relation Reports DPP Quarterly Progress Report Annual Performance Report	Quarterly Annually	DPP
22.	Number of meetings to discuss agreements and MoUs coordinated *This indicator intends to measure the number of meetings to discuss agreements and MoUs conducted*	2021/22	6	2025/26	30	NA	6	6	6	6	List of participants' attendance Payment Voucher	***Method:*** Documentary review ***Instrument:*** Checklist	Quarterly	DPP Quarterly Progress Report. Annual performance reports.	Quarterly Annually	DPP

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
23.	Number of policies (Science and Technology Policy 1996, Biotechnology 2010, Nuclear technology 2013, Research and Development 2010) reviewed *This indicator intends to examine number of policies (Science and Technology Policy 1996, Biotechnology 2010, Nuclear technology 2013, Research and Development 2010) reviewed*	2021/22	0	2025/26	4	NA	NA	1	1	2	Committee Appointment letters. Participants attendance sheet. Stakeholders opinions	***Method:*** Documentary review ***Instrument:*** Checklist	Quarterly Annually	Policy Reports DPP Quarterly Progress Report. Annual performance reports.	Quarterly Annually	DPP
24.	Number of Education Sector Development Committee Statutory Meetings coordinated This indicator intends to measure number of Education Sector Development Committee Statutory Meetings coordinated	2021/22	4	2025/26	20	NA	4	4	4	4	List of participants Payment Vouchers List of Agenda Invitations	***Method:*** Documentary review ***Instrument:*** Checklist	Annually	Education Sector Report DPP Quarterly Progress Report. Annual performance reports.	Quarterly Annually	DPP

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
25.	Number of Ministry's budget proposals and plans developed annually *This indicator intends to measure the number of Ministry's budget proposals and plans developed*	2021/22	3	2025/26	15	NA	3	3	3	3	Appointment Letters of Budget Committee Members Departments and Units' submissions List of participants Payment Voucher	***Method:*** Documentary review, interview ***Instrument:*** Checklist, interview guide	Quarterly Annually	Budget Committee Report Management Minutes on budget proposals DPP Quarterly Progress Report. Annual Performance Report	Quarterly Annually	DPP
26.	Number of Ministry's project or program proposals for financing education, science and technology developed *This indicator intends to measure the number of Ministry's project/program proposals for financing education, science and technology developed*	2021/22	3	2025/26	18	NA	3	3	5	4	List of participants Payment Voucher	***Methods:*** Documentary review Focus Group Discussion Interview, ***Instruments:*** Checklist Questionnaire	Quarterly Annually	Project Proposals Documents DPP Quarterly Progress Report. Annual Performance Report	Quarterly Annually	DPP

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
27.	Number of performance reports on policy, plans, programmes, budget and risk implementation developed annually *This indicator intends to measure the number of performance reports on policy, plans, programmes, budget and risk implementation developed*	2021/22	24	2025/26	56	NA	8	8	8	8	Departments and Units' submissions List of participants Payment Voucher	***Method:*** Documentary review ***Instrument:*** Checklist	Quarterly Annually	Management Minutes on budget proposals DPP Quarterly Progress Report. Annual Performance	Quarterly Annually	DPP

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
28.	Number of researches (Policy, Cross Cutting Issues and Curriculum) in education, science, technology and innovation coordinated *This indicator intends to measure the number of researches (Policy, Cross Cutting Issues and Curriculum) in education, science, technology and innovation coordinated*	2021/22	0	2025/26	4	NA	NA	2	1	1	Concept Note List of Participants involved in exercise Payment Voucher	***Method:*** Documentary review ***Instrument:*** Checklist	Quarterly Annually	Research reports	Quarterly Annually	DPP
29.	Number of National STI Financing Strategy and its Implementation Framework developed *This indicator intends to measure number of National STI Financing Strategy and its Implementation Framework developed*	2021/22	0	2025/26	1	N/A	NA	N/A	NA	1	Attendance sheet Concept note Payment voucher	***Method:*** Documentary review ***Instrument:*** Checklist	Quarterly	Quarterly progress reports, Annual Performance STI policies, laws and guidelines review report	Quarterly Annually	DPP

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
30.	Number of Private Sector Engagement Strategy in Education, Science and Technology developed *This indicator intends to measure number of Private Sector Engagement Strategy in Education, Science and Technology developed*	2021/22	0	2025/26	1	NA	NA	NA	1	NA	List of stake holders	***Method:*** • Documentary review • Interview ***Instrument:*** • Checklist Questionnaire	Quarterly	Quarterly progress reports, Annual Performance	Quarterly Annually	DPP
31.	Number of projects coordinated at the Ministry HQ (11 Foreign funded and 3 local funded) facilitated annually *This indicator intends to measure number of projects coordinated at the Ministry HQ (11 Foreign funded and 3 local funded) facilitated annually*	2021/22	14	2025/26	14	14	14	14	14	14	List of projects	***Method:*** • Documentary review • Interview ***Instrument:*** • Checklist Questionnaire	Quarterly	Quarterly progress reports, Annual Performance	Quarterly Annually	DPP

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
32.	Number of Local Funded Development projects' implemented by the Ministry institutions, TCs and FDCs facilitated annually *This indicator intends to measure number of Local Funded Development projects' implemented by the Ministry institutions, TCs and FDCs facilitated annually*	2021/22	33	2025/26	33	33	33	33	33	33	List of projects	***Method:*** • Documenta-ry review • Interview ***Instrument:*** • Checklist Questionnaire	Quarterly	Quarterly progress reports, Annual Performance	Quarterly Annually	DPP
33.	Number of Risk Management Framework reviewed *This indicator intends to measure the number of Risk Management Framework reviewed.*	2021/22	0	2025/26	1	NA	NA	NA	1	NA	Departments and Units' submissions List of participants Payment Voucher	***Method:*** Documentary review ***Instrument:*** Checklist	Quarterly Annually	Risks Reports Quarterly Progress report Annual performance report	Quarterly Annually	DPP

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
34.	Number Ministry Risk Register Reviewed *This indicator intends to measure the number of Reviewed Ministry Risk Register*	2021/22	1	2025/26	5	NA	1	1	1	1	Departments and Units' submissions List of participants Payment Voucher	***Method:*** Documentary review ***Instrument:*** Checklist	Quarterly Annually	Risks Reports Quarterly Progress report Annual performance report	Quarterly Annually	DPP
35.	Number of DPP staff provided with administrative and personnel services *This indicator intends to measures the number of DPP staff provided with administrative and personnel services*	2021/22	35	2025/26	31	35	35	35	31	31	Pay list Payment Voucher Distribution List	***Method:*** Documentary review ***Instrument:*** Checklist	Quarterly	DPP Quarterly Progress Report, Annual performance report	Quarterly Annually	DPP

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
36.	Number of staff and Ministry management members facilitated with capacity building on planning, budget, policy, research and risk *This Indicator intends to measure the Number of staff and Ministry management members facilitated with capacity building on planning, budget, policy, research and risk*	2021/22	35	2025/26	82	NA	35	35	82	82	Participants Attendance Sheet Certificate of Attendance Payment Voucher	***Methods:*** Documentary review Interview ***Instrument:*** Checklist	Quarterly Annually	DPP Training Report DPP Quarterly Progress report Annual performance report	Quarterly Annually	DPP

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
37.	Number of Education institutions (TCs, FDCs, and 3 Higher Learning Institutions (ATC, MUST and DIT) facilitated with meals services *This indicator intends to determine the number of Education institutions (TCs, FDCs, and 3 Higher Learning Institutions (ATC, MUST and DIT) facilitated with meals services*	2021/22	92	2025/26	92	92	92	92	92	92	List of Education Institutions provided with meals services. Issue Voucher	***Methods:*** Documentary review Interview ***Instrument:*** Checklist	Quarterly Annually	DPP Training Report DPP Quarterly Progress report Annual performance report	Quarterly Annually	DPP

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
38	Number of Departments, Units and Commissioner for Education Office assessed on good governance practices *This indicator Intends to determine number of number of Departments, Units and Commissioner for Education Office assessed on good governance practices*	2021/22	3	2025/26	14	3	3	1	2	2	Engagement letter, Entrance meeting minutes, Exit Meeting Minutes, Five attributes sheets, Testing Sheets	***Methods:*** Documentary review, Observation and Interview. ***Instruments:*** Checklist and Interview guide	Quarterly	Internal Audit Current File, Internal Audit report on the assessment of management of resources Internal Audit Quarterly Progress reports, Internal Audit Annual Performance report	Quarterly, Annually	IAU

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
39.	Number of Department/ Units audited on Management of resources. *This indicator Intends to determine the number of Departments/ Units Under the Ministry audited on Management of resources.*	2021/22	2	2025/26	2	NA	2	2	2	2	Engagement letter, Entrance meeting minutes, Exit Meeting Minutes, Five attributes sheets, Testing Sheets	***Methods:*** Documentary review, Observation Interview. ***Instruments:*** Checklist Interview guide	Quarterly	Internal Audit Current File. Internal Audit report on assessment of management of resources. Internal Audit Quarterly Progress reports. Internal Audit Annual Performance Report	Quarterly, Annually	IAU

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
40.	Number of Institutions under the Ministry audited on Management of resources (TCs, SQAOs, FDCs, Universities, Commissions, VETCs and education authority institutions) *This indicator intends to determine the number of Institutions under the Ministry audited on Management of resources (TCs, SQAOs, FDCs, Universities, Commissions, VETCs and education authority institutions)*	2021/22	14	2025/26	186	43	N/A	29	50	50	Engagement letter, Entrance meeting minutes, Exit Meeting Minutes, Five attributes sheets, Testing Sheets	***Methods:*** Documentary review, Observation and Interview. ***Instruments:*** Checklist and Interview guide	Quarterly	Internal Audit Current File Internal Audit report on assessment of management of resources. Internal Audit Quarterly Progress reports. Internal Audit Annual Performance report	Quarterly Annually	IAU

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
41.	Number of projects/Program implemented under the Ministry audited annually *This indicator Intends to determine number of projects implemented by the Ministry audited.*	2021/22	9	2025/26	11	9	9	9	11	11	Engagement letter, Entrance meeting minutes, Exit Meeting Minutes, Five attributes sheets, Testing Sheets.	***Methods:*** Documentary review Observation and Interview. ***Instruments:*** Checklist and Interview guide	Quarterly	Internal Audit Current File, Internal Audit report on assessment of the management of resources, Internal Audit Quarterly Progress reports, Internal Audit Annual Performance report	Quarterly and annually	IAU
42.	Number of internal audit office staff provided with administrative and personnel services. *This indicator Intends to measure number of staff provided with administrative and personnel services*	2021/22	13	2025/26	20	13	13	20	20	20	Issue Voucher, Inventory list, Signed Distribution list, Payment Voucher	***Method:*** Documentary review ***Instrument:*** Checklist	Quarterly	Internal Audit Quarterly Progress reports, Internal Audit Annual Performance report	Quarterly Annually	IAU

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
43.	Number of Internal audit staff provided with capacity building. *This indicator Intends to measure the number of staff capacitated on Internal audit Matters.*	2021/22	10	2025/26	17	10	10	17	17	17	Certificates of attendance, Attendance sheet, Payment vouchers	***Method:*** Documentary review ***Instruments:*** Checklist Interview guide	Quarterly	Internal Audit Quarterly Progress reports, Internal Audit Annual Performance report	Quarterly and Annually	IAU
44.	Number of Ministry Leaders, Audit Committee Members, Project Coordinators and Heads of Departments/ Units provided with capacity building on Internal Audit Matters. *This indicator Intends to measure the number of Ministry Leaders, Audit Committee Members, Project Coordinators and Heads of Departments/ Units provided with capacity building on Internal Audit* Matters.	2021/22	31	2025/26	32	16	14	14	32	32	List of departments. Units and Commissioner office	***Methods:*** Documentary review ***Instruments:*** Checklist	Quarterly	Quarterly progress reports for IA unit Annual Performance	Annually	IAU

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
45.	Number of Internal Audit Guidelines reviewed. *This indicator Intends to measure the number of guidelines reviewed.*	2021/22	0	2025/26	6	NA	NA	3	2	1	Attendance sheet, Payment Voucher	***Method:*** Documentary review ***Instrument:*** Checklist	Quarterly	Internal Audit Quarterly Progress reports, Internal Audit Annual Performance report	Quarterly and Annually	IAU
46.	Number of PMU staff provided with administrative and personnel services. *This indicator intends to examine the number of PMU staff provided with administrative and personnel services*	2021/22	15	2025/26	15	17	17	15	15	15	Pay list. Issue voucher. Distribution list	***Method:*** Documentary review ***Instrument:*** Checklist	Quarterly	Quarterly progress reports for PMU unit. Annual Performance	Quarterly Annually	PMU

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
47.	Number of leaders, MTB members, PMU staff, user departments, CE office and units facilitated with procurement skills and professional development *This indicator intends to determine number of leaders, MTB members , PMU staff , user departments , CE office and units facilitated with procurement skills and professional development*	2021/22	NA	2025/26	24	NA	NA	24	24	24	Attendance registration. Certificate of attendance	***Method:*** Documentary review ***Instrument:*** Checklist	Quarterly	Training reports	Quarterly Annually	PMU
48.	Number of PMU staff, facilitated with capacity building *This indicator intends to determine number of PMU staff facilitated with capacity building*	2021/22	17	2025/26	15	17	17	15	15	15	Attendance registration. Certificate of attendance Payment voucher	***Method:*** Documentary review ***Instrument:*** Checklist	Quarterly Annually	Training reports.	Quarterly Annually	PMU

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
49.	Number of procurement and inventory control systems operated *This indicator intends to examine number of procurement and Inventory control systems operated*	2021/22	2	2025/26	3	2	2	3	3	3	Procurement and Inventory system report	***Methods:*** Documentary review and Observation, ***Instrument:*** Checklist	Quarterly	Quarterly progress reports for PMU Annual Performance	Quarterly Annually	PMU
50.	Number of CE office, departments, units, TCs, FDCs and SQA Zones provided with procurement services *This indicator intends to examine number of offices (CE, departments, units TCs, FDCs and SQA zones) provided with procurement services*	2021/22	13	2025/26	110	13	13	110	110	110	List of departments. Units and Commissioner office	***Method:*** Documentary review ***Instrument:*** Checklist	Quarterly	Quarterly progress reports for PMU unit Annual Performance	Quarterly Annually	PMU

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
51.	Number of GCU Staff provided with administrative and personnel services *This indicator intends to examine the number of GCU staff provided with administrative and personnel services.*	2021/22	5	2025/26	9	5	5	7	9	9	Pay list. Issue voucher. Distribution list.	***Method:*** Documentary review ***Instrument:*** Checklist	Quarterly	Quarterly progress report Annual performance	Quarterly Annually	GCU
52.	Number of GCU staff facilitated with capacity building on digital content and communication forums *This indicator intends to determine the number of GCU staff facilitated with capacity building.*	2021/22	5	2025/26	8	NA	1	5	8	8	Attendance registration Certificate of attendance. Payment voucher	***Methods*** Documentary review ***Instrument:*** Checklist	Quarterly	Training reports	Quarterly Annually	GCU

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
53.	Number of Departments, Units and Commissioner's Office facilitated with communication services. *This indicator intends to examine number of offices (CE, Departments and Units) facilitated with communication services.*	2021/22	13	2025/26	14	13	13	14	14	14	Communication services report	***Method***: Documentary review ***Instrument:*** Checklist	Quarterly Annually	Quarterly progress report Annual performance	Quarterly Annually	GCU
54.	Number of communication campaigns on the implementation of Education and Training Policy 2014 Version 2023 and its implementation strategy conducted *This indicator intends to measure the number of communication campaigns coordinated*	2021/22	0	2025/26	2	NA	NA	NA	1	1	Payment voucher Journalist attendance registrations	***Method:*** Documentary review ***Instrument:*** Checklist	Quarterly Annually	Publicity campaign report Annual performance	Quarterly Annually	GCU

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
55.	Number of communication campaigns on implementation of Ministry's projects coordinated. *This indicator intends to examine the number of communication campaigns coordinated*	2021/22	12	2025/26	28	2	3	5	3	3	Payment voucher Journalist attendance registrations	***Method:*** Documentary review ***Instrument:*** Checklist	Quarterly Annually	Publicity campaign report Annual performance	Annually	GCU
56.	Number of Audio-visual studio established. *This indicator intends to measure the number of audio visual studio established.*	2021/22	0	2025/26	1	NA	NA	NA	NA	1	Concept note System Requirement Specification Document	***Method:*** Documentary review ***Instrument:*** Check list	Quarterly	Report on Audio visual studio established	Annually	GCU

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
57.	Number of guidelines for social media platforms and website content management for the Ministry of Education, Science and Technology developed. *This indicator intends to measure the number of guidelines for social media platforms and website content management for the Ministry of Education, Science and Technology developed.*	2021/22	0	2025/26	1	NA	N/A	NA	1	NA	Registration sheet Attendance sheet Pay list	***Method:*** Documentary review ***Instruments*** Checklist	Quarterly	Report on guidelines development	Annually	GCU

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
58.	Number of Communication strategy for Ministry of Education, Science and Technology reviewed. *This indicator aims to examine number of communication strategy for Ministry of Education, Science and Technology reviewed.*	2021/22	0	2025/26	1	NA	NA	NA	1	NA	Registration sheet Term of reference Pay list	***Method:*** Documentary review ***Instrument:*** Checklist	Quarterly Annually	Report on Communication strategy	Annually	GCU
59.	Number of Education Act reviewed *This indicator intends to examine the number of Education Act reviewed*	2021/22	0	2025/26	1	NA	NA	NA	1	NA	Concept note Attendance sheet Stakeholders comments	***Method:*** Documentary review ***Instrument:*** Checklist	Quarterly	Education act review report Quarter Progress Reports for LSU	Quarterly Annually	LSU

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
60.	Number of regulations under Education Act reviewed *This indicator aims to determine the number of reviewed regulations under Education Act*	2021/22	0	2025/26	33	NA	5	NA	14	14	Concept note Attendance sheet Stakeholders' comments	***Method:*** Documentary review ***Instrument:*** Checklist	Quarterly	Regulation review report Quarter Progress Reports for LSU	Quarterly Annually	LSU
61.	Number of education and training institutions' (IAE, TIE, TEA, TLSB, NECTA, VETA, TCU, NACTVET) laws reviewed *This indicator intends to examine the number of education and training institutions' (IAE, TIE, TEA, TLSB, NECTA, VETA, TCU, NACTVET) laws reviewed*	2021/22	0	2025/26	9	NA	NA	1	8	NA	Concept note Attendance sheet Stakeholders' comments report	***Method:*** Documentary review ***Instrument:*** Checklist	Quarterly	Report on Law reviewed Quarter Progress Reports for LSU	Quarterly Annually	LSU

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
62.	Number of regulations in education institutions (IAE, TIE, TEA, TLSB, NECTA, VETA, TCU, NACTVET) reviewed *This indicator intends to examine the number of regulations in education institutions (IAE, TIE, TEA, TLSB, NECTA, VETA, TCU, NACTVET) reviewed*	2021/22	0	2025/26	8	NA	NA	NA	NA	8	Concept note Attendance sheet Stakeholders' comments report	***Method:*** Documentary review ***Instrument:*** Checklist	Quarterly	Regulation review report Quarter Progress Reports for LSU	Quarterly Annually	LSU

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
63:	Number of ministry institutions' staff facilitated on capacity building in legal aspects for bilateral regional and international agreements and legal instruments *This indicator aim to determine the number of ministry institutions staff capacitated on legal aspect for bilateral regional and international agreements and legal instruments*	2021/22	0	2025/26	29	NA	NA	29	29	29	Attendance list Certificate of attendance	***Method:*** Documentary review ***Instrument:*** Checklist	Quarterly	Training Reports	Quarterly Annually	LSU
64.	Number of COSTECH Act reviewed *This indicator intends to determine the number of COSTECH Act-reviewed*	2021/22	0	2025/26	1	NA	NA	NA	1	NA	Concept note Attendance sheet Stakeholders' comments report	**Method:** Documentary review **Instrument**: Checklist	Quarterly	COSTECH act review report Quarter Progress Reports for LSU	Quarterly Annually	LSU

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
65.	Number of regulations under TAEC, COSTECH and DIT laws reviewed *This indicator intends to measure the number of reviewed regulations under TAEC, COSTECH and DIT laws*	2021/22	0	2025/26	12	NA	NA	2	5	5	Concept note Attendance sheet Stakeholders' comments report	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Regulations review report Quarter Progress Reports for LSU	Quarterly Annually	LSU
66	Number of legal services unit staff facilitated with capacity building *This indicator aims to examine the number of LSU staff facilitated with capacity building*	2021/22	5	2025/26	7	5	5	7	7	7	Attendance list Certificate of attendance payment voucher	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Training Reports	Quarterly Annually	LSU

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
67.	Number of departments, CE office and units provided with legal advice and support services *This indicator intends to determine the number of departments, CE offices and units provided with legal advice and support services*	2021/22	13	2025/26	14	13	13	13	14	14	MoU/contract register School accreditation register	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Compliance Reports	Quarterly Annually	LSU
68.	Number of education institutions provided with legal advice and support services This indicator intends to determine the number of ministry institutions(29 institutions, 54 FDCs and 35 TCs) provided with legal advice and support services	2021/22	29	2025/26	29	18	20	25	29	29	MoU/contract register Response Letters	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Compliance report	Quarterly Annually	LSU

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
69.	Number of LSU staff provided with administrative and personnel services *This indicator intend to determine the number of LSU staff provided with administrative and personnel services*	2021/22	7	2025/26	10	7	7	10	10	10	Pay list Payment voucher Distribution list	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Quarterly Progress Reports for LSU Annual performance report	Quarterly Annually	LSU
70.	Number of ICT Staff facilitated with capacity building. *This indicator intends to measure number of ICT staff provided with professional development and capacity building*	2021/22	18	2025/26	18	3	5	18	18	18	Attendance register Certificate of attendance Payment Voucher	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Training reports	Quarterly Annually	ICTU
71.	Number of ICT systems developed. *This indicator intends to examine number of systems developed for ministry operation*	2021/22	0	2025/26	5	NA	NA	2	2	1	System Requirement Specification Document Participant list	**Method:** Documentary review. **Instrument:** Checklist	Quarterly	Project closure report	Quarterly Annually	ICTU

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
72.	Number of ICT systems integrated. *This indicator intends to examine number of systems integrated for ministry operation*	2021/22	0	2025/26	5	NA	NA	2	2	1	System Requirement Specification Document Participant list	**Method:** Documentary review. **Instrument:** Checklist	Quarterly	Project closure report	Quarterly Annually	ICTU
73.	Number of Departments, Units, and the Commissioner for Education Office facilitated with ICT Services. *This indicator aims to examine number of Departments, Units, and the Commissioner for Education Office facilitated with ICT Services.*	2021/22	13	2025/26	14	13	13	14	14	14	Service and Maintenance Checklist Pay list Issue voucher	**Method:** Documentary review. **Instrument:** Checklist	Quarterly	Service delivery report	Quarterly Annually	ICTU

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
74.	Number of Ministry Offices, Teacher Colleges, Folk Development Colleges, and School Quality Assurance Offices installed with LAN Infrastructures. *This indicator aims to identify the Number of Ministry Offices, Teacher Colleges, Folk Development Colleges, and School Quality Assurance Offices installed and upgraded with LAN Infrastructures*	2021/22	4	2025/26	288	4	4	4	288	288	Service and Maintenance Checklist Pay list Issue voucher	**Method:** Documentary review. **Instrument:** Checklist	Quarterly	Installation and maintenance report	Quarterly Annually	ICTU
75.	Number of ICT staff provided with administrative and personnel support services *This indicator aims to examine number of ICT staff provided with administrative and personnel support services*	2021/22	11	2025/26	19	11	11	19	19	19	Pay list Issue voucher Distribution list	**Method:** Documentary review. **Instrument:** Checklist	Quarterly	Quarterly progress report for ICT Unit Annual performance	Quarterly Annually	ICTU

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
76.	Number of Ministry ICT Strategy developed by June 2026 *This indicator intends to examine number of Ministry ICT Strategy developed.*	2021/22	0	2025/26	1	NA	NA	NA	1	NA	Terms of Reference List of participants Payment voucher	**Method:** Documentary review. **Instrument:** Checklist	Quarterly	ICT strategy report	Quarterly Annually	ICTU
77.	Number of Ministry ICT Disaster Recovery Plan reviewed by June 2026. *This indicator intends to examine number of Ministry ICT Disaster Recovery Plan reviewed*	2021/22	0	2025/26	1	NA	NA	NA	NA	1	Concept Note List of participants Payment voucher	**Method:** Documentary review. **Instrument:** Checklist	Quarterly	ICT Disaster Recovery Plan report	Quarterly Annually	ICTU

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
78.	Number of studies on ICT infrastructure for proposing areas of improvement conducted *This indicator intends to examine the number of studies on ICT infrastructure for proposing areas of improvement conducted*	2021/22	0	2025/26	1	NA	NA	NA	NA	1	Terms of Reference List of participants Payment voucher	**Method:** Documentary review. **Instrument:** Checklist	Quarterly	Study on ICT infrastructure report	Quarterly Annually	ICTU
79.	Number of Education Statistical Data Systems integrated. *This indicator intends to measure the number of Education Statistical data systems integrated.*	2021/22	0	2025/26	7	NA	NA	NA	NA	7	System Requirement Specification Document Participant list	**Method:** Documentary review. **Instrument:** Checklist	Quarterly	Education Statistical Data Systems integrated Report	Quarterly Annually	M&EU

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
80.	Number of Ministry Policies Monitored annually. *This indicator intends to measure the number of Ministry Policies Monitored annually.*	2021/22	0	2025/26	4	NA	NA	NA	2	2	Terms of Reference List of recommendations List of participants Payment voucher	**Method:** Documentary review. **Instrument:** Checklist	Quarterly	Monitoring report on policies	Quarterly Annually	M&EU
81.	Number of Ministry Plans Monitored annually. *This indicator intends to measure the number of Ministry Plans Monitored annually.*	2021/22	0	2025/26	8	NA	NA	NA	4	4	Terms of Reference List of recommendations List of participants Payment Voucher	**Method:** Documentary review. **Instrument:** Checklist	Quarterly	Monitoring report on plans	Quarterly Annually	M&EU
82.	Number of Ministry Plans evaluated. *This indicator intends to measure the number of Ministry Plans Evaluated.*	2021/22	0	2025/26	1	NA	NA	NA	NA	1	Terms of Reference List of recommendations List of participants Payment voucher	**Method:** Documentary review. **Instrument:** Checklist	Quarterly	Evaluation Report on plans	Quarterly Annually	M&EU

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
83.	Number of Projects/programs Monitored *This indicator intends to measure the number of Ministry Projects/ Programs Monitored.*	2021/22	0	2025/26	9	NA	NA	NA	9	9	Terms of Reference List of recommendations List of participants Payment voucher	**Method:** Documentary review. **Instrument:** Checklist	Quarterly	Monitoring report on projects and programs	Quarterly Annually	M&EU
84.	Number of Projects/program evaluated. *This indicator intends to measure the number of Ministry Projects/ Programs Evaluated.*	2021/22	0	2025/26	3	NA	NA	NA	1	2	Terms of Reference List of recommendations List of participants Payment voucher	**Method:** Documentary review. **Instrument:** Checklist	Quarterly	Evaluation Report on projects and programs	Quarterly Annually	M&EU
85.	Number of M&E Dashboard established. *This indicator intends to measure the number of Ministry M&E Dashboard Established.*	2021/22	0	2025/26	1	N/A	N/A	N/A	N/A	1	Terms of Reference List of recommendations List of participants, Payment voucher	**Method:** Documentary review. **Instrument:** Checklist	Quarterly	Establishment report on M&E dashboard Dashboard in place	Quarterly Annually	M&EU

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
86.	Number of Basic Education Statistics in Tanzania (BEST) prepared annually. *This indicator intends to measure the Number of Basic Education Statistics in Tanzania (BEST) prepared annually*.	2021/22	0	2025/26	2	NA	NA	NA	1	1	Terms of Reference List of participants Payment voucher	**Method:** Documentary review. **Instrument:** Checklist	Quarterly	Basic Education Statistics in Tanzania (BEST)	Annually	M&EU
87.	Number of M&EU staff capacitated on Monitoring, Evaluation and data Management. *This indicator intends to determine the number of M&EU staff capacitated on Monitoring, Evaluation and data Management*	2021/22	0	2025/26	15	NA	NA	NA	15	15	Attendance register Certificate of attendance Payment Voucher	**Method:** Documentary review. **Instrument:** Checklist	Quarterly	Training reports	Quarterly Annually	M&EU

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
88.	Number of M&E Unit staff provided with administrative and personnel services. *This indicator intends to examine the number of M&E Unit staff provided with administrative and personnel services.*	2021/22	0	2025/26	16	NA	NA	NA	16	16	Pay list Issue voucher Distribution list	**Method:** Documentary review. **Instrument:** Checklist	Quarterly	Quarterly progress report for M&E Unit Annual performance	Quarterly Annually	M&EU
89.	Number of schools registered *This indicator intends to measure number of schools registered.*	2021/22	25,715	2025/26	30,276	772	679	1,234	773	1,159	School Register Book Registration Certificates	**Method:** Documentary review **Instrument:** Checklist	Quarterly Annually	Quarterly progress report for CE	Quarterly Annually	CE
90.	Number of Database for registered schools and teachers' colleges updated *This indicator intends to measure number of Database for registered schools and teachers' colleges updated*	2021/22	1	2025/26	1	NA	NA	NA	1	1	School Accreditation System	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Quarterly progress report for CE	Quarterly Annually	CE

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
91.	Number of guideline based on (gifted and talented students; T/L language; use of English and Swahili language in T/L; and teachers' deployment) for Pre-primary, Primary, Secondary and non-formal education developed *This indicator intends to examine the number of guideline on gifted and talented students; T/L language; use of English and Swahili language in T/L; and teachers deployment) for Pre-primary, Primary, Secondary and non-formal education developed*	2021/22	0	2025/26	4	NA	NA	NA	2	2	Invitation letters/ minute sheet Attendance registration forms	**Methods:** Focus Group Discussion Interview **Instrument:** Checklist	Annually	Guideline development report Draft of the Guidelines developed	Annually	CE

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
92.	Number of guideline for Pre-primary, Primary, Secondary and Teacher Education reviewed *This indicator intends to measure the number of guideline reviewed*	2021/22	0	2025/26	10	NA	NA	NA	5	5	Invitation letters/ minute sheet Attendance registration forms	**Methods:** Focus Group Discussion Interview **Instrument:** Checklist	Annually	Guideline development report Draft of the Guidelines reviewed	Annually	CE
93.	Number of national Framework on curriculum, assessment and evaluation, Qualification and Awards Reviewed. *This indicator intends to measure the number of national framework for curriculum, assessment and evaluation, Qualification and Awards reviewed.*	2021/22	0	2025/26	3	NA	NA	NA	2	1	Invitation letters/ minute sheet Workshop registration forms	**Methods:** Focus Group Discussion Interview **Instrument:** Checklist	Quarterly	Annual progress report for CE	Quarterly Annually	CE

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
94.	Number of circulars for Pre-primary, Primary, Secondary and non-formal education developed. *This indicator intends to measure the number of circular for Pre-primary, Primary, Secondary and non-formal education developed*	2021/22	5	2025/26	19	5	5	5	2	2	Invitation letters/ minute sheet Attendance registration forms	**Methods:** Focus Group Discussion Interview **Instrument:** Checklist	Quarterly	Annual progress report	Quarterly Annually	CE

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
95.	Number of programs based on Vocational; Internship; Sign Language; Competence in Kiswahili and English Language and Life Long learning for Pre-primary, Primary, Secondary, special need, non-formal and Teacher Education established. *This indicator intends to measure the number of programs on Vocational; Internship; Sign Language; Competence in Kiswahili and English Language and Life Long learning for Pre-primary, Primary, Secondary, special need, non-formal and Teacher Education established*	2021/22	0	2025/26	5	NA	NA	NA	3	2	Attendance List Payment Voucher Certificate of Attendance	**Methods:** Focus Group Discussion Interview **Instruments:** Checklist	Quarterly	Annual progress report Training Report	Quarterly Annually	CE

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
96.	Number of programs for Adult and non-formal Education and in-service training reviewed. *This indicator intends to measure the number of programs for Adult and non-formal Education and in-service training reviewed*	2021/22	0	2025/26	3	NA	NA	NA	2	1	Attendance List Payment List Certificate of Attendance	**Methods:** Focus Group Discussion Interview **Instruments:** Checklist	Quarterly	Annual progress report Training Report	Quarterly Annually	CE
97.	Number of research on issues pertaining to pre-primary, primary, secondary and non-formal and special need education conducted. *This indicator intends to measure number of research conducted*	2021/22	0	2025/26	3	NA	1	NA	1	1	Introduction letters on Research permit Registration forms Research permit letter	**Methods:** Documentary Interview **Instrument:** Checklist	Quarterly	Annual progress report	Quarterly Annually	CE

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
98.	Number of stakeholders' engagement meeting in support education at primary, secondary, non-formal, special needs and teachers' education conducted *This indicator intends to measure the number of stakeholder engagement meetings*	2021/22	24	2025/26	64	8	8	8	8	8	Invitation letters/ minute sheet Meeting registra-tion forms Stakeholders rec-ommendations/ comments	**Method:** Focus Group Discussion **Instruments:** Questionnaire Checklist	Quarterly	Annual progress report	Quarterly Annually	CE
99.	Number of Education Week facilitated annually *This indicator intends to measure the number of Education Week facilitated annually*	2021/22	1	2025/26	1	1	1	1	1	1	Invitation letters/ minute sheet Event registration forms Payment Vouchers	**Method:** Focus Group Discussion **Instruments:** Questionnaire Checklist	Quarterly	Annual progress report	Quarterly Annually	CE

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
100.	Number of secondary school for Vocational and STEM subjects' infrastructure construction facilitated *This indicator intends to measure number of secondary school infrastructure constructed for Vocational and STEM subjects facilitated*	2021/22	9	2025/26	231	NA	NA	26	96	100	BOQ Fund Disbarment report Infrastructure constructed	**Method:** Observation **Instrument:** Checklist	Quarterly	Construction report	Quarterly	CE
101.	Number of LGAs facilitated with construction of school infrastructure *This indicator intends to measure number of LGAs facilitated with construction of school infrastructure*	2021/22	184	2025/26	184	184	184	184	184	184	BOQ Fund Disbarment report Infrastructure constructed	**Method:** Observation **Instrument:** Checklist	Quarterly	Construction report	Quarterly	CE

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
102.	Number of LGAs facilitated with rehabilitation of school infrastructure *This indicator intends to measure number of LGAs facilitated with rehabilitation of school infrastructure*	2021/22	9	2025/26	184	184	184	184	184	184	BOQ Fund Disbarment report Infrastructure constructed	**Method:** Observation **Instrument:** Checklist	Quarterly	Construction report	Quarterly	CE
103.	Number of secondary education teachers provided training on science and mathematics subjects *This indicator intends to measure number of secondary education teachers provided training on science and mathematics subjects*	2021/22	0	2025/26	40,000	NA	23,946	NA	16,054	NA	Invitation letters/ minute sheet Event registration forms Payment Vouchers	**Method:** Focus Group Discussion **Instruments:** Questionnaire Checklist	Quarterly	Annual progress report	Quarterly Annually	CE

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
104.	Number of primary and secondary teachers provided training on safe school component *This indicator intends to measure number of primary and secondary teachers provided training on safe school, component*	2021/22	1	2025/26	8,800	NA	NA	4,484	4,000	1,000	Invitation letters/ minute sheet Event registration forms Payment Vouchers	**Method:** Focus Group Discussion **Instruments:** Questionnaire Checklist	Quarterly	Annual progress report	Quarterly Annually	CE
105.	Number of primary and secondary teachers provided training on guidance and counselling *This indicator intends to measure number of primary and secondary teachers provided training on guidance and counselling*	2021/22	1	2025/26	12,731	NA	3,320	4,349	NA	7,749	Invitation letters/ minute sheet Event registration forms Payment Vouchers	**Method:** Focus Group Discussion **Instruments:** Questionnaire Checklist	Quarterly	Annual progress report	Quarterly Annually	CE

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
106.	Number of primary and secondary schools and provided capacity on Integration of ICT in teaching and learning *This indicator intends to measure number of teachers in primary and secondary schools provided training on Integration of ICT in Teaching and Learning*	2021/22	1	2025/26	2,300	NA	NA	1,700	400	200	Invitation letters/ minute sheet Event registration forms Payment Vouchers	**Method:** Focus Group Discussion **Instruments:** Questionnaire Checklist	Quarterly	Annual progress report	Quarterly Annually	CE
107.	Number of primary education teachers provided training on early education component *This indicator intends to measure number of primary education teachers provided training on early education component*	2021/22	1	2025/26	12,000	NA	NA	NA	3,000	9,000	Invitation letters/ minute sheet Event registration forms Payment Vouchers	**Method:** Focus Group Discussion **Instruments:** Questionnaire Checklist	Quarterly	Annual progress report	Quarterly Annually	CE

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
108.	Number of education implementers (DEO, REOs, SQAs and Head Teacher) provided training on good governance in education *This indicator intends to measure number of education implementers (DEO, REOs, SQAs and Head Teacher) provided training on good governance in education*	2021/22	1	2025/26	19,400	NA	NA	9,571	8,617	1,212	Invitation letters/ minute sheet Event registration forms Payment Vouchers	**Method:** Focus Group Discussion **Instruments:** Questionnaire Checklist	Quarterly	Annual progress report	Quarterly Annually	CE

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
109.	Number of education implementers (SLO and DEOs) provided training on school wash guideline and menstrual hygiene management annually *This indicator intends to measure number of education implementers (SLO and DEOs) provided training on school wash guideline and menstrual hygiene management annually*	2021/22	1	2025/26	420	420	420	420	420	420	Invitation letters/ minute sheet Event registration forms Payment Vouchers	**Method:** Focus Group Discussion **Instruments:** Questionnaire Checklist	Quarterly	Annual progress report	Quarterly Annually	CE
110.	Number of Education Institution (NECTA) facilitated on examination assessment annually *This indicator intends to measure number of Education Institution (NECTA) facilitated on examination assessment annually*	2021/22	1	2025/26	1	1	1	1	1	1	Invitation letters/ minute sheet Event registration forms Payment Vouchers	**Method:** Focus Group Discussion **Instruments:** Questionnaire Checklist	Quarterly	Annual progress report	Quarterly Annually	CE

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
111.	Number of Education Institution (TIE) facilitated on the production and distribution of textbooks annually *This indicator intends to measure number of Education Institution (TIE) facilitated on the production and distribution of textbooks annually*	2021/22	1	2025/26	1	1	1	1	1	1	Invitation letters/ minute sheet Event registration forms Payment Vouchers	**Method:** Focus Group Discussion **Instruments:** Questionnaire Checklist	Quarterly	Annual progress report	Quarterly Annually	CE
112.	Number of students facilitated to attend re-entry program *This indicator intends to measure number of students facilitated to attend re-entry program*	2021/22	1	2025/26	12,000	NA	3,000	3,000	3,000	3,000	Invitation letters/ minute sheet Event registration forms Payment Vouchers	Methods Focus Group Discussion Instruments Questionnaire Checklist	Quarterly	Annual progress report	Quarterly Annually	CE

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
113.	Number of circular and guideline for pre-primary to teacher education monitored annually *This indicator intends to measure the number of circular and guideline for pre-primary to teacher education monitored*	2021/22	1	2025/26	2	2	2	2	2	2	Minute sheet Event registration forms Payment Vouchers	**Method:** Focus Group Discussion **Instruments:** Questionnaire Checklist	Quarterly	Annual progress report	Quarterly Annually	CE
114.	Number of Essay Writing Competitions (SADC, EAC and 4Rs) secondary school students for improving their writing skills coordinated annually *This indicator intends to measure the number of Essay Writing Competition (SADC, EAC and 4Rs) secondary school students for improving their writing skills coordinated annually*	2021/22	0	2025/26	12	2	2	2	3	3	Workshop Registration form List of Essay Panel Makers List of Winners	**Method:** Documentary Review **Instrument:** Checklist	Quarterly	Workshop report	Quarterly Annually	CE

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
115.	Number of Commissioner for Education office staff provided with administrative and personnel services annually. *This indicator intends to examine the number of Commissioner for Education office staff provided with administrative and personnel services*	2021/22	85	2025/26	95	85	85	85	95	95	Pay list. Issue voucher Inventory list Distribution List	**Methods:** Interview Observation Documentary review **Instrument:** Checklist	Quarterly	Quarterly progress report	Quarterly Annually	CE
116.	Number of staff CE (HQ and TCs) provided with capacity building annually *This indicator intends to measure the of number of CE (HQ and TCs) staff provided with capacity building*	2021/22	1,326	2025/26	1,713	1,411	1,411	1,411	1,713	1,713	Attendance List Payment List Certificate of Attendance and Training Report	**Methods:** Interview Documentary review **Instrument:** Checklist	Annually	Annual Progressive Report	Quarterly Annually	CE

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
117.	Number of Commissioner for Education Institutions (TCs, TLSB, ADEM, TIE, NECTA and IAE) facilitated with operational cost annually *This indicator intends to measure the number of Commissioner for Education Institutions (TCs, TLSB, ADEM, TIE, NECTA and IAE) facilitated with operational cost annually*	2021/22	40	2025/26	40	40	40	40	40	40	Delivery Note	**Methods:** Interview Documentary review **Instrument:** Checklist	Quarterly	Quarterly progress report	Quarterly Annually	CE

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
118.	Number of students with special needs from Teachers colleges, FDCs and schools provided with special need education services annually *This indicator intends to measure number of students with special needs from Teachers colleges, FDCs and schools provided with special need education services annually*	2021/22	0	2025/26	406	NA	NA	NA	406	406	Delivery note	**Methods:** Observation Documentary review **Instrument:** Checklist	Quarterly	Quarterly progress report	Quarterly	CE

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
119.	Number of education implementers and students' teachers with special needs facilitated with capacity building on guidance and counselling, and inclusive education annually *This indicator intends to measure number of education implementers and students teachers with special needs facilitated with capacity building on guidance and counselling, and inclusive education annually*	2021/22	131	2025/26	1,924	131	131	131	700	700	Payment List Attendance registration List	**Methods:** Interview Documentary review **Instrument:** Checklist	Quarterly	Quarterly progress report Training Report	Quarterly Annually	CE

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
120.	Number of institutions (Schools, Teachers colleges and FDCs) visited to track implementation of crosscutting issues mainstreamed in the curriculum and learning assessment *This indicator intends to measure the number of institutions (Schools, Teachers colleges and FDCs) visited to track implementation of crosscutting issues mainstreamed in the curriculum and learning assessment*	2021/22	0	2025/26	641	NA	NA	NA	NA	641	List of crosscutting issues mainstreamed List of Institutions with mainstreamed crosscutting curriculum	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Quarterly progress report	Quarterly	CE

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
121.	Number of Teachers colleges provided with capacity building on environmental management services. *This indicator intends to measure number of Teachers colleges provided with capacity building on environmental management services.*	2021/22	0	2025/26	35	NA	NA	NA	NA	35	Attendance registration form List of participants Training report	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Quarterly progress report	Quarterly Annually	CE
122.	Number of education implementers from Region, LGAs and TCs provided with capacity building on school feeding program *This indicator intends to measure the number of implementers on school feeding program provided with capacity building*	2021/22	0	2025/26	245	NA	NA	NA	245	245	Attendance registration form List of participants Training report	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Quarterly progress report	Quarterly Annually	CE

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
123.	Number of Institutions (Schools, TCs, FDCs and ANFE Centres) visited for Whole School Visit *This Indicator intends to examine number of Institutions (Schools, TCs, FDCs and ANFE Centres) Visited for Whole School Visit*	2021/22	7,168	2025/26	6,962	8,039	6,649	8,381	6,715	6,962	List of school visited	**Methods:** Observation, Documentary review **Instrument:** Checklist.	Quarterly	Quarterly School Quality Assurance reports, Annual Performance	Quarterly Annually	DSQA
124.	Number of Institutions (Schools, TCs, FDCs and ANFE Centres) visited for Follow-up school visits. *This indicator intends to examine number of Institutions (Schools, TCs, FDCs and ANFE Centres) Visited for Follow-up*	2021/22	1,075	2025/26	8,874	1,932	641	2,709	1,257	1,260	SQA implementation monthly report	**Methods:** Observation, Documentary review **Instrument:** Checklist	Situational	Quarterly progress reports,	Quarterly Annually	DSQA

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
125.	Number of Action Researches on Quality Assurance in Primary, Secondary, and Teacher Education conducted annually *This indicator intends to measure number of Action Researches on Quality Assurance in Primary, Secondary, and Teacher Education conducted annually*	2021/22	3	2025/26	33	18	3	3	3	3	Pay list, Inventory list Voucher,	**Methods:** Documentary review Observation **Instruments:** Checklist	Quarterly	Quarterly progress reports,	Quarterly Annually	DSQA
126.	Number of School Quality Assurance Officers at MoEST HQ provided with administrative and personnel services annually *This indicator intends to measure number of School Quality Assurance officers at MoEST HQ provided with administrative and personnel services annually*	2021/22	18	2025/26	33	18	25	24	33	33	Pay list, Inventory list Voucher,	**Methods:** Documentary review Observation **Instrument:** Checklist	Quarterly	Quarterly progress reports,	Quarterly Annually	DSQA

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
127.	Number of SQA staff at Council and Regional provided with administrative and personnel services. *This Indicator intends to measure number of SQA staff at Council and Regional provided with administrative and personnel services*	2021/22	1,630	2025/26	1,668	1,630	1,668	1,668	1,668	1,668	Pay list, issue Distribution list	**Method:** Documentary Review. **Instrument:** Checklist	Quarterly	Quarterly progress reports,	Quarterly Annually	DSQA

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
127.	Number of education supervisors (REOs, DEOs and WEOs) facilitated with capacity building on School Quality Assurance system and School Quality Assurance Framework. *This Indicator intends to measure number of education supervisors (REOs, DEOs and WEOs) facilitated with capacity building on School Quality Assurance system and School Quality Assurance Framework*	2021/22	0	2025/26	6,051	NA	NA	NA	3,025	3,026	Attendance registration Certificate of attendance payment voucher	**Method:** Documentary Review. **Instrument:** Checklist	Quarterly	Quarterly progress reports, training report	Quarterly Annually	DSQA

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
128.	Number of staff in HLIs facilitated with capacity building for professional development *This indicator intends to measure the number of staff in HLIs facilitated with capacity building for professional development*	2021/22	4,664	2025/26	13,190	2,779	2,127	2,235	693	692	Registration, Attendance sheet Timetable Certificate of attendance Payment voucher	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Capacity building report for Higher education Division	Quarterly Annually	DHE
129.	Number of establishment of teaching and learning factories in higher learning institutions facilitated *This indicator aims to measure the number of establishment of teaching and learning factories in higher learning institutions facilitated*	2021/22	0	2025/26	2	NA	NA	NA	1	1	Schedule of materials Site logbooks Minutes of site meetings Factories/ infrastructures	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Quarterly progress report for DHE	Quarterly Annually	DHE

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
130.	Number of HLIs facilitated with digitalized teaching and learning, and management services. *This indicator intends to examine the number of HLIs facilitated with digitalized in teaching and learning, and management services.*	2021/22	1	2025/26	14	NA	NA	4	5	5	System requirements specification document Contract Handover reports Participant list	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Quarterly progress report for DHE	Quarterly Annually	DHE
131.	Number of guidelines for identification and development of talented and gifted students in Higher Education developed *This indicator aims to examine the number of guidelines for identification and development of talented and gifted students in Higher Education developed*	2021/22	0	2025/26	1	NA	NA	NA	1	NA	Concept note Registration sheet and Attendance sheet, Playlist	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Quarterly progress report for DHE	Quarterly Annually	DHE

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
132.	Number of Higher Education Forum in collaboration with Higher Education stakeholders conducted *This indicator aims to determine the number of Higher Education Forum conducted by the ministry*	2021/22	0	2025/26	2	NA	NA	NA	1	1	Attendances sheet	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Report on higher education forum Quarterly progress report for DHE	Quarterly Annually	DHE
133.	Number of Higher Learning Institutions facilitated with infrastructure construction *This indicator aims to measure the number of Higher learning Institutions facilitated with infrastructure construction*	2021/22	14	2025/26	14	14	14	14	14	14	Building permit Certificates of completion Delivery note Receipt and tax invoice	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Report on construction of infrastructures	Quarterly Annually	DHE

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
134.	Number of Higher Learning Institutions facilitated with infrastructure rehabilitation *This indicator aims to measure the number of Higher Learning Institutions facilitated with infrastructure rehabilitation*	2021/22	14	2025/26	14	14	14	14	14	14	Building permit Certificates of completion Delivery note Receipt and tax invoice	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Report on construction of infrastructures	Quarterly Annually	DHE
135.	Number of students provided with international scholarships in various programs *This indicator aims to measure the number of students provided with international scholarships in various programs*	2021/22	432	2025/26	1,319	111	128	193	215	240	List of scholarship beneficiaries	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Report on provision of international Scholarship	Quarterly Annually	DHE

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
136.	Number of students (Diploma, Undergraduate and Postgraduate) in HLIs facilitated with access to Higher Education loans. *This Indicator intends to measure number of students (Diploma, Undergraduate and Postgraduate) in HLIs facilitated with access to Higher Education loans.*	2021/22	177, 777	2025/26	265,245	177, 982	202, 877	231, 951	264, 245	265, 245	List of Higher Education loans beneficiaries	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Report on provision of Higher Education loans	Quarterly Annually	DHE
137.	Number of students in STEM priority programs facilitated with Samia scholarships *This indicator aims to measure the number of Students in STEM priority programs facilitated with Samia scholarships*	2021/22	0	2025/26	3,354	NA	642	1,220	3,025	3,354	List of Samia Scholarship beneficiaries	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Samia scholarship reports for DHE	Quarterly Annually	DHE

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
138.	Number of Higher Education Week facilitated annually *This indicator aims to measure the number of Higher Education Week facilitated annually*	2021/22	1	2025/26	1	1	1	1	1	1	Attendances Sheet, certificates of attendance Payment voucher	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Training report	Quarterly Annual	DHE
139.	Number of staff in Higher Learning Institutions facilitated to attend degree program to upgrade their capacity *This indicator aims to measure number of staff in Higher Learning Institutions facilitated to attend degree program to upgrade their capacity*	2021/22	0	2025/26	1,100	NA	NA	NA	526	574	Certificates of attendance, Payment voucher, Admission letter	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Training report	Quarterly Annual	DHE

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
140.	Number of students in Higher Learning Institutions facilitated to participate in internship/ apprenticeship/ attachments / fellowship/ form of placement in industries/ companies/ research institution *This indicator aims to measure number of students in Higher Learning Institutions facilitated to participate in internship/ apprenticeship/ attachments / fellowship/ form of placement in industries/ companies/ research institution*	2021/22	0	2025/26	131,804	NA	25,715	31,115	47, 628	27, 000	Certificates of attendance, Payment voucher, Admission letter	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Training report	Quarterly Annual	DHE

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
141.	Number of staff of the Higher Education Department facilitated with capacity building on higher education *This indicator aims to measure number of staff in higher education department facilitated with capacity building on higher education*	2021/22	11	2025/26	16	11	15	16	16	16	Attendances Sheet, certificates of attendance Payment voucher	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Training report	Quarterly Annual	DHE
142.	Number of staff of Higher Education Department provided with administrative and personnel services annually *This indicator aims to measure the number of staff provided with administrative and personnel services, and working facilities.*	2021/22	14	2025/26	23	14	18	22	23	23	Pay list Issues voucher Food and refreshment distribution list	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Quarterly progress report for DHE	Quarterly Annually	DHE

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
143.	Number of Public Universities facilitated with the operational costs annually *This indicator aims to measure the Public Universities provided with the operational costs annually*	2021/22	3	2025/26	3	3	3	3	3	3	Payment vouchers List of universities	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Disbursement report	Quarterly Annually	DHE
144.	Number of students and staff in HLIs provided awareness seminars on Gender Based Violence issues *This indicator aims to measure the number of students and staff in HLIs provided awareness seminars on Gender Based Violence issues*	2021/22	1,154	2025/26	5,054	NA	NA	NA	1,950	1,950	Registration sheet and attendance sheet,	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Seminars report on Gender Based Violence issues	Quarterly Annually	DHE

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
145.	Number of guideline for addressing cross cutting issues in 49 Higher Learning Institutions developed *This indicator aims to measure number of guidelines developed for addressing cross cutting issues in 49 Higher Learning Institutions*	2021/22	0	2025/26	1	NA	NA	NA	1	NA	TORs for reviewing guidelines Registration sheet Attendance sheet pay list	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Report on guidelines development	Quarterly Annually	DHE
146.	Number of Higher learning students with special needs facilitated with special need education services *This indicator aims to measure number of Students with special need HLIs provide with special need education services*	2021/22	0	2025/26	615	410	418	189	615	615	List of students provided special need services	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Report on the provision of special need HLIs provide with special need education services	Quarterly Annually	DHE

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
147.	Number of new TVET Institutions (VETA) constructed *This indicator intends to measure the number of new TVET Institutions constructed*	2021/22	0	2025/26	70	NA	NA	65	4	1	Schedule of materials, Minutes of site meetings Site logbooks, Payment voucher	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Quarterly progress report for DTVET, TVET construction report	Quarterly Annually	DTVET
148.	Number of Folk Development Colleges (FDCs) rehabilitated *This Indicator intends to measure the number of Folk Development Colleges(FDCs) rehabilitated*	2021/22	40	2025/26	54	14	NA	NA	NA	NA	Schedule of materials, Minutes of site meetings, Site logbooks, Payment voucher	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Quarterly progress report for DTVE Rehabilitation report	Quarterly Annually	DTVET
149.	Number of RVTSC transformed to TVET Teachers Training Colleges. *This Indicator intend to measure the number of RVTSC transformed to TVET Teachers Training Colleges*	2021/22	0	2025/26	3	NA	NA	NA	3	NA	Concept note, Schedule of materials, Minutes of site meetings, Site logbooks, Payment voucher	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Quarterly progress report for DTVET	Quarterly Annually	DTVET

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
150.	Number of Teacher Colleges (TCs – Mtwara K, Mtwara U) transform and to Vocational and Technical Teacher Colleges (VTTC) facilitated. *This Indicator intend to measure the number of number of Teacher Colleges (TCs – Mtwara K and Mtwara U) transformed to Vocational and Technical Teacher Colleges (VTTC) facilitated*	2021/22	0	2025/26	3	NA	NA	NA	3	NA	Concept note, Schedule of materials, Minutes of site meetings, Site logbooks, Payment voucher	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Quarterly progress report for DTVET	Quarterly Annually	DTVET
151.	Number of guideline for Skills mapping in priority sectors for improvement of TVET developed *This Indicator intends to measure the number of guideline for Skills mapping in priority sectors for improvement of TVET developed*	2021/22	0	2025/26	4	NA	NA	NA	NA	4	Attendance sheet, Payment voucher Concept note	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Guideline development report, Quarterly progress reports for DTVET	Quarterly Annually	DTVET

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
152.	Number of TVET Institutions facilitated with digitalized teaching and learning, and management services *This indicator intends to measure the number of TVET Institutions facilitated with digitalized teaching and learning, and management services*	2021/22	0	2025/26	2	NA	NA	NA	1	1	System requirements specification document, MoU/ contract Handover reports, Participant list	**Method:** Documentary review **Instruments**: Checklist	Quarterly	Quarterly progress reports for DTVET	Quarterly Annually	DTVET
153.	Number of National Guidelines for Recognition of Prior Learning Assessment (RPLA) in Tanzania developed *This indicator intends to measure the number of National Guideline for Recognition of Prior Learning Assessment (RPLA) in Tanzania developed*	2021/22	0	2025/26	1	NA	NA	NA	NA	1	Concept note, Registration sheet, Attendance sheet, Pay list	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Guideline development report,	Quarterly Annually	DTVET

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
154.	Number of TVET institutions (ATC and DIT-Mwanza) facilitated with establishment of teaching and learning factories *This indictor intends to measure the number of TVET institutions (ATC and DIT-Mwanza) facilitated with establishment of teaching and learning factories*	2021/22	0	2025/26	2	NA	NA	NA	NA	2	Attendances Sheet, certificates of attendance Payment voucher	Methods Documentary review Instruments Checklist	Quarterly	Quarterly progress reports for DTVET	Quarterly Annually	DTVET
155.	Number of Education and Skills Week facilitated annually *This Indicator intend to examine number of Education and Skills Week facilitated annually*	2021/22	1	2025/26	1	1	1	1	1	7	Attendance sheet Payment voucher	Methods Documentary review Instruments Checklist	Quarterly	Quarterly progress reports for DTVET	Quarterly Annually	DTVET

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
156.	Number of beneficiaries/ trainees of skills development facilitated annually *This Indicator intend to measure number of number of beneficiaries/ trainees of skills development facilitated annually*	2021/22	10, 000	2025/26	40,000	NIL	10, 000	NIL	NIL	20, 000	Attendance sheet Payment voucher	**Method:** Documentary review **Instrument**: Checklist	Quarterly	Quarterly progress reports for DTVET	Quarterly Annually	DTVET
157.	Number of TVET staff facilitated to attend Regional and International meetings. *This Indicator intend to determine the number of TVET staff facilitated to attend Regional and International meetings*	2021/22	0	2025/26	7	7	4	5	6	7	Attendance sheet Payment voucher	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Quarterly progress reports for DTVET	Quarterly Annually	DTVET

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
158.	Number of linkages between TVET institutions and industries increased *This indicator intends to measure the number of linkages between TVET institutions and industries increased*	2021/22	13	2025/26	30	NA	NA	NA	9	8	MoU signed	**Method:** Documentary review **Instrument** Checklist	Quarterly	Quarterly progress report for DTVET	Quarterly and Annually	DTVET

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
159.	Number of staff in the Technical and Vocational Education and Training Division and FDCs provided with administrative and personnel services annually This indicator intends to measure number of staff in the Technical and Vocational Education and Training Division and FDCs provided with administrative and personnel services annually	2021/22	551	2025/26	636	551	587	594	636	636	Pay list, Distribution list, issue voucher	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Quarterly progress report for DTVET	Quarterly and Annually	DTVET

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
160.	Number of TVET Staff (HQ and FDCs) facilitated with capacity building on structural design, architectural drawing, cost estimation, curriculum and pedagogy. *This indicator intends to measure the number of TVET Staff (HQ and FDCs) facilitated with capacity building on structural design, architectural drawing, cost estimation, curriculum and pedagogy.*	2021/22	324	2025/26	322	324	354	226	322	322	Attendance register, certificate of attendance timetable	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Quarterly progress report for DTVET	Quarterly progress report for DTVET	DTVET
161.	Number of TVET Institutions facilitated with operational cost. *This indicator tends to measure the number of TVET Institutions facilitated with Operational cost annually*	2021/22	56	2025/26	56	56	56	56	56	56	Payment vouchers, list of TVET Institutions facilitated Operational cost	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Disbursement report	Quarterly Annually	DTVET

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
162.	Number of guideline for addressing cross cutting issues in TVET Institutions developed *This indicator intends to measure the number of guideline for addressing cross cutting issues in TVET Institutions developed*	2021/22	0	2025/26	1	NA	NA	NA	NA	1	Issue vouchers, distribution list	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Distribution report	Quarterly Annually	DTVET
163.	Number of FDCs provided with capacity building on environmental management services *This indicator intends to measure the number of FDCs provided with capacity building on environmental management services*	2021/22	0	2026	54	NA	54	54	54	54	Delivery note, Pay list, payment vouchers	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Quarterly progress report for DTVET	Quarterly Annually	DTVET

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
164.	Number of guidelines for promoting digital education at all levels of education developed *This indicator aims to measure number of guidelines for promoting digital education at all levels of education developed*	2021/22	0	2025/26	4	N/A	N/A	1	3	NA	Concept note Attendance sheet Payment vouchers	**Methods:** Documentary review Interview Focus group discussion **Instrument:** Checklist	Quarterly	Quarterly progress reports, Annual Performance	Quarterly Annually	DSTI
165.	Number of institutions provided with capacity building on integration of STI issues into curricular *This indicator intends to measure number of HLIs provided with capacity building on integration of STI issues into curricular*	2021/22	0	2025/26	124	NA	NA	NA	124	124	Delivery note, Pay list, payment vouchers	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Quarterly progress report for DTVET	Quarterly Annually	DSTI

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
166.	Number National Strategy for Promotion of Diaspora Engagement in STI developed *This indicator intends to measure number National Strategy for Promotion of Diaspora Engagement in STI developed*	2021/22	0	2025/26	1	NA	NA	NA	NA	1	List of stake holders	**Methods:** Documentary review Interview **Instruments:** Checklist Questionnaire	Quarterly	Quarterly progress reports, Annual Performance	Quarterly Annually	DSTI
167.	Number of National STI Cooperation Framework developed *This indicator aims to measure number of National STI Cooperation Framework and Action Plan developed*	2021/22	0	2025/26	1	NA	NA	NA	NA	1	List of stake holders	**Methods:** Documentary review Interview **Instruments:** Checklist Questionnaire	Quarterly	Quarterly progress reports, Annual Performance	Quarterly Annually	DSTI

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
168.	Number of Inter-Ministerial Science, Technology and Innovation (STI) Platforms established *This indicator intend to examine Inter-Ministerial Science, Technology and Innovation (STI) Platforms established*	2021/22	0	2025/26	1	NA	NA	NA	1	NA	List of stake holders	**Methods:** Documentary review Interview **Instruments:** Checklist Questionnaire	Quarterly	Quarterly progress reports, Annual Performance	Quarterly Annually	DSTI
169.	Number of High-level National Incubation Program for nurturing exceptionally intelligent and talented Tanzanians in engineering and technology established *This indicator intend to examine number of High-level National Incubation Program for nurturing exceptionally intelligent and talented Tanzanians in engineering and technology established*	2021/22	0	2025/26	1	NA	NA	NA	1	NA	List of stake holders	**Methods:** Documentary review Interview **Instruments:** Checklist Questionnaire	Quarterly	Quarterly progress reports, Annual Performance	Quarterly Annually	DSTI

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
170.	Number of Science and Technology Institutions facilitated with construction *This indicator aims to measure number of institutions Science and Technology Institutions facilitated with construction*	2021/22	5	2025/26	5	5	5	5	5	5	Building permit Certificates of completion Delivery note Receipt and tax invoice	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Report on construction of infrastructures	Quarterly Annually	DSTI
171.	Number of Science and Technology Institutions facilitated with rehabilitation *This indicator aims to measure number of institutions Science and Technology Institutions facilitated with rehabilitation*	2021/22	5	2025/26	5	5	5	5	5	5	Building permit Certificates of completion Delivery note Receipt and tax invoice	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Report on construction of infrastructures	Quarterly Annually	DSTI

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
172.	Number of Science, Technology and Innovation Week facilitated annually *This indicator intends to measure number of Science, Technology and Innovation Week facilitated annually*	2021/22	1	2025/26	1	1	1	1	1	1	Concept Note, Payment Vouchers, Invitations, Attendance list	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Report on construction of infrastructures	Quarterly Annually	DSTI
173.	Number of institutions (HLIs and R&D) provided with capacity building on establishment of Technology Stations, Spin-off Companies and accreditation of research facilities *This indicator aims to measure number of institutions (HLIs and R&D) provided with capacity building on establishment of Technology Stations, Spin-off Companies and accreditation of research facilities*	2021/22	0	2025/26	59	NA	NA	NA	59	59	Pay list, payment vouchers	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Quarterly progress report for DSTI	Quarterly Annually	DSTI

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
174.	Number of Guideline for establishment of the State-of-the-Art National Reference Research Laboratories developed *This indicator intend to measure number of Guideline for establishment of the State-of-the-Art National Reference Research Laboratories developed*	2021/22	0	2025/26	1	NA	NA	NA	NA	1	List of stake holders	**Methods:** Documentary review Interview **Instruments:** Checklist Questionnaire	Quarterly	Quarterly progress reports, Annual Performance	Quarterly Annually	DSTI
175.	Number of State-of-the-Art National Reference Research Laboratories facilitated *This indicator intend to examine number of supported State-of-The-Art National Reference Research Laboratories facilitated*	2021/22	0	2025/26	5	NA	1	1	2	1	BoQ/Schedule of material Payment voucher Building permit	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Quarterly progress reports, Annual Performance	Quarterly Annually	DSTI

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
176.	Number of guidelines for supporting Folk Development Colleges (FDCs) on Science, Technology and Innovation developed *This indicator intend to measure number of guidelines for supporting Folk Development Colleges (FDCs) on Science, Technology and Innovation developed*	2021/22	0	2025/26	1	NA	NA	NA	NA	1	List of stake holders	**Method:** Documentary review Interview **Instrument:** Checklist Questionnaire	Quarterly	Quarterly progress reports, Annual Performance	Quarterly Annually	DSTI

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
177.	Number of Folk Development Colleges (FDCs) upgraded to serve as Regional/ Zonal Technology Innovation Support Centres facilitated This indicator aims to measure number of Folk Development Colleges (FDCs) to upgraded to serve as Regional/ Zonal Technology Innovation Support Centres facilitated	2021/22	0	2025/26	12	NA	NA	NA	6	6	BoQ/Schedule of material Payment voucher Building permit	Method: Documentary review Instrument: Checklist	Quarterly	Quarterly progress reports, Annual Performance	Quarterly Annually	DSTI
178.	Number of a National STI Master Plan developed *This indicator intend to measure number of National STI Master Plan developed*	2021/22	0	2025/26	1	NA	NA	NA	1	NA	List of stake holders	**Methods:** Documentary review Interview **Instruments:** Checklist Questionnaire	Quarterly	Quarterly progress reports, Annual Performance	Quarterly Annually	DSTI

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
179.	Number of National Technology Roadmap developed *This indicator intend to measure number of National Technology Roadmap developed*	2021/22	0	2025/26	1	NA	NA	NA	1	NA	List of stake holders	**Methods:** Documentary review Interview **Instruments:** Checklist Questionnaire	Quarterly	Quarterly progress reports, Annual Performance	Quarterly Annually	DSTI
180.	Number of database of prominent researchers/ staff with strong track record in attracting STI resources and roadmap for their deployment developed *This indicator intends to measure number of database of prominent researchers/ staff with strong track record in attracting STI resources and roadmap for their deployment developed*	2021/22	0	2025/26	1	N/A	NA	N/A	1	NA	Attendance sheet Concept note Payment voucher	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Quarterly progress reports, Annual Performance STI policies, laws and guidelines review report	Quarterly Annually	DSTI

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
181.	Number of DSTI staff provided with administrative and personnel services *This indicator intends to assess the number of DSTI staff provided with administrative and personnel services*	2021/22	12	2025/26	18	12	14	17	18	18	STI administrative and personnel service report	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Quarterly progress reports, Annual Performance	Quarterly Annually	DSTI
182.	Number of Science and Technology institutions provided with operational cost annually *This indicator intends to assess the number of Science and Technology institutions staff provided with operational cost annually*	2021/22	5	2025/26	5	5	5	5	5	18	STI administrative and personnel service report	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Quarterly progress reports, Annual Performance	Quarterly Annually	DSTI

S/N	Indicator & Indicator Description	Baseline		Cumulative Target value		Indicator Target Value					Data Collection Method and Analysis			Means of Verification	Frequency of Reporting	Responsibility of Data Collection
		Date	Value	Date	Value	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Data Source	Data Collection Methods and Instruments	Frequency of Data Collection			
183.	Number of capacity building on STI issues facilitated to DSTI staff facilitated *This indicator intends to assess the number of Capacity building on STI issues facilitated to 17 DSTI staff facilitated*	2021/22	12	2025/26	14	12	12	13	14	14	STI administrative and personnel service report Payment vouchers	**Method:** Documentary review **Instrument:** Checklist	Quarterly	Quarterly progress reports, Annual Performance	Quarterly Annually	DSTI

4.8. Planned Reviews

The planned reviews examine the progressive status of the implementation of the strategic plan. It covers the rapid appraisals, plan review meetings and review plan. The planned reviews are presented below.

4.8.1 Rapid Appraisal

A rapid appraisal plan describes rapid studies and assessments that are intended to be conducted to supply needed information in a timely and cost-effective manner for efficient decision making during the implementation of the plan. The Rapid Appraisal Plan is illustrated in Table 7.

Table 7: Rapid Appraisal

No.	Rapid Appraisal	Description	Appraisal Questions	Methodology	Timeframe	Responsible Directorate/ Units
1	Service delivery survey	This appraisal intends to assess the satisfaction level of the community with services delivered by the ministry	What is the level of community satisfaction and dissatisfaction with the tservice delivery?	**Methods:** i. Interview. ii. Observation. iii. Documentary review. iv. Focus group discussion. **Instruments:** i. Checklist ii. Questionnaire	2025	DPP
2	Implementation of New curriculum based in Vocational education	The study aims to evaluate the implementation of a curriculum based on Vocational education	How many schools established/ rehabilitated for the implementation of vocational education? How many schools implementing Vocational education? How many Students enrolled in vocational education including those with special needs?	**Methods:** i. Interviews ii. Group discussions iii. Observation, iv. Documentary review **Instruments:** i. Checklist ii. Questionnaire	Annually	CE

No.	Rapid Appraisal	Description	Appraisal Questions	Methodology	Timeframe	Responsible Directorate/ Units
3	Study on Mainstreaming of cross-cutting issues in education,	The study will focus mainstreaming cross cutting issues on education	How many cross-cutting issues mainstreamed in the curriculum? Did stakeholders engage effectively with cross cutting issues based on education? How many students with disabilities facilitated with support services by June, 2026?	**Methods:** i. Interviews. ii. Group discussions. iii. Observation. iv. Documentary review **Instruments:** i. Checklist ii. Questionnaire	Annually	CE, DHE and DTVET
4	Policy implementation assessment	The study will assess the implementation of the policies to inform new policy direction and issues for information and improvement	To what extent are existing policies address the current and future education, science, technology and Innovation needs and respond to national priorities?	**Methods:** i. Desk review ii. Interview iii. Observation **Instruments:** i. Checklist ii. Questionnaire	Quarterly	DPP
5	Assessment of Samia Scholarship	The study will assess stakeholder's opinions on the criteria for accessing Samia Scholarship and student's performance sustainability	Why do students fail to maintain required GPA standard while continuing with study in Higher Learning Institutions?	**Methods:** i. Survey ii. Interview iii. Focal group discussion **Instruments:** Questionnaires	Annually	DHE
6	Study on stakeholders' opinion for the preparation of guideline on identification and development of talented and gifted students in Higher Learning Institutions	The appraisal intends to assess stakeholders' opinions on the preparation of guideline for identification and development of gifted and talented students in HLIs	What are the stakeholders' opinions on the preparation of guideline for identification and development of gifted and talented students in HLIs?	**Methods:** i. Survey ii. Interview iii. Focal group discussion **Instruments:** Questionnaires	Annually	DHE

No.	Rapid Appraisal	Description	Appraisal Questions	Methodology	Timeframe	Responsible Directorate/ Units
7	Assessment of the CAG report	This appraisal intends to asses CAG audit rec-ommendations	i. What were the CAG recommen-dations? To what extent CAG audit recom-mendation has been complied	**Methods:** i. Observation. ii. Documentary. review iii. Interview. **Instruments:** Checklist	Annually	CIA
8	Baseline Sector Survey Performance	This appraisal intends to assess the sector's performance for five years	What is the performance of the sector on Service delivery	**Methods:** i. Observation. ii. Documentary review. iii. Interview. iv. Focus Group Discussion. **Instruments:** i. Checklist ii. Questionnaire	2025	M&E

4.8.2. Plan Review Meeting

Plan review meetings involve various meetings that will be conducted to track progress on the milestones, activities, and targets critical for the achievement of the MoEST objectives. MoEST shall conduct 13 meetings aimed at tracking indicators in the implementation of this strategic plan. The type of meetings, frequency, designation of the chairperson, and participants in each meeting as illustrated in Table 8.

Table 8: Plan Review Meeting

No.	Types of Meeting	Frequency	Designation of Chairperson	Participants
1	Ministry Meeting	Quarterly	Minister for Education Science and Technology	Management and affiliated Institutions
2	Management meeting	Monthly	Permanent Secretary	Heads of Departments/ Units
3	Staff meeting	Semi Annual	Permanent Secretary	All staff
4	Workers Council	Semi Annual	Permanent Secretary	Workers Council members
5	Audit Committee meeting	Quarterly	Audit Committee Chairperson	Committee members
6	Budget Committee meeting	Quarterly	Director of Policy and Planning	Sub Vote Warrant Holders
7	Education Sector Development Committee meeting	Quarterly	Co-chaired Permanent Secretaries for PO – RALG and MoEST, DPG – Chair and TEN/MET – Chair	ESDC members
8	Directorate/Unit Meeting	Monthly	Head of Department/Unit	Department/Unit
10	Tender Board Meeting	Quarterly	Appointed Chairman	Committee members
11	HIV/AIDS and Non-Communicable Diseases Meeting	Quarterly	Director of Human Resource Management	Committee members
12	Integrity Committee	Quarterly	Director of Human Resource Management	Committee members
13	Entry and Exit Audit Meeting	Annually	Permanent Secretary	All department/Unit

4.8.3. Review Plan

The strategic plan shall be changed and updated (reviewed) regularly to reflect changing circumstances within the five-year implementation cycle. There shall be minor plan reviews on an annual basis, a mid-term review conducted in the middle of plan implementation, and a terminal review at the end of plan implementation. The review plan is presented in Table 8.

Table 9: Review Plan

No.	Years	Planned Review	Time Frame	Responsible Division/ Unit
1	2021/22	Annual Review	June 2022	DPP
2	2022/23	Annual Review	June 2023	
3	2023/24	Mid Review	June 2024	
4	2024/25	Annual Review	June 2025	
5	2025/26	Terminal Review	June 2026	

4.9. Evaluation Plan

The strategic plan for the Ministry of Education Science and Technology shall be assessed to track the extent to which the plan has induced expected outcomes. The description of each study, the methodology, the timeframe, responsible units, and the output of the evaluation studies are presented in the evaluation plan matrix (Table 9). During the evaluation, performance indicators (outcome indicators) or evidence that shows the extent of the strategic plan implementation progress shall be used. These will be a base to determine the success or failure of the plan in addressing issues identified during situation analysis.

Table 10: Evaluation Plan

S/N	Outcome Indicator	Type of Evaluation	Description	Evaluation Question	Methodology and instruments	Time frame	Responsible Department/ Unit	Output
A	HIV/AIDS infections and non-communicable diseases prevalence rate at the workplace.	Desk review	The study intends to assess awareness of non-communicable diseases and HIV/AIDS infection among the Ministry employees.	To what extent do the interventions on Non-Communicable Diseases, HIV, and AIDS Infections reduce prevalence at the workplace?	**Methods:** Documentary review. **Instruments:** Checklist.	June, 2026	DAHRM	Desk review report.
	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?	**Methods:** Health screening. Documentary review. **Instruments:** Checklist.	June, 2026	DAHRM	Desk review report.
	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?	**Methods**: Documentary review. **Instruments:** Checklist.	June, 2026	DAHRM	Desk review report.

S/N	Outcome Indicator	Type of Evaluation	Description	Evaluation Question	Methodology and instruments	Time frame	Responsible Department/ Unit	Output
B	Prevalence rate of corruption incidences at workplaces	Survey	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:** Checklist, Questionnaire.	June, 2026	DAHRM	Survey report.
	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?	**Methods:** Focus group discussion, Documentary review, Interview. **Instruments:** Checklist, Questionnaire.	June, 2026	DAHRM	Survey report.
	Level of change of perception on corruption incidences at work places.	Survey, Desk review	This study aims to assess the level of perception change on corruption incidences at work places. .	To what extent the anti-corruption interventions have brought changes on corruption incidences at work place	**Methods:** Focus group discussion, Documentary review, Interview. **Instruments:** Checklist, Questionnaire.	June, 2026	AHRM	Desk review report.

S/N	Outcome Indicator	Type of Evaluation	Description	Evaluation Question	Methodology and instruments	Time frame	Responsible Department/ Unit	Output
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 level of community accessibility to quality of education and training services at all levels?	**Methods:** Documentary review, Observation, Interview, Focus group discussion. **Instruments:** Checklist	June, 2026	CE DTVET DHE	Survey report.
	Level of competence 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.	Does graduates have required competencies to meet required labour market?	**Methods:** Interviews, Focus groups discussion. **Instruments:** Questionnaires.	June, 2026	CE DTVET DHE	Survey report.
	Stakeholders satisfaction rate on the education and training services delivery.	Survey	The study aims at assess the level of stakeholder satisfaction on education and training services delivered.	What is the level of stakeholder satisfaction on education and training services delivered from the ministry?	**Methods:** Interviews, Focus group discussion, Observation **Instruments:** Checklist, Questionnaires.	June, 2026	CE DTVET DHE	Survey report.
	Rate of skilled personnel at 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?	**Methods:** Documentary review, Focus group discussion, Interviews. **Instruments:** Checklist, Questionnaires.	June, 2026	CE DTVET DHE	Survey report.

S/N	Outcome Indicator	Type of Evaluation	Description	Evaluation Question	Methodology and instruments	Time frame	Responsible Department/ Unit	Output
D	Rate of stakeholders' engagement and collaboration at national, regional, and international.	Desk Review	The study aims to assess the engagement of stakeholders at national, regional and international education, science and technology.	What is the engagement level of stakeholders, at national, regional and international level in education, science and technology?	**Methods:** Documentary review. **Instruments:** Checklist.	June, 2026	DPP TVET DHE DSTI CE	Desk review report.
	Stakeholder contribution rate in education, science, and technology.	Desk Review	The study aims to assess the contribution of stakeholders in education, science and technology.		**Methods:** Documentary review. **Instruments:** Checklist.	June, 2026	DSTI	Desk review report.
E	Level of contribution of Science, Technology and Innovation in the socio-economic development.	Survey	The indicator aims to assess the level of contribution of science, technology and innovation in the socio-economic development.	What is the contribution of science, technology and innovation in the socio-economic development?	**Methods:** Documentary review, Interviews, Focus group discussion, Observation. **Instruments:** Questionnaire, Checklist.	Annually	DSTI	Survey study report.
	Level of involvement of stakeholders, in promotion of Science, Technology and Innovation.	Desk review	The indicator aims to assess involvement of stakeholders in promotion of science, technology and innovation.	What is the level of stakeholders involvement in promotion of science, technology and innovation.	**Methods:** Documentary review. **Instruments:** Checklist.	Annually	DSTI	Desk review report.
	Level of community creativity and innovativeness in socio-economic development.	Survey	The indicator aims to assess level of community creativity and innovativeness in socio-economic development.	What is the level of community creativity and innovativeness in socio-economic development?	**Methods:** Documentary review, Interviews, Observation. **Instruments:** Checklist, Questionnaire.	Annually	DSTI	Survey study report.

S/N	Outcome Indicator	Type of Evaluation	Description	Evaluation Question	Methodology and instruments	Time frame	Responsible Department/ Unit	Output
F	Rate of resources mobilized.	Desk review	The study intends to assess the level at which the Ministry achieved in mobilize resources and manages them for education, science and technology.	What is the level of the level to which the Ministry achieved in mobilizing resources and manages them for education, science and technology?	**Methods:** Documentary review. **Instruments:** Checklist.	June, 2026	DPP	Desk review report.
	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 rate of investment in education, science, and technology?	**Methods**: Interviews, Focus Group Discussion, Observation. **Instruments:** Checklist, Questionnaire.	June, 2026	DPP	Survey report.
	Rate of customer satisfaction in service delivery.	Survey Desk review	The study intends to assess the rate of customer satisfaction in service delivery.		**Methods:** Interview, Focus Group Discussion, Documentary review. **Instruments**: Checklist, Questionnaires.	June, 2026	DPP	Survey report Desk review report.

S/N	Outcome Indicator	Type of Evaluation	Description	Evaluation Question	Methodology and instruments	Time frame	Responsible Department/ Unit	Output
G	Rate of stakeholders' satisfaction on Services delivery.	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?	**Methods:** Interviews, Focus Group Discussion. **Instruments:** Checklist, Questionnaires.	June, 2026	DAHRM, DPP DTVET, DHE DSTI, CE M&EU, ICTU DSQA, PMU CIA, CA GCU and LSU	Survey Report.
	Level of Information, Communication, and Technology (ICT) use.	Survey	The aim of the survey is to assess the use of Information, Communication, and Technology (ICT) in education, science and technology.	What is the level of use of Information, Communication, and Technology (ICT) in education, science and technology?	**Methods:** Interviews, Observation. **Instruments:** Checklist, Questionnaires.	June, 2026	DAHRM, DPP DTVET, DHE DSTI, CE M&EU, ICTU DSQA, PMU CIA, CA GCU and LSU	Survey Report.
	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?	**Methods:** Interviews, Focus Group Discussion. **Instruments:** Checklist, Questionnaires.	June, 2026	DAHRM, DPP DTVET, DHE DSTI, CE M&EU, ICTU DSQA, PMU CIA, CA GCU and LSU	Survey report.

S/N	Outcome Indicator	Type of Evaluation	Description	Evaluation Question	Methodology and instruments	Time frame	Responsible Department/ Unit	Output
H	Rate of stakeholders' awareness on crosscutting issues.	Survey	This study intends to assess the rate of awareness of educational stakeholders' (Institutions) on gender, pandemic diseases, inclusive education, climate change, HIV and disabilities at all level of education and training integrating crosscutting issues in operation.	What is the rate of awareness of educational stakeholders' (Institutions) on gender, pandemic diseases, inclusive education, climate change, HIV and disabilities at all level of education and training integrating crosscutting issues in operation?	**Methods:** Interviews, Focus group discussion. **Instruments:** Questionnaire.	June, 2026	CE DAHRM DHE DTVET	Survey report.
	Level of integrating crosscutting issues in decision-making.	Survey	This study intends to assess the level of integration of gender, pandemic diseases, inclusive education, climate change, HIV and disabilities at all level of education and training.	To what extent all level of education and training have integrated gender, pandemic diseases, inclusive education, climate change, HIV and disabilities?	**Methods:** Observation, Interviews, Focus group discussion, Documentary review. **Instruments:** Questionnaire, Checklist.	June, 2026	CE DAHRM DHE DTVET	Survey report.
	Level of responsiveness of education system on crosscutting issues.	Survey	This study intends to assess the level of responsiveness of education systems in addressing cross-cutting issues.	What is the responsiveness rate of education systems in addressing cross-cutting issues?	**Methods:** Interviews, Focus group discussion. **Instruments:** Questionnaire, Checklist.	June, 2026	CE DAHRM DHE DTVET	Survey report.

S/N	Outcome Indicator	Type of Evaluation	Description	Evaluation Question	Methodology and instruments	Time frame	Responsible Department/ Unit	Output
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 environmental management practices at all levels of education?	**Methods:** Observation, Interviews. **Instruments:** Checklist, Questionnaires.	June, 2026	DAHRM CE DTVET DHE DSTI	Survey Report.
	Level of awareness on environmental issues at all levels of education.	Survey	The survey aims to assess awareness of environmental issues at all levels of education.	What is the awareness level on environmental issues at all levels of education?	**Methods:** Interviews, Observation. **Instruments:** Checklist, Questionnaires.	June, 2026	DAHRM CE DTVET DHE DSTI	Survey Report.
Y	Staff performance rate.	Survey	To assess staff performance in service delivery.	What is the staff performance rate in service delivery?	**Methods:** Documentary review, Observation, Focus group discussion. **Instruments:** Checklist, Questionnaire.	June, 2026	DSQA	Survey Report.
	Rate of feeding programs at all levels of education.	Survey	To assess the implementation of feeding programs at all levels of education.	What is the status of the implementing feeding programs at all levels of education?	**Methods:** Documentary review, Observation, Focus group discussion. **Instruments:** Checklist, Questionnaire.	June, 2026	DSQA	Survey Report.

4.10. 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 of the Medium Term Strategic Plan and Budget Plan Manual or as may be required from time to time. There shall be internal and external reporting plans are detailed in the following sub-sections.

4.10.1. Internal Reporting Plan

There shall be internal reports to control the periodic internal reporting system during the plan implementation period. In this case, there shall be Four (4) internal reports disseminated to a range of committees; these reports include a monthly progress report, quarterly report, midyear report, and annual report. These reports are indicated in the internal reporting plan in Table 10.

Table 11: Internal Reporting Plan

No.	Type of Report	Recipient	Frequency	Responsible Person
1.	Action Plan Progress Report	PS	Quarterly, and annually	Head of Department and Units
2.	Ministerial Audit Report	PS	Quarterly, and annually	Head of Department and Units
3.	Financial Statements Report	PS	Quarterly, and annually	Head of Department and Units
4.	Ministerial Performance Report	PS	Quarterly, and annually	Head of Department and Units

4.10.2. External Reporting Plan

There shall be Nine (9) external reports presented to different authorities, these involve performance report, progress report, ruling party manifesto implementation report, plan and budget implementation report, human resource report, internal audit/ auditing report, financial statement, education sector performance report, and implementation of government commitments to be submitted to various external stakeholders, including Ministry of Finance and Planning (MoFP), Prime Minister's Office (PMO), President Office – Public Service Management and Good Governance (PO-PSM), National Audit Office (NAO), Development Partners (DPs), the parliament and the general public. The reports will be prepared on a quarterly and annual or on-demand basis from time to time. The plan is detailed in Table 11.

Table 12: External Reporting Plan

No.	Type of Reports	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/NAO/ MoF	Semi-annually	Permanent Secretary
5	Human Resource Report	Po-PSM	Quarterly	Permanent Secretary
6	Internal Audit/ Auditing Report	MoF	Quarterly	Permanent Secretary
7	Financial Statement	MoF	Annually	Permanent Secretary
8	Implementation of Government Commitments	PMO	Semi-annually	Permanent Secretary
9	Education Sector Performance Report	PS/Education Stakeholders	Annually	Permanent Secretary

4.11. Relationship between Results Framework, Results Chain, M&E, and Reporting

4.11.1. Level 1 - Inputs

The first level of the Result Chain tracks the allocation and use of resources in various activities. Resources available will be reviewed on a weekly, monthly, or quarterly basis and will be reported in the respective implementation reports. At this level, indicator will focus on the number and quality of human resources available for various tasks, the amount of time dedicated to tasks by staff, and information flow between various levels. Indicators will also focus on time spent in resolving problems, quality and timeliness of decisions, staff timeliness as well as predictability of resource flow and the alignment of resource flow to the activities and outputs.

4.11.2. Level 2 - Activities

The second level of the Results Chain focuses on the realization of activities in the Strategic Plan and the linkage between activities and outputs. At this level, indicators will focus on processes, activity programming, and timeliness of implementation. Activities will be

reviewed on a weekly, monthly, or quarterly basis and will be reported in the respective implementation reports. The reports will focus on the quality and timeliness of the activities implemented and will inform corrective action if the activities are not being delivered on time, to the expected quality and if are not contributing to outputs.

4.11.3. Level 3 - Outputs

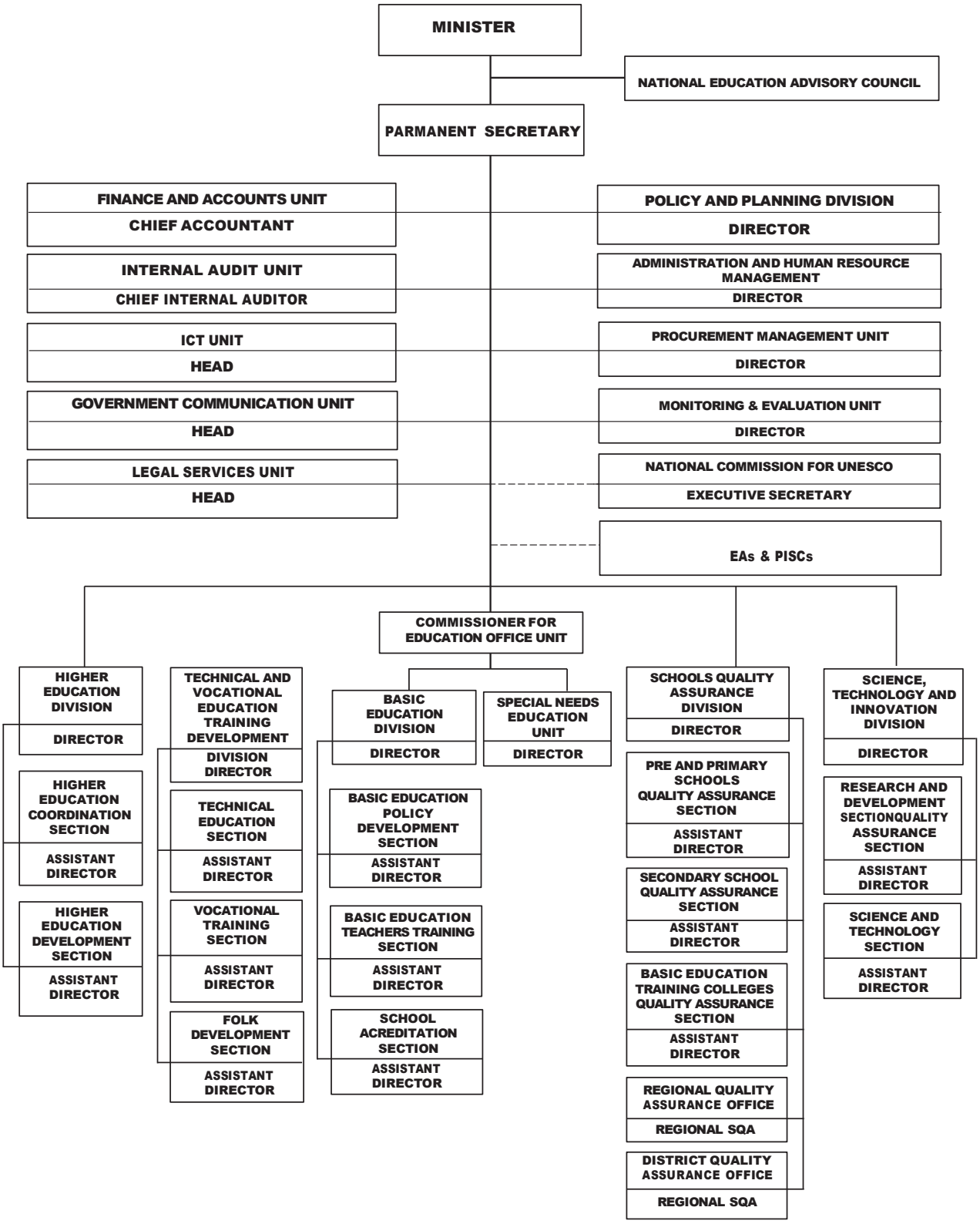
The third level of the Results Chain tracks the realization of the outputs that the Ministry produces and which are attributed solely to MoEST. The outputs at this level will be measured by output indicators and milestones. Data collection, analysis, and review of the outputs, milestones, and output indicators will be done quarterly and reported in quarterly reports. The reports will focus on how the outputs produced are contributing to the outcomes and will inform corrective action if the outputs are not being delivered on time, to the expected quality, and are not contributing to planned outcomes.

4.11.4. Level 4 - Outcomes

The fourth level of the Results Chain tracks the realization of the planned outcomes specified for each objective, though achievement of these outcomes may not be attributed to the Ministry alone as there will be several players contributing to these outcomes. These planned outcomes will be measured through outcome indicators whose data collection and analysis could be done annually. Indicators at this level are reported through the annual report or the five-year outcome report. The annual reports and the five years' outcome reports will be based on either sector or specific analytical/ evidence-based studies using national statistics. The reports will focus on benefits delivered to the Ministry's clients and other stakeholders.

ANNEXES

ANNEX 1: THE ORGANISATION STRUCTURE OF THE MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY (Approved by the President on 11th April, 2023.)



ANNEX 2: STRATEGIC PLAN MATRIX

Code	Strategic Objective	Strategies	Target	Key Performance Indicators		Responsible
				Output Indicators	Outcome Indicators	
A	Non-communicable diseases, HIV / AIDS infections reduced and supportive services improved	Strengthen programs and mechanisms to fight non-communicable diseases and HIV/AIDS at work place; Enhance supportive services to staff living with HIV/AIDS; and Strengthen Interventions to fight the spread of HIV / AIDS and Non-Communicable Diseases.	Capacity building on HIV / AIDS and Non-Communicable Diseases (NCD) provided to 50 MoEST staff (HQ, TCs, SQAOs and FDCs) annually by June, 2026	Number of staff provided with capacity building on HIV / AIDS and Non-Communicable Diseases (NCD) annually.	HIV/AIDS infections and non-communicable diseases prevalence rate at workplace; and Rate of new cases HIV infection and non-communicable diseases at the workplace; and Rate of supportive service provided to staff living with HIV/AIDS at the workplace.	DAHRM
			16 staff living with HIV / AIDS provided with support services annually by June, 2026	Number of staff provided with HIV / AIDS support services annually.		
			Four (4) HIV / AIDS and Non-Communicable Diseases (NCD) Committee Meetings conducted annually by June, 2026	Number of HIV / AIDS and Non-Communicable Diseases (NCD) Committee Meetings conducted annually		

Code	Strategic Objective	Strategies	Target	Key Performance Indicators		Responsible
				Output Indicators	Outcome Indicators	
B	Implementation of National Ant-Corruption Strategy and Action Plan enhanced and sustained.	Strengthen Anti-corruption initiatives at the workplace; Enhance adherence to the principle of Good Governance in service delivery; Strengthen mechanism for adopting and institutionalizing National Ant-Corruption Strategy and Action Plan; and Strengthen sensitization mechanism to address anti-corruption strategies and ethics.	Capacity building on anti-corruption strategies and ethics to 50 MoEST staff (HQ, TCs, SQAOs and FDCs) provided annually by June, 2026	Number of staff provided with capacity building on anti-corruption strategies and ethics annually.	Awareness rate on anti-corruption practices among staff at the workplaces; Prevalence rate of corruption incidences at workplaces; and Level of change of perception on corruption incidences at work places.	DAHRM
			Four (4) Anti-corruption committee meetings facilitated annually by June, 2026	Number of Anti-corruption committee Meetings facilitated annually		

Code	Strategic Objective	Strategies	Target	Key Performance Indicators		Responsible
				Output Indicators	Outcome Indicators	
C	Access to quality education and training at all levels strengthened.	Improve Infrastructures at all levels of education and training; Strengthen quality assurance mechanisms at all levels of education and training; Improve professional development programs at all levels of education and training; and Enhance mechanisms for alignment of curriculum with labour market.	Three instruments (TQF, NCF and NAF) for implementation of Education and Training Policy 2014 Version 2023 developed by June, 2026	Number of instruments (TQF, NCF and NAF) for implementation of Education and Training Policy 2014 Version 2023 developed	Rate of access to quality education and training; Level of competence at all levels of education and training; Stakeholders satisfaction rate on the education and training services delivery; and Rate of skilled personnel at the labour market.	DPP
			One (1) Education Act reviewed by June, 2026	Number of Education Act reviewed		HLSU
			33 Education regulations reviewed by June, 2026	Number of regulations under Education Act reviewed		
			Eight (8) Education and Training Laws from education institutions (IAE, TIE, TEA, TLSB, NECTA, VETA, TCU, NACTVET) reviewed by June, 2026	Number of education and training institutions' (IAE, TIE, TEA, TLSB, NECTA, VETA, TCU, NACTVET) laws reviewed		
			Regulations in eight (8) Education institutions (IAE, TIE, TEA, TLSB, NECTA, VETA, TCU, NACTVET) reviewed by June, 2026	Number of regulations in Education institutions (IAE, TIE, TEA, TLSB, NECTA, VETA, TCU, NACTVET) reviewed		

Code	Strategic Objective	Strategies	Target	Key Performance Indicators		Responsible
				Output Indicators	Outcome Indicators	
			Schools registered increased from 25,715 to 30,276 by June, 2026	Number of schools registered		CE
			One (1) database for registered schools and teachers' colleges updated quarterly by June, 2026	Number of Database for registered schools and teachers' colleges updated		
			Four (4) guidelines based on (gifted and talented students; T/L language; use of English and Swahili language in T/L; and teachers' deployment) for Pre-primary, Primary, Secondary and non-formal education developed by June, 2026	Number of guideline based on (gifted and talented students; T/L language; use of English and Swahili language in T/L; and teachers' deployment) for Pre-primary, Primary, Secondary and non-formal education developed		
			Ten (10) guidelines for Pre-primary, Primary, Secondary and Teacher Education reviewed by June, 2026	Number of guidelines for Pre-primary, Primary, Secondary and Teacher Education reviewed		
			Three (3) National frameworks on curriculum, assessment and evaluation, Qualification and Awards reviewed by June, 2026	Number of national Framework on curriculum, assessment and evaluation, Qualification and Awards reviewed		
			Four (4) circulars for Pre-primary, Primary, Secondary, non-formal and teacher education developed by June, 2026	Number of circulars for Pre-primary, Primary, Secondary and non-formal education developed		

Code	Strategic Objective	Strategies	Target	Key Performance Indicators		Responsible
				Output Indicators	Outcome Indicators	
			Five (5) programs based on; Vocational, Internship, Sign Language, Competence in Kiswahili and English Language, and lifelong learning for Pre-primary, Primary, Secondary, special needs, non-formal and Teacher Education established by June, 2026	Number of programs based on; Vocational, Internship, Sign Language, Competence in Kiswahili and English Language, and lifelong learning for Pre-primary, Primary, Secondary, special needs, non-formal and Teacher Education established		
			Two (2) programs for adult and non-formal Education reviewed by June, 2026	Number of programs for adult and non-formal Education reviewed		
			Three (3) research on issues pertaining to pre-primary, primary, secondary, non-formal and special needs education conducted annually by June, 2026	Number of research on issues pertaining to pre-primary, primary, secondary, non-formal and special need education conducted.		
			Eight (8) stakeholders' engagement meetings in supporting education at primary, secondary, non-formal, special needs and teachers' education conducted annually by June, 2026	Number of stakeholders' engagement meetings in supporting education at primary, secondary, non-formal, special needs and teachers' education conducted annually		
			One (1) Education Week facilitated annually by June, 2026	Number of Education Week facilitated annually		

Code	Strategic Objective	Strategies	Target	Key Performance Indicators		Responsible
				Output Indicators	Outcome Indicators	
			222 secondary schools for Vocational and STEM subjects' infrastructure construction facilitated by June, 2026	Number of secondary school for Vocational and STEM subjects' infrastructure construction facilitated		
			184 LGAs facilitated with construction of school infrastructure by June, 2026	Number of LGAs facilitated with construction of school infrastructure		
			184 LGAs facilitated with rehabilitation of school infrastructure by June, 2026	Number of LGAs facilitated with rehabilitation of school infrastructure		
			40,000 secondary education teachers provided training on science and mathematics subjects by June, 2026;	Number of secondary education teachers provided training on science and mathematics subjects		
			8,800 teachers (6,000 primary and 2,800 secondary) provided training on safe school component by June, 2026;	Number of primary and secondary teachers provided training on safe school component		
			12,731 primary and secondary teachers provided training on guidance and counselling by June, 2026;	Number of primary and secondary teachers provided training on guidance and counselling		
			2,300 teachers in primary (800) and secondary (1,500) schools provided training on Integration of ICT in Teaching and Learning by June, 2026	Number of teachers in primary and secondary schools provided training on Integration of ICT in Teaching and Learning		
			12,000 primary education teachers provided training on early education component by June, 2026	Number of primary education teachers provided training on early education component		

Code	Strategic Objective	Strategies	Target	Key Performance Indicators		Responsible
				Output Indicators	Outcome Indicators	
			19,400 education implementers (DEO, REOs, SQAs and Head Teacher) provided training on good governance in education by June, 2026	Number of education implementers (DEO, REOs, SQAs and Head Teacher) provided training on good governance in education		
			420 education implementers (SLO and DEOs) provided training on school wash guideline and menstrual hygiene management annually by June, 2026	Number of education implementers (SLO and DEOs) provided training on school wash guideline and menstrual hygiene management annually		
			One Education Institution (NECTA) facilitated on examination assessment annually by June, 2026	Number of Education Institution (NECTA) facilitated on examination assessment annually		
			One Education Institution (TIE) facilitated on the production and distribution of textbooks annually by June, 2026	Number of Education Institution (TIE) facilitated on the production and distribution of textbooks annually		
			12,000 students facilitated to attend re-entry program by June, 2026	Number of students facilitated to attend re-entry program		
			One circular and guideline for pre-primary to teacher education monitored annually by June, 2026;	Number of circular and guideline for pre-primary to teacher education monitored annually		

Code	Strategic Objective	Strategies	Target	Key Performance Indicators		Responsible
				Output Indicators	Outcome Indicators	
			6,962 institutions (Schools, TCs, FDCs and ANFE Centres) visited for Whole School Visit annually by June, 2026	Number of institutions (Schools, TCs, FDCs and ANFE Centres) visited for Whole School Visit		DSQA
			8,874 institutions (Schools, TCs, FDCs and ANFE Centres) visited for Follow-up school visits by June, 2026	Number of institutions (Schools, TCs, FDCs and ANFE Centres) visited for Follow-up school visits conducted.		
			13,190 staff in HLIs facilitated with Capacity building for professional development by June, 2026;	Number of staff in HLIs facilitated with Capacity building for professional development		DHE
			Establishment of two (2) teaching and learning factories in higher learning institutions facilitated by June, 2026	Number of establishment of teaching and learning factories in higher learning institutions facilitated		
			14 HLIs facilitated with digitalized teaching and learning, and management services by June, 2026	Number of HLIs facilitated with digitalized in teaching and learning, and management services.		
			One (1) guideline for identification and development of talented and gifted students in Higher Education developed by June, 2026	Number of guidelines for identification and development of talented and gifted students in Higher Education developed		
			Two (2) Higher Education Forums in collaboration with Higher Education stakeholders conducted annually by June, 2026	Number of Higher Education Forum in collaboration with Higher Education stakeholders conducted		

Code	Strategic Objective	Strategies	Target	Key Performance Indicators		Responsible
				Output Indicators	Outcome Indicators	
			14 Higher learning Institutions facilitated with infrastructure construction by June, 2026	Number of Higher learning Institutions facilitated with infrastructure construction		
			14 Higher learning Institutions facilitated with infrastructure rehabilitation by June, 2026	Number of Higher learning Institutions facilitated with infrastructure rehabilitation		
			Students (Diploma, Undergraduate and Postgraduate) in HLIs facilitated with access to Higher Education loans increased from 177,777 to 265,245 by June, 2026	Number of students (Diploma, Undergraduate and Postgraduate) in HLIs facilitated with access to Higher Education loans increased from 177,777 to 265,245		
			3,354 students in STEM priority programs facilitated with Samia scholarships by June, 2026	Number of students in STEM priority programs facilitated with Samia scholarships		
			One (1) Higher Education Week facilitated annually by June, 2026	Number of Higher Education Week facilitated annually		
			1,100 staff facilitated to attend degree programs to upgrade their capacity by June, 2026	Number of staff facilitated to attend degree programs to upgrade their capacity		
			131,804 students facilitated to participate in internship/ apprenticeship/ attachments / fellowship/ form of placement in industries/companies/ research institution by June, 2026	Number of students facilitated to participate in internship/apprenticeship/ attachments /fellowship/ form of placement in industries/companies/ research institution		

Code	Strategic Objective	Strategies	Target	Key Performance Indicators		Responsible
				Output Indicators	Outcome Indicators	
			70 new Technical and Vocational Education and Training (TVET) Institutions (VETA) constructed by June, 2026	Number of new TVET Institutions (VETA) constructed		DTVET
			54 Folk Development Colleges(FDCs) rehabilitated by June, 2026	Number of Folk Development Colleges(FDCs) rehabilitated		
			Transformation of three (3) Regional Vocational and Training and Services Centre's (RVTSC) to TVET Teachers Training Colleges facilitated by June, 2026	Number of RVTSC transformed to TVET Teachers Training Colleges facilitated		
			Transformation of three (3) Teacher Colleges (TCs – Mtwara K and Mtwara U) to Vocational and Technical Teacher Colleges (VTTC) facilitated by June, 2026	Number of Teacher Colleges (TCs – Mtwara K and Mtwara U) transformation to Vocational and Technical Teacher Colleges (VTTC) facilitated		
			Four (4) guideline for Skills mapping in priority sectors for improvement of TVET developed by June, 2026	Number of guideline for Skills mapping in priority sectors for improvement of TVET developed		
			Two (2) TVET Institutions facilitated with digitalized teaching and learning, and management services by June, 2026	Number of TVET Institutions facilitated with digitalized teaching and learning, and management services		

Code	Strategic Objective	Strategies	Target	Key Performance Indicators		Responsible
				Output Indicators	Outcome Indicators	
			One (1) National Guideline for Recognition of Prior Learning Assessment (RPLA) in Tanzania developed by June, 2026	Number of National Guidelines for Recognition Prior Learning Assessment (RPLA) in Tanzania developed		
			Two (2) TVET institutions (ATC and DIT-Mwanza) facilitated with establishment of teaching and learning factories by June, 2026.	Number of TVET institutions (ATC and DIT-Mwanza) facilitated with establishment of teaching and learning factories		
			One (1) Education and Skills Week facilitated annually by June, 2026	Number of Education and Skills Week facilitated annually		
			40,000 beneficiaries/ trainees of skills development facilitated annually by June, 2026	Number of beneficiaries/ trainees of skills development facilitated annually		
			Four (4) guidelines for promoting digital education at all levels of education developed by June, 2026	Number of guidelines for promoting digital education at all levels of education developed		DSTI
			124 institutions (49 HLIs and 75 VETA) provided with capacity building on integration of STI issues into curricular by June, 2026	Number of institutions provided with capacity building on integration of STI issues into curricular		DSTI

Code	Strategic Objective	Strategies	Target	Key Performance Indicators		Responsible
				Output Indicators	Outcome Indicators	
D.	National Regional and International Cooperation and Collaboration for Education, Science and Technology Enhanced.	Harmonize National, Regional and International policies, laws, and guidelines on education, science and technology; Improve engagement of National, Regional and International stakeholders in supporting education, science and technology; and Strengthen the mechanisms for awareness creation and regulation of initiatives for education, science and technology to National, Regional and International stakeholders.	10 meetings (3 Bilateral, 5 Regional and 2 International) to strengthen cooperation and collaboration coordinated by June, 2026	Number of Bilateral, Regional and International meetings coordinated	Rate of stakeholders' engagement and collaboration at national, regional, and international; and Stakeholders' contribution rate in education, science, and technology.	DPP
			Six (6) meetings to discuss agreements/MOUs for the development of education, science and technology coordinated annually by June, 2026	Number of meetings to discuss agreements and MoUs coordinated annually		
			29 Ministry institutions' staff facilitated with capacity building in legal aspect for Bilateral, Regional and International agreements and other legal instruments annually by June, 2026	Number of Ministry institutions' staff facilitated with capacity building in legal aspect for Bilateral, Regional and International agreements and other legal instruments annually		HLSU
			Three (3) Essay writing competitions (SADC, EAC and 4Rs) to secondary school students for improving their writing skills coordinated annually, by June 2026	Number of Essay writing competitions (SADC, EAC and 4Rs) to secondary school students for improving their writing skills coordinated annually		CE
			Regional and international scholarships in priority programs for higher education increased from 432 to 1,319 by June, 2026	Number of Regional and international scholarships in priority programs for higher education increased		DHE

Code	Strategic Objective	Strategies	Target	Key Performance Indicators		Responsible
				Output Indicators	Outcome Indicators	
			Seven (7) TVET staff facilitated to attend Regional and International meetings by June, 2026	Number of TVET staff facilitated to attend Regional and International meetings		DTVET
			Linkages between TVET institutions and Industries increased from 13 to 30 by June, 2026.	Number of linkages between TVET institutions and industries increased		
			One (1) National Strategy for Promotion of Diaspora Engagement in STI developed by June, 2026;	Number National Strategy for Promotion of Diaspora Engagement in STI developed		DSTI
			One (1) National STI Cooperation framework developed by June 2026.	Number of National STI Cooperation Framework developed		

Code	Strategic Objective	Strategies	Target	Key Performance Indicators		Responsible
				Output Indicators	Outcome Indicators	
E	Mechanisms for Promoting Science, Technology and Innovation for socio-economic development enhanced.	Strengthen capacity on human capital and STI infrastructures through resource mobilization, benchmarking, and stakeholders' engagement; Enhance mechanisms for identifying and developing local technologies, innovators and industrialists through increasing collaborations with the private sector and awareness to the general public; and Improve STI enabling legal, regulatory and coordination frameworks per STI stakeholders' aspirations.	Four (4) policies (Science and Technology Policy 1996, Biotechnology 2010, Nuclear technology 2013, Research and Development 2010) reviewed by June, 2026;	Number of policies (Science and Technology Policy 1996, Biotechnology 2010, Nuclear technology 2013, Research and Development 2010) reviewed	Contribution rate of science technology and innovation in the socio-economic development; Involvement rate of stakeholders in the promotion of science, technology, and innovation; and Level of creativity and innovativeness in socio-economic development	DPP
			One (1) COSTECH Act reviewed by June, 2026	Number of COSTECH Act reviewed		HLSU
			12 regulations under COSTECH, TAEC and DIT Laws reviewed by June, 2026	Number of regulations under COSTECH, TAEC and DIT Laws reviewed		
			One (1) Inter-Ministerial Science, Technology and Innovation (STI) Platform established by June, 2026	Number of Inter-Ministerial Science, Technology and Innovation (STI) Platform established		DSTI
			One (1) High Level National Incubation Program for nurturing exceptionally intelligent and talented Tanzanians in engineering and technology established by June, 2026	Number of High Level National Incubation Program for nurturing exceptionally intelligent and talented Tanzanians in engineering and technology established		
			Five (5) Science and Technology Institutions facilitated with construction annually by June, 2026	Number of Science and Technology Institutions facilitated with construction		

Code	Strategic Objective	Strategies	Target	Key Performance Indicators		Responsible
				Output Indicators	Outcome Indicators	
			Five (5) Science and Technology Institutions facilitated with rehabilitation annually by June, 2026	Number of Science and Technology Institutions facilitated with rehabilitation		
			One (1) Science, Technology and Innovation Week facilitated annually by June, 2026	Number of Science, Technology and Innovation Week facilitated annually		
			59 institutions (HLIs and R&D) provided with capacity building on establishment of Technology Stations, Spin-off Companies and accreditation of research facilities by June, 2026;	Number of institutions (HLIs and R&D) provided with capacity building on establishment of Technology Stations, Spin-off Companies and accreditation of research facilities		
			One (1) Guideline for establishment of the State-of-the-Art National Reference Research Laboratories developed by June, 2026;	Number of Guideline for establishment of the State-of-the-Art National Reference Research Laboratories developed		
			Establishment of five (5) State-of-the-Art National Reference Research Laboratories facilitated by June, 2026;	Number of State-of-the-Art National Reference Research Laboratories facilitated		
			One (1) guideline for supporting Folk Development Colleges (FDCs) on Science, Technology and Innovation developed by June, 2026	Number of guidelines for supporting Folk Development Colleges (FDCs) on Science, Technology and Innovation developed		

Code	Strategic Objective	Strategies	Target	Key Performance Indicators		Responsible
				Output Indicators	Outcome Indicators	
			Upgrading of twelve (12) Folk Development Colleges (FDCs) to serve as Regional/Zonal Technology Innovation Support Centres facilitated by June, 2026	Number of Folk Development Colleges (FDCs) upgraded		
			One (1) National STI Master Plan developed by June, 2026	Number of National STI Master Plan developed		
			One (1) National Technology Roadmap developed by June, 2026	Number of National Technology Roadmap developed		
			One (1) database of prominent researcher, staff with strong track record in attracting STI resources and roadmap for their deployment developed by June, 2026	Number of database of prominent researcher, staff with strong track record in attracting STI resources and roadmap for their deployment developed		

Code	Strategic Objective	Strategies	Target	Key Performance Indicators		Responsible
				Output Indicators	Outcome Indicators	
F.	Mobilization of Resources, Coordination and Investments in Education, Science, Technology, and Innovation Improved	Enhance resources mobilization and management mechanisms for sustainable investment in education, science, technology and innovation; Enhance engagement of PPP in implementation of the Ministry policies, plans and programs; and Enhance mechanisms for stakeholders' engagement in supporting development of education, science and technology.	Four (4) Education Sector Development Committee statutory meetings conducted annually by June, 2026	Number of Education Sector Development Committee Statutory Meetings coordinated	Rate of resources mobilized; Rate of investment in education, science, and technology; Rate of customer satisfaction;	DPP
			Three (3) Ministry's budget proposals and plans developed annually by June, 2026	Number of Ministry's budget proposals and plans developed annually		
			Nine (9) Ministry's project or program proposals for financing education, science and technology developed by June, 2026;	Number of Ministry's project or program proposals for financing education, science and technology developed		
			Eight (8) performance reports on policy, plans, budget, programmes, and risk implementation developed annually by June, 2026	Number of performance reports on policy, plans, programmes, budget and risk implementation developed		
			Three (3) researches (Policy, Cross Cutting Issues and Curriculum) in education, science and technology coordinated by June, 2026	Number of researches (Policy, Cross Cutting Issues and Curriculum) in education, science and technology coordinated		
			One (1) National STI Financing Strategy developed by June, 2026	Number of National STI Financing Strategy developed		
			One (1) private sector engagement strategy in education, science and technology developed by June, 2026	Number of private sector engagement strategy in education, science and technology developed		

Code	Strategic Objective	Strategies	Target	Key Performance Indicators		Responsible
				Output Indicators	Outcome Indicators	
			Fourteen (14) projects coordinated at the Ministry HQ (11 Foreign funded and 3 local funded) facilitated annually by June, 2026	Number of projects coordinated at the Ministry HQ (11 Foreign funded and 3 local funded) facilitated annually		
			33 Local Funded Development projects' implemented by the Ministry institutions, TCs and FDCs facilitated annually by June, 2026	Number of Local Funded Development projects' implemented by the Ministry institutions, TCs and FDCs facilitated annually		
G	Institutional Capacity for Delivery of Quality Services Improved	Enhance mechanism for improving the working environment; Strengthen Administrative and Human Resources Management; Enhance good governance practices at the workplace; Improve Monitoring and Evaluation System; and Enhance improvement of ICT infrastructures and application of ICT integrated Systems.	4,454 staff provided with administrative and personnel support services annually by June, 2026	Number of staff provided with administrative and personnel support services annually	Rate of stakeholders' satisfaction; Level of Information, Communication, and Technology (ICT) use; and Service delivery efficiency rate.	DAHRM

Code	Strategic Objective	Strategies	Target	Key Performance Indicators		Responsible
				Output Indicators	Outcome Indicators	
			One (1) Commissioner for Education Office, 6 Departments and 7 Units) provided with human resource and administration management services annually by June, 2026.	Number of Commissioner for Education Office, Departments and Units provided with human resource and administration management services annually.		
			70 staff provided with Capacity building on administration and human resource management annually by June, 2026	Number of staff provided with capacity building on administration and human resource management annually		
			One office building at Mtumba constructed by June, 2026	Number of office building at Mtumba constructed		
			Fifteen (15) staff houses at Teacher Colleges and Folk Development Colleges rehabilitated by June, 2026	Number of staff houses at Teacher Colleges and Folk Development Colleges rehabilitated		
			Six departments, Seven (7) units, one (1) commissioner office and 11 projects adhered with financial laws, regulations, guidelines and standards annually by June, 2026	Number of departments, units, commissioner office and projects adhered with financial laws, regulations, guidelines and standards annually		CA
			48 CA staff provided with administrative and personnel support services annually by June, 2026	Number of CA staff provided with administrative and personnel services.		
			44 CA staff provided with capacity building on accounting and financial matters annually by June, 2026	Number of CA staff provided with capacity building.		

Code	Strategic Objective	Strategies	Target	Key Performance Indicators		Responsible
				Output Indicators	Outcome Indicators	
			6 departments, 7 units and CE Office provided with financial support services annually by June, 2026	Number of departments and units provided with financial support services.		
			One (1) Risk Management framework reviewed by June, 2026	Number of Risk Management Framework reviewed		DPP
			One (1) Ministry Risk Register reviewed annually by June, 2026	Number of Ministry Risk Register Reviewed		
			31 staff in Policy and Planning Department provided with administrative and personnel services annually by June, 2026	Number of DPP staff provided with administrative and personnel services		
			82 staff and Ministry management members facilitated with capacity building on planning, budget, policy, research and risk by June, 2026	Number of staff and Ministry management members facilitated with capacity building on planning, budget, policy, research and risk		
			Departments/Units/ Commissioner for Education Office assessed on good governance practices (governance, risk management and internal control) increased from 3 to 14 by June, 2026	Number of Departments, Units and Commissioner for Education Office assessed on good governance practices		CIA
			Two (2) Department/ Units audited on Management of resources annually by June, 2026	Number of Department/Units audited on Management of resources annually		

Code	Strategic Objective	Strategies	Target	Key Performance Indicators		Responsible
				Output Indicators	Outcome Indicators	
			Institutions under the Ministry audited on Management of resources (TCs, SQAOs, FDCs, Universities, Commissions, VETCs and education authority institutions) increased from 14 to 186 by June, 2026	Number of Institutions under the Ministry audited on Management of resources (TCs, SQAOs, FDCs, Universities, Commissions, VETCs and education authority institutions)		
			Eleven (11) projects/programs implemented under the Ministry audited annually by June, 2026	Number of projects/programs implemented under the Ministry audited annually		
			Administrative and personnel services provided to 20 internal audit office staff annually by June, 2026	Number of internal audit office staff provided with administrative and personnel services		
			17 IAU staff provided with capacity building by June, 2026;	Number of IAU staff provided with capacity building;		
			Three (3) Ministry Leaders, 5 Audit Committee members and 14 heads of departments/ Units and 10 project coordinators provided with capacity building on Internal audit Matters annually by June, 2026	Number of Ministry Leaders, Audit Committee members, heads of departments/Units and project coordinators provided with capacity building on Internal audit Matters annually		
			Six (6) Internal Audit guidelines reviewed by June, 2026	Number of Internal Audit guidelines reviewed		

Code	Strategic Objective	Strategies	Target	Key Performance Indicators		Responsible
				Output Indicators	Outcome Indicators	
			15 PMU staff provided with administrative and personnel services annually by June, 2026	Number of PMU staff provided with administrative and personnel services		DPMU
			Three (3) leaders, 7 MTB members, 14 PMU staff 6 user departments , 1 CE office , and 7 units facilitated with procurement skills and professional development annually by June, 2026	Number of leaders, MTB members , PMU staff , user departments , CE office and units facilitated with procurement skills and professional development		
			13 PMU staff facilitated with administrative and personnel services annually by June, 2026	Number of PMU staff facilitated with capacity building		
			Three (3) procurement and inventory control systems implemented annually by June, 2026	Number of procurement and inventory control systems operated		
			One (1) CE office, 6 departments,7 units,35 TCs, 54 FDCs and 11 SQA Zones provided with procurement services annually by June, 2026	Number of CE office, departments, units, TCs, FDCs and SQA Zones provided with procurement services		
			Nine 9 GCU staff provided with administrative and personnel services annually by June, 2026	Number of GCU Staff provided with administrative and personnel services annually		HGCU
			Eight (8) GCU staff facilitated with capacity building on digital contents and communication forums by June, 2026	Number of GCU staff facilitated with capacity building on digital Content and communication forums		

Code	Strategic Objective	Strategies	Target	Key Performance Indicators		Responsible
				Output Indicators	Outcome Indicators	
			Six (6) Departments, seven (7) Units and Commissioner office facilitated communication services annually by June, 2026	Number of Departments, Units and Commissioner Office facilitated with communication services annually		
			Two (2) communication campaigns on the implementation of Education and Training Policy 2014 Version 2023 and its implementation strategy conducted by June, 2026;	Number of communication campaigns on the implementation of Education and Training Policy 2014 Version 2023 and its implementation strategy conducted		
			28 communication campaigns on the implementation of the Ministry's projects coordinated by June, 2026	Number of communication campaigns on implementation of the Ministry's projects coordinated		
			One (1) Audio-visual Studio established by June, 2026	Number of Audio-visual studio established.		
			One (1) Guideline for social media platforms and website content management for Ministry of Education, Science and Technology developed by June, 2026	Number of Guideline for social media platforms and website content management for Ministry of Education, Science and Technology developed		
			One (1) Communication Strategy for the Ministry of Education, Science and Technology reviewed by June, 2026	Number of Communication strategies for Ministry of Education, Science and Technology reviewed		

Code	Strategic Objective	Strategies	Target	Key Performance Indicators		Responsible
				Output Indicators	Outcome Indicators	
			Capacity building on legal technical matters conducted to 7 legal services unit staff annually by June, 2026	Number of legal services unit staff facilitated with capacity building		HLSU
			Legal advice and support services provided to 6 departments, commissioner for education office and 7 units annually by June, 2026	Number of departments, commissioner for education office and unit provided with legal advice and support services annually		
			29 education institutions provided with legal advice and support services by June, 2026	Number of education institutions provided with legal advice and support services		
			Administrative and personnel services provided to 10 Legal Services Unit staff annually by June, 2026	Number of legal services unit staff provided administrative and personnel services annually		
			18 ICT Unit staff facilitated with capacity building on Network infrastructure, programming, ICT systems and ICT Conferences by June, 2026	Number of ICT Staff facilitated with capacity building		HICT
			Three (3) ICT systems (TEMIS, SAS and CoMIS) developed by June, 2026	Number of ICT systems developed		
			Two (2) ICT systems (TEMIS and SAS) integrated by June, 2026	Number of ICT systems integrated		
			Six (6) departments, seven (7) units and Commissioner for Education Office provided with ICT services annually by June, 2026	Number of Departments, Units, and Commissioner for Education Office facilitated with ICT Services		

Code	Strategic Objective	Strategies	Target	Key Performance Indicators		Responsible
				Output Indicators	Outcome Indicators	
			Installation of Local Area Network (LAN) infrastructure in 4 Ministry's offices (Mtumba, UDOM, Danida and Dar es Salaam), 35 Teacher Colleges (TCs), 54 Folk Development Colleges (FDCs), and 195 School Quality Assurance offices (SQAOs) facilitated by June, 2026	Number of Ministry Offices, Teacher Colleges, Folk Development Colleges, and School Quality Assurance Offices installed with LAN Infrastructures.		
			Administrative and personnel support services provided to 19 ICT unit staff annually by June, 2026	Number of ICT staff provided with administrative and personnel support services		
			One (1) Ministry ICT Strategy developed by June, 2026	Number of Ministry ICT Strategy developed		
			One (1) Ministry ICT Disaster Recovery Plan reviewed by June, 2026	Number of Ministry ICT Disaster Recovery Plan reviewed		
			One (1) study on ICT infrastructure for proposing areas of improvement conducted by June, 2026	Number of studies on ICT infrastructure for proposing areas of improvement conducted		
			Seven (7) Education Statistical data Systems integrated by June, 2026	Number of Education Statistical Data Systems integrated.		DM&E
			Two (2) Ministry Policies Monitored annually by June, 2026	Number of Ministry Policies Monitored annually.		
			Four (4) Ministry Plans Monitored annually by June, 2026	Number of Ministry Plans Monitored annually.		
			One (1) Ministry Plan (SP) evaluated by June, 2026	Number of Ministry Plan evaluated.		

Code	Strategic Objective	Strategies	Target	Key Performance Indicators		Responsible
				Output Indicators	Outcome Indicators	
			Nine (9) Ministry Projects/ programs Monitored annually by June, 2026	Number of Projects/programs Monitored.		
			Three (3) Ministry Projects/ program (EP4R, SEQUIP and BOOST) evaluated by June, 2026	Number of Projects/program evaluated.		
			One (1) Ministry M&E Dashboard established by June, 2026	Number of M&E Dashboards established.		
			One (1) Basic Education Statistics in Tanzania (BEST) prepared annually by June, 2026	Number of Basic Education Statistics in Tanzania (BEST) prepared annually		
			15 M&EU staff facilitated with capacity Building on Monitoring, Evaluation and data management facilitated by June, 2026	Number of M&EU staff facilitated with capacity building on Monitoring, Evaluation and data management		
			16 staff in M&E Unit provided with Administrative and personnel services annually by June, 2026	Number of M&E Unit staff provided with administrative and personnel services annually		
			95 Commissioner for Education office staff provided with administrative and personnel services annually by June, 2026	Number of Commissioner for Education office staff provided with administrative and personnel services annually		CE
			1,713 staff CE (HQ and TCs) provided with capacity building annually by June, 2026	Number of staff CE (HQ and TCs) provided with capacity building annually		

Code	Strategic Objective	Strategies	Target	Key Performance Indicators		Responsible
				Output Indicators	Outcome Indicators	
			40 Commissioner for Education Institutions (TCs, TLSB, ADEM, TIE, NECTA and IAE) facilitated with operational cost annually by June, 2026	Number of Commissioner for Education Institutions (TCs, TLSB, ADEM, TIE, NECTA and IAE) facilitated with operational cost annually		
			Three (3) Action Researches on Quality Assurance in Primary, Secondary, and Teacher Education conducted annually by June, 2026	Number of Action Researches on Quality Assurance in Primary, Secondary, and Teacher Education conducted annually		DSQA
			33 School Quality Assurance officers at MoEST HQ provided with administrative and personnel services, annually by June, 2026	Number of School Quality Assurance officers at MoEST HQ provided with administrative and personnel services annually		
			1,668 SQA staff at Council and Regional provided with administrative and personnel services, annually by June, 2026	Number of SQA staff at Council and Regional provided with administrative and personnel services		
			6,051 Education Supervisors (SQAOs, REOs, DEOs and WEOs) facilitated with Capacity building on the School Quality Assurance system and School Quality Assurance Framework by June, 2026	Number of education supervisors (SQAOs, REOs, DEOs and WEOs) facilitated with Capacity building on the School Quality Assurance system and School Quality Assurance Framework		
			16 staff of the Higher Education Department facilitated with capacity building on higher education by June, 2026;	Number of staff of the Higher Education Department facilitated with capacity building on higher education		DHE

Code	Strategic Objective	Strategies	Target	Key Performance Indicators		Responsible
				Output Indicators	Outcome Indicators	
			23 staff of Higher Education Department provided with administrative and personnel services annually by June, 2026;	Number of staff of Higher Education Department provided with administrative and personnel services annually		
			Three (3) public universities facilitated the operational costs annually by June, 2026	Number of public universities facilitated with the operational costs annually		
			636 Staff in the Technical and Vocational Education and Training Division and FDCs provided with administrative and personnel services annually by June, 2026	Number of staff in the Technical and Vocational Education and Training Division and FDCs provided with administrative and personnel services annually		DTVET
			322 TVET staff (HQ and FDCs) facilitated with capacity building on structural design, architectural drawing, cost estimation, curriculum and pedagogy by June, 2026	Number of TVET Staff (HQ and FDCs) facilitated with capacity building on structural design, architectural drawing, cost estimation, curriculum and pedagogy		
			56 Technical and Vocational Education and Training Institutions (FDCs, ATC and MNMA) facilitated with operational cost annually by June, 2026	Number of TVET Institutions facilitated with Operational cost annually		
			18 DSTI staff provided with administrative and personnel services annually by June, 2026	Number of DSTI staff provided with administrative and personnel services annually		DSTI
			Five (5) Science and Technology institutions provided with operational cost annually by June, 2026	Number of Science and Technology institutions provided with operational cost annually		

Code	Strategic Objective	Strategies	Target	Key Performance Indicators		Responsible
				Output Indicators	Outcome Indicators	
			14 DSTI Capacity building on STI issues facilitated to staff annually by June, 2026	Number of capacity building on STI issues facilitated to staff annually		
H	Mainstreaming of Cross-Cutting Issues in Education Systems Strengthened.	Strengthen mechanisms that are responsive to crosscutting issues in education, science and technology; Enhance mechanisms for mainstreaming crosscutting issues in curriculum development and reform processes; and Strengthen measures for disaster preparedness, response, recovery and mitigation in education, science and technology.	40 staff with special needs provided with supportive services by June, 2026	Number of staff with special needs provided with supportive services	Rate of stakeholders' awareness on crosscutting issues; Level of integrating crosscutting issues in decision making; and Level of responsiveness of education system on cross-cutting issues.	DAHRM
			50 staff provided with awareness on Rights and Responsibilities to People with Disabilities annually by June, 2026	Number of staff provided with awareness on Rights and Responsibilities to People with Disabilities annually		
			40 staff facilitated to attend Exhibitions, Festivals and Celebrations of Peoples with Disabilities (PWD) by June, 2026	Number of staff facilitated to attend Exhibitions, Festivals and Celebrations of Peoples with Disabilities (PWD)		
			406 students with special needs from Teachers colleges, FDCs and schools provided with special need education services annually by June, 2026	Number of students with special needs from Teachers colleges, FDCs and schools provided with special need education services annually		CE
			Capacity building on inclusive education, guidance and counselling conducted to 1,924 education implementers(teachers, special needs education specialist and patron/matron) annually by June, 2026	Number of education implementers and students teachers with special needs facilitated with capacity building on guidance and counselling, and inclusive education annually		

Code	Strategic Objective	Strategies	Target	Key Performance Indicators		Responsible
				Output Indicators	Outcome Indicators	
			641 institutions (Schools, Teachers colleges and FDCs) visited to track implementation of crosscutting issues mainstreamed in the curriculum and learning assessment by June, 2026;	Number of institutions (Schools, Teachers colleges and FDCs) visited to track implementation of crosscutting issues mainstreamed in the curriculum and learning assessment		
			One (1) guideline for addressing cross cutting issues in 49 Higher Learning Institutions developed by June, 2026	Number of guideline for addressing cross cutting issues in 49 Higher Learning Institutions developed		DHE
			615 Higher learning students with special needs facilitated with special need education services by June, 2026	Number of Higher learning students with special needs facilitated with special need education services		
			5,054 students and staff in HLIs provided awareness seminars on Gender Based Violence issues by June, 2026	Number of students and staff in HLIs provided awareness seminars on Gender Based Violence issues		
			One (1) guideline for addressing cross cutting issues in 766 TVET Institutions (712 VETA and 54 FDCs) developed by June, 2026	Number of guideline for addressing cross cutting issues in TVET Institutions developed		DTVET

Code	Strategic Objective	Strategies	Target	Key Performance Indicators		Responsible
				Output Indicators	Outcome Indicators	
X	Management of Environment and Ecosystem Enhanced and Sustained	Enhance capacity building program on environmental management and Ecosystem; Enhance interventions for sustainable environment management and Ecosystem; and Enhance mechanisms for mainstreaming environmental issues in curriculum at all levels of education	Three offices (Danida, Mtumba and Dar es Salaam) provided with environmental management services annually by June, 2026	Number of offices (Danida, Mtumba and Dar es Salaam) provided with environmental management services annually	Rate of environmental management practices at all levels of education; and Level of awareness on environmental issues at all levels of education	DAHRM
			35 Teachers colleges provided with capacity building on environmental management services by June, 2026	Number of Teachers colleges provided with capacity building on environmental management services		CE
			54 FDCs provided with capacity building on environmental management services by June, 2026	Number of FDCs provided with capacity building on environmental management services		DTVET
Y	Multi-Sectoral Nutrition Services Improved	Strengthen the nutritional capacity building program at the workplace; Enhance mechanisms for mainstreaming nutrition issues in curriculum at all levels of education; and Enhance nutrition interventions at all levels	501 staff facilitated with capacity building on lifestyle (nutrition services) to annually by June, 2026	Number of staff facilitated with capacity building on lifestyle (nutrition services) annually	Staff performance rate; and Rate of feeding programs at all levels of education.	DAHRM
			92 Education Institutions (TCs, FDCs, and 3 Higher Learning Institutions (ATC, MUST and DIT) facilitated with meals services annually by June, 2026	Number of Education institutions (TCs, FDCs, and 3 Higher Learning Institutions (ATC, MUST and DIT) facilitated with meals services annually		DPP
			245 education implementers from Region, LGAs and TCs provided with capacity building on school feeding program annually by June, 2026	Number of education implementers from Region, LGAs and TCs provided with capacity building on school feeding program		CE

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