



THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



NATIONAL STRATEGY FOR

INCLUSIVE EDUCATION

2018 - 2021

DECEMBER, 2017

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FOREWORD

The Government recognises the need for creating more inclusive education system, which must prevent no enrolment, late enrolment, drop-out and exclusion of the most vulnerable groups.

In 2016, the Government conducted verification of the “Out of School Children Study (UNICEF, 2015/2016)” and found that there are approximately 3.5 million children and youth who are not receiving education. There is also a significant number of children and youth who are vulnerable and who are at risk of dropping-out and exclusion from the education system. This presents a significant challenge to the Government and the labour market. The Government is dedicated to do more to create the opportunity for these groups to engage and re-engage in the education system and make the education experience enriching and inspiring for all children of all communities in Tanzania.

It is the Government’s priority to ensure equitable participation in and completion of the basic education for all. To achieve this goal, and with this Strategy for Inclusive Education, the Government puts particular attention to excluded groups, children with disabilities, out-of-school children and children at risk, particularly boys repeating grades, teenage girls and students who completed Standard 7, and who should transit to lower Secondary. It is also the Government’s priority to increase access to post-basic learning opportunities for all youth.

As part of the strategic planning process, captured in the Education Sector Development Plan 2016/17 – 2020/21, the Government has adopted a set of targets and indicators of positive change in creating more equitable and inclusive education system. These targets, strategies and indicators of change are discussed, in the new National Strategy for Inclusive Education for the years 2018- 2021.

The National Strategy for Inclusive Education has been approved by the MoEST and a Memorandum of Understanding, signed by PO-RALG, specifying responsibilities of LGAs and schools have been signed for the implementation of this strategy.

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Education in Tanzania is a right for all citizens. In an effort to achieve this goal, the Government of the United Republic of Tanzania sets out its vision, overarching policy and strategic objectives for the education sector and captures it in the Education Sector Development Plan (ESDP) since 1997. The ESDP serves as a holistic framework for the delivery of education and allows to enhance coordination, collaboration and synchronization of education.

Alongside the ESDP, a number of specific sub-sector development plans and related strategies have been developed that aim at meeting specific objectives for each education level. In this context, the National Strategy on Inclusive Education (2009-17) was developed. The Strategy aimed to enhance educational services for children with special needs, by adopting an inclusive approach to policy-making and service delivery planning, ensuring teaching and learning are accessible to all, in particular by developing specific staff capabilities, providing pedagogical support, promoting community participation and ownership of education, and facilitating the use of sign language and Braille.

Rapid growth in basic and tertiary education; an increasing concern about the quality of education; introduction of various education initiatives¹ by both the government and non-government partners; and introduction of the Education and Training Policy of 2014 which amended the structure² of education, as well as new international commitments³ the government has made required updating of the national plans and strategies and issuing the new ESDP (2016/17 – 2020/21), and the new National Strategy for Inclusive Education (2018-2021).

¹These initiatives include: *The Big Results Now (BRN)*; *Education Programme for Results (EP4R)*; and *Literacy and Numeracy Education Support (LANES)*

²The *Education and Training Policy (2014)* introduces one year of compulsory pre-primary education; changes the duration of primary education from seven to six years and includes four years of lower-secondary into the compulsory basic education.

³The international commitments include the *Post-2015 Development Agenda* and commitments to the *Sustainable Development Goals 2030*

In 2009, to respond to the needs of the most vulnerable children, the Government developed the National Strategy on Inclusive Education (2009-2017). The Strategy aimed to ensure that all children, youth and adults in Tanzania have equitable access to quality education in inclusive settings.

Despite the fact that since 2009 Tanzania has made major advances in improving access to basic education, recording significant achievements in enrolment, school infrastructure and the provision of teaching and learning materials, the access to education for most vulnerable learners, including those with disabilities needs to be improved. No enrolment, drop-out and repetition rates have remained high. Inequity of access and learning outcomes continues to present a major challenge. For example, girls have higher enrolment and retention rates in both primary and lower secondary education, but lag behind boys in the transition rate from primary to secondary and also underperform in exams compared to boys. Girls' access to higher secondary and to higher education lags far behind that of boys. There are large variations in enrolment and retention rates and in exam performance across the country, with remote rural areas lagging far behind the urban areas. Significant numbers of children remain out of school, although the introduction of fee-free basic education has reduced that number for the youngest children. Improving access and learning achievement for children with disabilities and other special needs requires more attention and resources.

Although the National Strategy on Inclusive Education formulated in 2009-2017 had a number of strategies aimed at ensuring equal access to quality education, in 2016, the Government conducted a verification study to confirm the findings of the "Out of School Children Study" and found that there are approximately 3.5 million children and youth who are not receiving education.

The out-of-school population comprises of children who were never enrolled, children who dropped-out early, children who live too far from school to be able to attend it, children with disabilities, children from nomadic communities, working children, orphans, refugee children, children affected by emergencies and children living in extreme poverty.

Amongst the children who are in schools, there are groups who are not learning and are at risk of dropping out. These children include children who enrolled in school late and who are overage, children who have learning difficulties, who learn in overcrowded classes in poor learning environments, children who failed an examination, learners with disabilities and learners who are affected by violence.

This presents a significant challenge to the Government and to the labour market. The Government is dedicated to do more to create the opportunity for these groups to engage and re-engage in the education system and make the education experience enriching and inspiring for all children of all communities in Tanzania.

The National Strategy for Inclusive Education is thus aimed at strengthening the education system to provide, in an equitable manner, learning opportunities for all children, adolescents and youth, including vulnerable groups, and enable them to acquire the necessary knowledge and skills to contribute to the transformation of Tanzania into a middle income and semi-industrialized nation by 2025.

To achieve this the National Strategy for Inclusive Education pays particular attention to excluded groups, children with disabilities, out-of-school children and children at risk, particularly boys repeating grades, teenage girls and students who completed Standard 7 and who should transit to lower Secondary.

Reaching the excluded and marginalized groups and providing them with quality education requires the development and implementation of inclusive policies and programmes. This Strategy promotes an inclusive education system that removes the barriers limiting the participation and achievement of all learners, that respects diverse needs, abilities and characteristics and that eliminates all forms of discrimination in the learning environment.

The new National Strategy for Inclusive Education (2018 – 2021) builds on the achievements of the 2009 Strategy and promotes continuation of its efforts which include using materials, infrastructure and human capital created within the 2009 Strategy, especially:

- a: **The Inclusive Education Kit** facilitating training for teachers on inclusive education, developed by the Tanzania Institute of Education (TIE).
- b: **Education Support and Resource Assessment Centres (ESRAC)** developed by the MoEST and promoting 1) early identification and assessment of children with special needs; 2) care and support for children with Albinism and low vision; 3) improved teaching of 3Rs to children with visual and hearing impairments; 4) teaching children with Intellectual Impairment and Autism.
- c: **Open and Distance Learning (ODL) programme** for training in-service teachers on special education needs developed by the Patandi Teacher Training College in collaboration with NACTE.
- d: **Assessment kits, learning equipment and assistive devices for children with disabilities** procured and distributed to schools across the country by the MoEST.
- e: **Teachers with qualification in Special Education** who were trained through in-service courses on how to work with children with special needs and regular teachers who gained knowledge on inclusive education through short courses.

Implementation of the National Strategy on Inclusive Education 2009 – 2017 offered some lessons and exhibited challenges that the new Strategy aims to manage and address in time for effective implementation:

a: Coordination of efforts:

- 01 A **Working Group** on Inclusive Education was formed to enable creation of a task-force promoting inclusive education and monitoring developments related to inclusive education.
- 02 An **operational plan** has been developed to provide the Government and the development partners a tool for focusing and coordinating efforts amongst the stakeholders.
- 03 A **WhatsApp group** on Inclusive Education has been created to allow the Government and the partners to exchange information about meetings, materials and new developments related to the inclusive education.
- 04 **Contact list** of the Government and development partners working in support of the inclusive education was created and shared amongst the partners.
- 05 A **monitoring plan** has been included in the operational plan to enable the Working Group on Inclusive Education to meet regularly and follow up on the developments and efforts on inclusive education.

b: Monitoring of efforts: targets and indicators of success have been included in the Operational Plan for the National Strategy for Inclusive Education to enable tracking of efforts and achievements as well as to enable identification of gaps;

c: Capacity of teachers: education can only become more inclusive if teachers will make the classroom experience more inclusive for children. The strategy sets a number of actions related to building a stronger force of teachers able to work with children with diverse needs, including disabilities;

d: Equipment and assistive devices: the cost of equipment and assistive devices has proved larger than the capacity for procuring it and equipping learners with it. The Strategy proposes to identify Public-Private-Partnerships to reduce some of the costs related to the provision of these devices;

e: Community participation: the education sector cannot improve and become more inclusive without participation of the communities. The Strategy proposes to raise the community awareness of their role in education and to mobilise communities to support school improvement efforts.

The process of formulating this strategy required a thorough understanding of the late entry and early departure from schools, identifying the vulnerable groups and listing strategies to enable education of out-of-school and vulnerable populations. The MoEST and PO-RALG formed a Working Group on Inclusive Education and tasked it to develop a National Strategy for Inclusive Education to address some of the causes of a large out-of-school population.

The Working Group on Inclusive Education held a series of workshops which focused on identification of the vulnerable and out-of-school populations, identification of barriers to education of these groups as well as strategies to address these barriers. Technical Assistance was mobilised to facilitate discussions of the Working Group on Inclusive Education and to capture these discussions in the form of the National Strategy for Inclusive Education. Despite involvement of the Technical Assistance, the National Strategy for Inclusive Education was elaborated by the Working Group on Inclusive Education and also was enriched by inputs from various stakeholders during consultative meetings and serves as a documentation of discussions and improvement plans set by the Working Group for the country.

For sustainability purposes, the Working Group on Inclusive Education recommends maintenance and continuation of cross-ministerial, development partners and civil society coordination mechanisms to ensure proper implementation and monitoring of the National Strategy on Inclusive Education.

The core of Inclusive Education is the human right to education, pronounced in the Universal Declaration of Human Rights (1949), recognising diversity as the main characteristic of humanity. In education this diversity should be used as a constructive force in building societies. Therefore, education policies must be sufficiently diversified and so designed as not to become another cause of social exclusion (UNESCO, 1996).

Various international conventions and agreements recognise the need for education policies and practices that accommodate all learners:

The UN Convention on the Rights of the Child (1989) outlines the right to education and training of all children, to achieve the greatest degree of self-reliance and social integration possible. Tanzania has ratified the Convention.

The Jomtien World Declaration on Education for All (1990) highlights the commitment to a child-centred pedagogy where individual differences are accepted as a challenge and not as a problem. The Dakar World Education Conference (2000) recalled in the Notes on the Dakar Framework for Action that;

“...the inclusion of children with various educationally disadvantaged positions, such as children with special needs, from ethnic minorities, remote communities, and others excluded from education, must be an integral part of strategies to achieve Universal Primary Education”. The Notes highlighted also the importance of inclusive education: “... In order to attract and retain children from marginalised and excluded groups, education systems should respond flexibly... Education systems must be inclusive, actively seeking out children who are not enrolled, and responding flexibly to the circumstances and needs of all learners...”

The UNESCO Salamanca Statement and Framework for Action (1994) reinforces the obligation for schools to accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. The challenge is for ordinary classrooms to be responsible for all learners. The Salamanca Statement outlined the main principles of inclusive schools:

“The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different learning styles and rates of learning and ensuring quality education through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. There should be a continuum of support and services to match the continuum of special needs encountered in every school.

Within inclusive schools, children with special educational needs should receive whatever extra support they may require to ensure their effective education. Assignment of children to special schools - or special classes or sections within a school on a permanent basis - should be the exception, to be recommended only in those infrequent cases where it is clearly demonstrated that education in regular classrooms is incapable of meeting a child's educational or social needs or when it is required for the welfare of the child or that of other children."

Article 24 of the UN Convention on the Rights of Persons with Disabilities (2006) urges the Member States to organise education for persons with disabilities without discrimination and on the basis of equal opportunity. Therefore, this right should be granted through an inclusive education system at all levels and aiming at lifelong learning. Tanzania has signed but not ratified the Convention.

In Tanzania, education as an equal right has been expressed in various national policies, legislation and guidelines:

The Education Act (1978) statutes a compulsory schooling and regular attendance at primary level of education. It is the responsibility of parents to ensure that their child is enrolled to a school and attends regularly. The Education Act does not provide affirmative action in relation to any specific groups or situations but asserts that **"no person may be denied opportunity to obtain... education for the reason only of his race, religion or political or ideological beliefs."**

The Education and Training Policy (1995) endorsed the right to pre-primary and primary education and adult literacy to all citizens as a basic right. In addition, the Education and Training Policy made a point to promote and facilitate access to education to disadvantaged social and cultural groups. The Education and Training Policy further states that **"government shall facilitate proper training...of teachers for pre-primary schools"**. It recognizes special teacher education by pointing out the necessity of training of teachers of children with special needs. The policy sets compulsory in-service training and re-training of practicing teachers to ensure teacher quality and professionalism. This policy has been reviewed and the Education and Training Policy (ETP) of 2014 was endorsed. The ETP (2014) provides statements that direct the transition to fee-free and compulsory basic education of 11 years, including one year of mandatory pre-primary education (for children aged 4-5 years), six years of primary (to be started at the age of six years) and four years of lower secondary, O-Level education. Other policies supporting implementation of the ETP are: The Technical Education and Training Policy (1996), currently under review; The Higher Education Policy (1999); Community Development Policy (1996), currently under review and the Child Development Policy (1996).

The Child Development Policy (1996) aims at protecting children's rights as expressed in the UN Convention on the Rights of the Child. The policy recognises that measures need to be taken to ensure that all children of school going age are enrolled. It further emphasises that it is the responsibility of the Ministry of Education and Vocational Training to make available educational opportunities for those who are above primary school age, who have dropped or been taken out of school and for those who never went to school.

The National Policy on Disability (2004) urges the Government, in collaboration with stakeholders, to provide a conducive environment for inclusive education which would take care of the special needs of children with disabilities. The National Policy on Disability further emphasises the need to improve and increase skills training for persons with disabilities, in settings that accommodate both disabled and non-disabled trainees.

The National Strategy for Growth and Reduction of Poverty (NSGRP, or MKUKUTA) identifies disability and children among the crosscutting issues. It also recognises that geographical and demographical factors may cause poverty. It is therefore suggested that education of those groups of people who are more likely to be affected by poverty needs to be afforded utmost importance. The MKUKUTA programme aims at ensuring that all (boys and girls) children, including those with disabilities, orphans and other most vulnerable children (e.g. child labourers, street children) are able to effectively access and complete high quality, child-friendly and gender sensitive primary education programme.

The Primary Education Development Plan II which first phase was from 2001 to 2006, revised for the second phase from 2007 to 2011 and again for the current phase from 2012 to 2017; sets the target of enrolling all children of 7 years old (6 years old girls) in Standard 1 by 2017. It envisages that all children from difficult and hard-to-reach areas, orphans and those with disabilities are enrolled. The Plan introduces inclusive education as a means to address the disproportionate exclusion of learners with disabilities and proposes a number of strategies to take inclusive education forward.

Other key sector plans included: The Secondary Education Development Programme (SEDP). The first phase was from 2004 to 2009 and the second phase 2010-2014 (extended to 2016); the Teacher Development and Management Strategy (TDMS) 2007-2012, under review; Folk Education Development Programme (FEDP) 2007-2012, under review; Adult Education and Non-Formal Education Strategy; 2003/4-2007/8 which led to the development of the Adult and Non Formal Education Development Plan 2012-2017; Higher Education Development Programme (HEDP) 2010-2015; and Technical and Vocational Education Development Programme (TVEDP) 2012-2017.

The main focus of the sector policies is to transform the education sector into an efficient, effective, outcome-based system, which would facilitate the achievement of the educational goals as delineated in the Tanzania Development Vision 2025 and the objectives of the NFYDP II 2016/17-2020/21. The NFYDP II is built on three pillars of transformation, namely industrialization, human development, and implementation effectiveness.

The Teacher Development and Management Strategy (TDMS revision, 2008 and another review done in 2013) focuses on attracting, developing and retaining adequate quality teachers. TDMS calls for building capacity of primary and secondary school teachers in special needs education methods, as well as reviewing of the pre-service teacher education curricula and in-service programmes to include special needs education. Curricular review cycles should contain the procuring of special materials and equipment for tutors and student teachers with special needs. TDMS also encourages the reviewing and mainstreaming of cross-cutting issues in teacher education system.

The Education Sector Development Programme 2008 – 2017 (ESDP revision, 2008 and new revised ESDP for 2016/7-2010/21) proposes a number of principles that should be adopted across the Education Sector in order to achieve the wider goals of reducing poverty through investments in education. One of the principles particularly emphasise the access to at least basic levels of education by all persons, ***“irrespective of gender, physical disability, or parents’ income, social status and geographical origin”***. According to ESDP “the fundamental principle of inclusion...is applied as a key strategy aimed at achieving universal and equitable access (...)”

The ESDP focuses on ensuring equitable access to education and training for all, including the most disadvantaged - ensuring out-of-school children, illiterate youth and adults and other vulnerable groups can access quality learning opportunities and thus obtain knowledge and vocational skills. The key ESDP Principle is on inclusion at all levels is applied as a key strategy aimed at achieving universal and equitable access, backed up by related teacher training and community publicity.

Progress towards achieving all of the targets will be tracked through a rigorous Monitoring and Evaluation Framework, to be developed as a separate document, and this will disaggregate results by gender and by geographical location, as well as having a particular focus on disadvantaged groups such as orphans and vulnerable children, and children and adults with learning disabilities including physical disabilities.

The National Multisectoral Social Protection Framework (draft, 2008) is informed by human rights principles and it urges the following principles to be adopted across all the sectors:

- **Prioritisation:** ensuring that targeted support reach the most needy, vulnerable people
- **Community participation and inclusion:** so that new systems are inclusive and address issues of power relations
- **Strengthening the capacity of local government:** and non-state actors to effectively facilitate the identification of the most needy and vulnerable persons to enable provision of necessary support to them
- **Universality of access:** to ensure that all, without discrimination, can participate and benefit from the national systems.

Further, The Sustainable Development Goal 4, has ten targets, one of which focuses on inclusive education: *By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations; and build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all.*

The ESDP (2016/7-2020/21) has ensured that the cross cutting elements are highlighted and there is a specific focus on inclusive education. However, there is still a risk of fragmentation in the approach towards inclusive education in that there are elements included in each of the six ESDP key Programme areas, which are:

- Access, Participation and Equity in Basic Education (pre-primary, primary and lower secondary, higher education and out-of-school children)
- Quality of basic Education and secondary education (Curricula, teacher issues – training, support, motivation; learning environment, school leadership and management and quality assurance)
- Adult and Non-Formal Education
- Technical and Vocational and Folk Education
- Higher Education
- System, Structure, Governance and Management

In order to ensure that the inclusive education aspects which are cross cutting are adequately addressed, it is important to have a clear and detailed National Strategy for Inclusive Education. This overall policy context has thus guided the formulation of the current National Strategy for Inclusive Education.

6.1 Definition of Inclusive Education

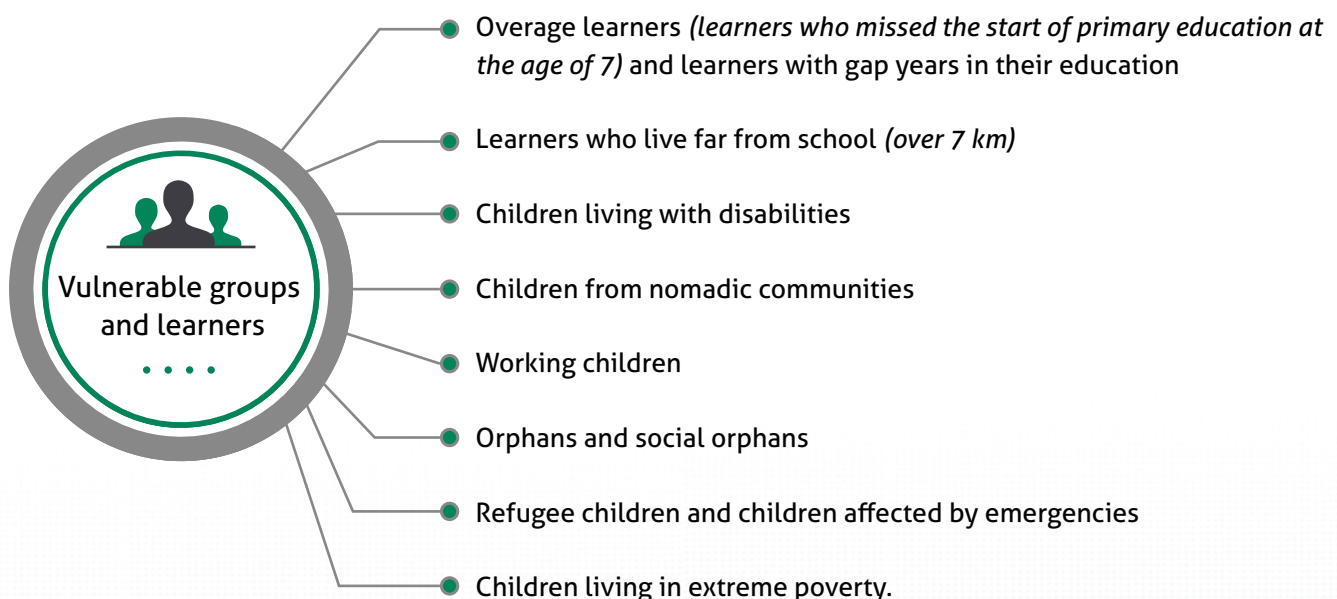
Several definitions of inclusive education exist which guide the international community's efforts in making education more participative and inclusive. While these definitions were reviewed and guided discussions of the Working Group on Inclusive Education, a contextualised definition of inclusive education was developed by the Working Group. The following definition of inclusive education in the context of Tanzania is applied throughout the document.

Inclusive education is an approach which transforms education system, including its' structure, policies, practices and human resources, to accommodate all learners in the mainstream education by addressing and responding to learners' diverse needs.

It involves defining and maintaining standards of inclusiveness, adaptation and modification of curriculum content, teaching and learning materials, pedagogy and environment to ensure access to, and participation in quality education for all learners irrespective of their gender, ethnicity, socio-economic and cultural background, physical and intellectual abilities and special learning needs.

Vulnerable groups and learners

Ensuring that all children and adolescents have an equal opportunity for educational progress remains a challenge in Tanzania. The Education Act 1978, and its subsequent updates prohibit any exclusion from, or limitation to, educational opportunities on the basis of socially-ascribed or perceived differences, such as sex, ethnic/social origin, language, religion, nationality, economic condition or ability. In the context of Tanzanian education sector the vulnerable groups and learners include:



AIMS AND OBJECTIVES OF THE NATIONAL STRATEGY FOR INCLUSIVE EDUCATION

6.2 Aim of the National Strategy for Inclusive Education

The aim of the National Strategy for Inclusive Education is to strengthen education system to provide, in an equitable manner, learning opportunities for all children, adolescents and youth, including vulnerable groups, and enable them to acquire necessary knowledge and skills to contribute to transformation of Tanzania into the middle income and semi-industrialized nation by 2025.

6.3 Objectives of the National Strategy for Inclusive Education

The National Strategy for Inclusive Education will support country efforts to:

- 01 Equitable access and participation in at least one year of pre-primary education enhanced for all 5 years old children with particular attention to vulnerable groups.
- 02 Equitable access to and participation in quality basic education enhanced for all children, adolescents and youth including vulnerable ones through mainstream, non-formal and alternative pathways, and flexible learning opportunities.
- 03 The school system and learning environment improved to prevent and address causes of dropout for successful completion of basic education for all including vulnerable groups
- 04 Equity in learning outcomes for all children, adolescents and youth including vulnerable groups improved to promote achievement in basic and secondary education.

These efforts will be underpinned by strengthening country policies and data systems to enable more equitable planning, budgeting and implementation of improvements to the education system.

AIMS AND OBJECTIVES OF THE NATIONAL STRATEGY FOR INCLUSIVE EDUCATION

6.3 Objectives of the National Strategy for Inclusive Education

Aim: Strengthen education system to provide, in an equitable manner, learning opportunities for all children, adolescents and youth, including vulnerable groups, and enable them to acquire necessary knowledge and skills to contribute to transformation of Tanzania into the middle income and semi-industrialized nation by 2025.

OBJECTIVE 1

Provide equitable access and participation in at least one year of pre-primary education for all 5 years old children with particular attention to vulnerable groups by the year 2021.

Strategy 1.1

Strengthen pre-primary education to enable at age enrolment and reduction of over-age-school-population

OBJECTIVE 2

Provide equitable access to and participation in quality basic education for all children, adolescents and youth including vulnerable ones through mainstream, non-formal and alternative pathways, and flexible learning opportunities.

Strategy 2.1

Integrate overage and vulnerable children in mainstream education

Strategy 2.2

Strengthen the capacity of TTCs and teachers to work with vulnerable and learners with special needs

AIMS AND OBJECTIVES OF THE NATIONAL STRATEGY FOR INCLUSIVE EDUCATION

6.3 Objectives of the National Strategy for Inclusive Education

OBJECTIVE 3

Improve the school system, community awareness, and learning environment to prevent and address causes of dropout, enhance physical accessibility and ensure successful completion of basic education for all including vulnerable groups and provide more opportunities for further education including TVET.

Strategy 3.1

Improve the school system to prevent and address causes of drop-out and ensure successful completion of basic education for all children, particularly with special needs

Strategy 3.2

Mobilise communities to support education of vulnerable children

Strategy 3.3

Improve availability of inclusive and accessible teaching and learning materials for 3Rs, STEM and language development to facilitate better learning

OBJECTIVE 4

Improve equity in learning outcomes for all children, adolescents and youth including vulnerable groups, to promote achievement in basic and secondary education.

Strategy 4.1

Strengthen early identification, assessment and support to learners with special needs

Below is the description of the strategies and actions for each objective

Objective 1:

Equitable access and participation in at least one year of pre-primary education enhanced for all 5 years old children with particular attention to vulnerable groups.

Early years of life are a window of opportunity to lay a strong foundation for a child's life. Proper health, nutrition, and early stimulation play a critical role for brain development and child wellbeing. Pre-primary education lays the foundation for lifelong wellbeing and learning. It enhances school readiness (SRP, 2017); improves cognitive and socio-emotional skills; increases school enrolment for siblings; improves physical and mental health; lowers repetition and drop-out rates in early grades; reduces special education placements and improves overall educational outcomes and increases engagement of mothers in the workforce, which in turn reduces poverty. Pre-primary education improves equity and has positive and substantial impacts on the development of children from economically disadvantaged backgrounds (Alderman 2011, Baker-Henningham and Boo 2010, Engle et al. 2007, 2011, Nores and Barnett, 2010, UNESCO, 2006). It can offer a boost to linguistic skills of children from families of low socio-economic status and is a cost-effective strategy to promote children's success in school and life. Nobel Laureate James Heckman has calculated the returns on investment to early childhood development interventions to be up to 18% - much higher than rates of return of other levels education. The National Strategy for Inclusive Education uses the investment in pre-primary education as a tool to prevent late enrolment, and no enrolment, reduce underachievement, repetition and drop-out of all children, and particularly the most vulnerable and children with disabilities.

Strategy 1.1:

Strengthen pre-primary education to enable at age enrolment and reduction of over-age-school-population at primary level.

There are about 1.5 million five-year-old children who should benefit from pre-primary education. There are also over 1.4 pre-primary students enrolled in pre-primary classes, however some of these students are younger and older than five-years-old. These means that not all five-year-old children benefit from pre-primary education, while younger and older children take space of the five-year-olds in pre-primary classes. When children older than five enter pre-primary education, they do not enter primary education at the correct age, which puts them at risk of being classified as overage and be redirected to COBET 1.

This creates inefficiency and puts children at the risk of not enrolling in primary education if COBET centres are far or are under-resourced. Given that the education system is already under resourced, is coping with a significant shortage of teachers and classrooms as well as basic teaching and learning materials, it is crucial that all available pre-primary spaces are used efficiently and are reserved for the five-year-olds. Clear guidelines need to be provided to LGAs, head teachers and parents on the age children should enrol in pre-primary education.

Currently there are 9,053 pre-primary teachers in schools. The PTR at pre-primary level is 158:1, classrooms are scarce and teaching and learning materials are few. To provide good quality of pre-primary education it is important that class-size at pre-primary education is lowered, pre-primary teachers are made available and that pre-primary classrooms are well resourced. There are 19 Teacher Training Colleges that prepare pre-primary teachers, however after graduation, the graduates of the pre-primary programme cannot be employed as the scheme of service does not recognise their qualification. It is crucial that the teachers who qualify to teach at pre-primary level are being employed and that investments in pre-primary education and developing school readiness in children are sustained and built on to enable the pre-primary education to improve.

Actions:

- 01 Harmonize circulars and regulations related to the target age stipulated in the Education Act (1978), The Education Training Policy (2014), and Education Sector Development Plan (2017).
- 02 Introduce automatic transition from pre-primary to primary schools.
- 03 Improve monitoring of the Capitation Grant expenditure to ensure that CG reaches Satellite Centres.
- 04 Agree a community-based modality for provision of school meals for pre-primary learners.
- 05 Build parental and community awareness about the age at which children must start pre-primary education.
- 06 Train WEOs and VEOs on the identification of pre-primary age children, especially girls with disabilities to enable enrolment of the most vulnerable in pre-primary schools.

- 07 Improve screening system at pre-primary level to enable early identification of children with special needs.
- 08 Increase a cadre of pre-primary teachers who are able to work with learners with special needs and vulnerable.
- 09 Strengthen the capacity of TTCs to train pre-primary teachers who demonstrate strong standards of inclusiveness in teaching and creating learning environment.
- 10 Procure and distribute pre-primary accessible teaching and learning materials to all 19 TTCs that prepare teachers for inclusive pre-primary education.
- 11 Improve availability of inclusive and accessible teaching and learning materials for pre-primary education.
- 12 Reduce distance to school for pre-primary students to encourage enrolment and participation of all five-year-olds, and particularly these with special needs.

Below is the description of the strategies and actions for each objective

Objective 2:

Equitable access to and participation in quality basic education enhanced for all children, adolescents and youth including vulnerable ones through mainstream, non-formal and alternative pathways, and flexible learning opportunities.

There are 3.5 million school-age-going children who are out of school. This is a third of all school-age-going children. Tanzania will not achieve its aim of becoming a middle-income and semi-industrialised country by 2025, if every third citizen will remain un(der) educated. It is therefore important that all girls and boys, including these with disabilities, who dropped out or never enrolled are provided with access to basic education.

The following set of Strategies was identified to ensure that all children who enrol in schools continue their education, and that all children have access and are enabled to participate in basic education.

Strategy 2.1:

Integrate overage and vulnerable children in mainstream education.

Overage and vulnerable children and adolescents with disabilities, girls, nomadic children and these from low socio-economic backgrounds, are at a particular risk of non-enrolment, truancy and drop-out. Overage learners receiving their education in COBET centres, children with disabilities and other vulnerable learners are under-supported. COBET facilities are poor, access to books is very limited, teachers are few and poorly incentivised and overage learners are often bullied. While the Objective 1 of this Strategy focuses on reducing over-age school population through prevention of late enrolment, current overage school population remains large. Repetition rates are high, with 10% of S1 learners repeating the first year.

Children with disabilities largely remain out-of-school, and those who are in school are poorly supported with few teachers, assistive devices and accessible learning materials. Learners with Albinism largely remain institutionalised. Learners who enter primary education without the knowledge of Kiswahili are poorly supported. Language development and support for learners transiting to secondary education is weak.

The government's "Baseline English Course" has been proven successful however has not been scaled up despite its low cost of implementation. Large numbers of refugee children remain out-of-school and their access to mainstream education is weak, despite the fact that Tanzania became a pilot country for the Comprehensive Refugee Response Framework (CRRF) and has committed to enhancing refugees' access to education through inclusion in the national education system.

Actions:

- 01 Review guidelines on enrolment to integrate overage children in mainstream education
- 02 Introduce automatic promotion within primary and secondary education
- 03 Ensure smooth and simple transfer of learners, particularly the vulnerable, between schools and non-formal and alternative education
- 04 Review and update the guidelines on education of children with Albinism
- 05 Agree a community-supported modality for provision of school meals at primary level
- 06 Reduce indirect cost of schooling
- 07 Strengthen implementation of the Teachers' Code of Conduct
- 08 Strengthen child protection in schools
- 09 Enable children and adolescents to access curriculum in Kiswahili at primary and English at secondary levels by scaling up pre-primary, School Readiness Programme and secondary school preparatory programmes for example "**Baseline English Course**"
- 10 Improve learning environment and facilities in COBET 1, COBET 2 and IPOSA
- 11 Review COBET 1 and COBET 2 to enable graduates to reintegrate with the mainstream education
- 12 Strengthen guidance and counselling services in education settings and train peer mentors on girls' rights and reproductive health
- 13 Strengthen education for refugee learners

Strategy 2.2:**Strengthen the capacity of TTCs and teachers to work with vulnerable and learners with special needs**

Despite the fact that over a half of primary schools in Tanzania enrol children with special needs, the capacity of teachers to facilitate inclusiveness in their classrooms remains weak. Children with disabilities and learning difficulties are poorly supported, which is evident in high repetition rates and large out-of-school population. There are 43,314 learners with special needs enrolled in schools, however over 340,000 children living with disabilities remain out-of-school. These who are in school not always are supported by a teacher qualified in the field of special education. Teachers with qualification to work with learners with special needs remain few, there is only 1 teacher per 20 children with disabilities. Teacher Training Colleges lack equipment, teaching and learning materials and the framework to model the spirit of inclusiveness in classrooms.

- Review Teacher Education Curriculum Framework to incorporate inclusive education
- Increase a cadre of teachers specializing in Special Needs Education
- Strengthen the capacity of TTCs to train inclusive teachers for primary and secondary schools who are able to work with vulnerable and learners with special needs
- Build capacity of in-service teachers to enable them to teach learners with diverse needs including learners with minor disabilities
- Capacitate the TTCs with necessary equipment to facilitate preparation of teachers to work with vulnerable and learners with special needs
- Expand infrastructure in the existing TTCs that have the potential to offer Special Needs Education

Objective 3:**The school system and learning environment improved to prevent and address causes of dropout for successful completion of basic education for all including vulnerable groups**

Data on vulnerable and learners with disabilities is limited and is not regularly analysed to provide the decision makers and planners evidence for making decisions. Financial capacity of schools and other education settings to make necessary changes to accommodate learners with disabilities remains weak, with the capitation grant not reaching the most vulnerable learners in COBET and other alternative learning spaces and the formula ignoring the fact that children with disabilities bring higher cost to schools than regular children. Some head teachers still refuse enrolment of students with disabilities, and teachers struggle in including children with disabilities in the learning process. Strengthening School Quality Assurance and constructive and supportive feedback to head teachers and teachers on inclusion of learners with special needs is crucial if the population of out-of-school children with disabilities is to be reduced. Distance to schools remains large for students in remote areas and students with severe disabilities.

The government has identified and successfully piloted development of school Satellite Centres and these now could be replicated throughout the country to reduce distance to school for the youngest and most vulnerable learners and prevent non- and late enrolment. Community support for education has weakened since the introduction of the Elimu Bure policy. Large number of parents continue expecting that all costs related to schooling, including the cost of school meal, school uniform and basic materials will be covered by the government. It is necessary that the community awareness of their role in supporting education is raised and that communities are mobilized to support education of all vulnerable children.

Strategy 3.1:**Improve the school system to prevent and address causes of dropout and ensure successful completion of basic education for all children, particularly with special needs**

Data on education of vulnerable children and learners with disabilities when exists is not regularly analysed to provide the decision makers evidence for making decisions on how to improve the system for the most vulnerable learners. It is important that the financial capacity of schools is improved to enable them to make necessary adaptations to accommodate more disadvantaged and learners with special needs.

To improve the capacity of schools to support vulnerable and learners with disabilities, the head teachers will need to become more open to enrolling learners with disabilities and teachers more eager to include these learners in learning. Quality Assurers will play a crucial role in helping head teachers and teachers to change their mindsets about inclusion and supporting learners with special needs. Teachers of STEM subjects will need to be supported to successfully include girls in the learning process. Life-skills content in the curriculum will need to be strengthened to enable children to grow healthy, equip them with interpersonal and protection skills as well with knowledge on reproductive health.

Actions:

- 01 Improve quality of data and its analysis on vulnerable and learners with disabilities
- 02 Strengthen capacity of School Quality Assurers (SQA) to assist pre-primary, primary and secondary teachers and head teachers to include learners with minor disabilities in the learning process
- 03 Strengthen life skills' and reproductive health content in the pre-primary, primary and secondary education
- 04 Strengthen opportunities for vulnerable girls to complete basic and secondary education cycle
- 05 Increase a cadre of teachers specialized in STEM who are able to successfully support achievement of girls in STEM
- 06 Revise capitation grants strategy to enable COBET, IPOSA and FDCs centres to meet their operational costs and improve learning environment coverage and disadvantaged learners
- 07 Introduce a budget and incentives for the financing of alternative non-formal learning programmes (like IPOSA) targeting excluded and vulnerable learners, particularly these in poor rural communities, orphans and learners with special needs
- 08 Introduce incentives for counsellors, teachers and support staff working with learners with disabilities, as well as teachers and facilitators working in COBET 1, COBET 2, IPOSA and Satellite Centres
- 09 Reduce distance to school

Strategy 3.2:**Mobilize communities to support education of vulnerable children**

Over 117,950 drop-out from school annually. Out-of-school population of children is large. Community awareness of the value of education must be strengthened and community members need to start taking more active role in supporting education of the vulnerable. Communication and awareness of the school target age must be strengthened, if the enrolment of five-year-olds in education is to be increased and over-age school population reduced. Truancy remains the main reason for students' drop-out. Parents must be more aware of the impact of absenteeism on learning outcomes and must be more aware of the truancy patterns of their children if truancy is to be prevented. The government, with the assistance of development partners successfully piloted a number of interventions aimed at raising community awareness and system capacity to manage attendance. These include Parent-Teacher-Partnerships and school information system. These systems should now be brought to scale.

Actions:

- 01 Build community awareness on issues related to education of vulnerable children
- 02 Scale-up Parent-Teacher-Partnerships (PTPs) across the country and build the capacity of PTPs to support education of children with disabilities
- 03 Prevent truancy by scaling up school information system and establishing cost-effective parents' information and follow-up system on absenteeism

Strategy 3.3 :**Improve availability of inclusive and accessible teaching and learning materials for 3Rs, STEM and language development to facilitate better learning.**

Teaching and learning materials are scarce for all learners, however access to learning materials for learners with special needs is very limited. Expanding the accessibility to infrastructure, assistive devices and teaching and learning materials to facilitate stronger performance in 3Rs and STEM for the vulnerable learners is crucial.

Actions:

- 01 Improve libraries and laboratories to accommodate learners with special needs and disabilities
- 02 Provide specialized educational equipment and assistive devices to children with disabilities
- 03 Expand school infrastructure for children with severe disabilities

Objective 4:

Equity in learning outcomes for all children, adolescents and youth including vulnerable groups improved to promote achievement in basic and secondary education.

10% of all S1 students repeat the grade due to underperformance. Students' school readiness, their vision, hearing and basic intellectual abilities are not assessed at the start of the school-year which in the context of very large class-sizes makes it difficult for teachers to identify specific support learners should receive to prevent underperformance. Examination system does not sufficiently accommodate learners with special needs which causes exam failure and puts learners at risk of dropping-out. Early identification and support to underperforming learners is crucial to enable learners to successfully complete the full cycle of basic education.

Strategy 4.1:

Strengthen early identification, assessment and support to learners with special needs

Actions:

- 01 Improve school-based screening system at primary level to enable early identification of children with special needs
- 02 Review and adapt examination system for learners with special needs
- 03 Improve availability of assessment and support centres at district level for children with special needs
- 04 Introduce remedial classes for underperforming learners



REVIEW OF THE NATIONAL STRATEGY FOR INCLUSIVE EDUCATION

To bring the priorities of the National Strategy for Inclusive Education in line with current trends, this document will be reviewed accordingly with the review calendar of the ESDP. The next review of this Strategy is scheduled for 2021, upon development of the ESDP 2022 -2026.

MONITORING AND EVALUATION OF THE NATIONAL STRATEGY FOR INCLUSIVE EDUCATION



Monitoring of the implementation of the strategies and activities under the National Strategy will involve review of documents, school visits and meetings with development partners and civil society.

The Working Group on Inclusive Education will meet every quarter to discuss progress of planned activities, lessons learnt, best practice and challenges, including financial gaps. There will be 20 progress meetings and 1 planning meeting organised within the period of implementation of this Strategy. Out of the 20 meetings, 16 will be quarterly meetings reporting on the progress achieved within the quarter, 4 meetings will be Joint Sector Review meetings during which annual report will be presented and circulated and 1 will be a planning meeting for the new National Strategy for Inclusive Education 2022-2026. Quarterly reports will be issued after every meeting, and an annual report will be issued in September for the annual Joint Education Sector Review.

Quarterly and annual reports will be issued to keep track of the implementation and enable the government to regularly communicate with the development partners and civil society on the successes, challenges and financial gaps.

THE CALENDAR OF THE WORKING GROUP MEETINGS AND REPORTS FROM THE MEETINGS IS PRESENTED BELOW.

DATE	TYPE OF MEETING	TYPE OF REPORT
April 2018	Progress meeting for Q1 2018	Quarterly report
July 2018	Progress meeting for Q2 2018	Quarterly report
September 2018	Joint Sector Review	Progress to date – PPT presentation
October 2018	Progress meeting for Q3 2018	Quarterly report
January 2019	Progress meeting for Q4 2018	Quarterly report
April 2019	Progress meeting for Q1 2019	Quarterly report
July 2019	Progress meeting for Q2 2019 and annual progress meeting for 2018 and 2019	Annual report for the period January 2018 – June 2019
September 2019	Joint Sector Review	Presentation of the Annual Report 2018/2019
October 2019	Progress meeting for Q3 2019	Quarterly report
January 2020	Progress meeting for Q4 2019	Quarterly report
April 2020	Progress meeting for Q1 2020	Quarterly report
July 2020	Progress meeting for Q2 2020 and annual progress meeting for 2019/2020	Annual report for the period July 2019 - June 2020
September 2020	Joint Sector Review	Presentation of the Annual Report 2019/2020
October 2020	Progress meeting for Q3 2020	Quarterly report
January 2021	Progress meeting for Q4 2020	Quarterly report
April 2021	Progress meeting for Q1 2021	Quarterly report
July 2021	Progress meeting for Q2 2021; annual progress meeting for 2020 and 2021; planning meeting for the new National Strategy for Inclusive Education 2022-2026	Annual report for the period July 2020 – June 2021
August 2021	Planning meeting for the new National Strategy for Inclusive Education 2022-2026	Draft National Strategy for Inclusive Education 2022-2026
September 2021	Joint Sector Review	Presentation of the Annual Report 2019/2020 Presentation of the draft new National Strategy for Inclusive Education 2022-2026
October 2021	Progress meeting for Q3 2021	Quarterly report
January 2022	Progress meeting for Q4 2021	Quarterly report



ANNEXES

OPERATIONAL PLAN



THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



NATIONAL STRATEGY FOR
INCLUSIVE EDUCATION

**OPERATIONAL
PLAN**

2018 - 2021

DECEMBER, 2017

ACKNOWLEDGEMENTS

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The task could not have been possible without technical inputs of the officers enlisted hereunder.

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■ Operational Plan

This plan provides an overview of the expected deliverables in the period 2018 – 2021. This plan was prepared to guide the Government’s efforts and to create more inclusive education in Tanzania. This plan should be factored into MoEST, PO-RALG and LGA work-plans and costed annually.

■ Purpose of the Operational Plan

This Operational Plan aims to serve as a coordination tool for partners working in education sector in support of making education more inclusive. Preparation of the Operational Plan exhibited a significant funding gap, which without financial support of Development Partners and Civil Society Organisations may delay improvements in education sector.

In this plan, priorities (1,2,3) were identified to enable the Government and partners to track activities for which funding has been committed (priority 1), activities partly supported by partners (priority 2) and activities for which there are no funds committed (priority 3).

■ Review process

Every quarter the Government, together with the development partners, will monitor implementation of this Plan. Annually, as part of the Annual Progress Meeting, the Operational Plan will be revised, costed and published to guide annual efforts of the Government and development partners in making education more inclusive.

Aim: Strengthen education system to provide, in an equitable manner, learning opportunities for all children, adolescents and youth, including vulnerable groups, and enable them to acquire necessary knowledge and skills to contribute to transformation of Tanzania into the middle income and semi-industrialized nation by 2025.

OBJECTIVE 1: PROVIDE EQUITABLE ACCESS AND PARTICIPATION IN AT LEAST ONE YEAR OF PRE-PRIMARY EDUCATION FOR ALL 5 YEARS OLD CHILDREN WITH PARTICULAR ATTENTION TO VULNERABLE GROUPS

STRATEGY	ACTIONS	INDICATORS	LONG TERM TARGET	STRATEGY TARGET	PRIORITY	ESTIMATED COST OF MEETING STRATEGY TARGET IN USD	TIMEFRAME					RESPONSIBLE STAKEHOLDER	COLLABORATING PARTNER
							2018	2019	2020	2021	BEYOND 2021		
Strategy 1. Strengthen pre-primary education to enable at age enrolment and reduction of over-age-school population	1.1 Harmonize circulars and regulations related to the target age stipulated in the Education Act (1978), the Education Training Policy (2014) and Education Sector Development Plan (2017)	1.1a Number of LGAs and schools who received circular on target age	16,329	16,329	1	8165	X					MoEST	PO-RALG
		1.1b Education Act, ETP 2014 and ESDP 2017 harmonized	1	1	1	0	X					MoEST	PO-RALG
	1.2 Introduce automatic transition from pre-primary to primary	1.2 Number of schools which received circular on automatic transition between pre-primary and primary	16,329	16,329	1	8165	X					MoEST	PO-RALG
	1.3 Improve monitoring of the Capitation Grant expenditure to ensure that CG reaches Satellite Centres	1.3a Number of Satellite Centres receiving CG;	TBC	4000	1	80700	X	X	X	X	X	MoEST	PO-RALG
		1.3b Number of School Committees including representative of the Satellite Centre;	TBC	4000	2	80700		X	X	X	X	MoEST	PO-RAG, EQUIP-T, Tusome Pamoja
		1.3c Number of SC, WEOs and SQAs trained on monitoring of Capitation Grants	21000	4000	3	218000			X	X	X	PO-RALG	MoEST
	1.4 Agree a community-based modality for provision of school meals for pre-primary learners	1.4a Strategy on community-based school meals developed	1	1	3	18000	X					MoEST Pre-Primary and Primary Department	PO-RALG

OBJECTIVE 1: PROVIDE EQUITABLE ACCESS AND PARTICIPATION IN AT LEAST ONE YEAR OF PRE-PRIMARY EDUCATION FOR ALL 5 YEARS OLD CHILDREN WITH PARTICULAR ATTENTION TO VULNERABLE GROUPS

STRATEGY	ACTIONS	INDICATORS	LONG TERM TARGET	STRATEGY TARGET	PRIORITY	ESTIMATED COST OF MEETING STRATEGY TARGET IN USD	TIMEFRAME					RESPONSIBLE STAKEHOLDER	COLLABORATING PARTNER
							2018	2019	2020	2021	BEYOND 2021		
Strategy 1. Strengthen pre-primary education to enable at age enrolment and reduction of over-age-school population		1.4b Number of School Committees which received guidelines on community-based school meals	16,143	16143	3	80715						PO-RALG	MoEST
	1.5 Build parental and community awareness about the age at which children must start pre-primary education	1.5 Number of Public Service Announcements broadcasted and printed	TBC (Annually)	TBC (Annually)	1	40000	X	X	X	X	X	MoEST	PO-RALG
	1.6 Train WEOs and VEOs on the identification of pre-primary age children, especially girls with disabilities to enable enrolment of the most vulnerable in pre-primary schools	1.6 Number of WEOs and VEOs trained on identification of out-of-school pre-primary age children, especially with special needs and vulnerable	7500	3750	3	955500		X	X	X	X	PO-RALG	MoEST
	1.7 Improve screening system at pre-primary level to enable early identification of children with special needs	1.7a Basic assessment kit for school-based screening of pre-primary learners designed	1	1	1	12000	X					MoEST	LENS (TBC)
		1.7b Number of basic assessment kits produced and distributed to pre-primary schools	16143	16143	1	0	X	X				MoEST	PO-RALG, GPE-Lens; GPE Lens 2 (TBC)

OBJECTIVE 1: PROVIDE EQUITABLE ACCESS AND PARTICIPATION IN AT LEAST ONE YEAR OF PRE-PRIMARY EDUCATION FOR ALL 5 YEARS OLD CHILDREN WITH PARTICULAR ATTENTION TO VULNERABLE GROUPS

STRATEGY	ACTIONS	INDICATORS	LONG TERM TARGET	STRATEGY TARGET	PRIORITY	ESTIMATED COST OF MEETING STRATEGY TARGET IN USD	TIMEFRAME					RESPONSIBLE STAKEHOLDER	COLLABORATING PARTNER
							2018	2019	2020	2021	BEYOND 2021		
Strategy 1. Strengthen pre-primary education to enable at age enrolment and reduction of over-age-school population	1.8 Strengthen the capacity of TTCs to train pre-primary teachers who demonstrate strong standards on inclusiveness in teaching and creating learning environment#	1.8a Number of pre-primary TTC Tutors trained on training teachers on early identification and support of learners with Specific Learning Difficulties, disabilities and other vulnerabilities	TBC	100	3	62000	X	X				MoEST	
		1.8b Number of TTCs running a course for pre-primary teachers on developing pre-reading and pre-numeracy skills in children with Specific Learning Difficulties and disabilities	19	19	3	86000		X	X	X	X	MoEST	
		1.8c List of accessible teaching and learning materials for developing pre-literacy and pre-numeracy skills completed	1	1	1	0	X					MoEST	

OBJECTIVE 1: PROVIDE EQUITABLE ACCESS AND PARTICIPATION IN AT LEAST ONE YEAR OF PRE-PRIMARY EDUCATION FOR ALL 5 YEARS OLD CHILDREN WITH PARTICULAR ATTENTION TO VULNERABLE GROUPS

STRATEGY	ACTIONS	INDICATORS	LONG TERM TARGET	STRATEGY TARGET	PRIORITY	ESTIMATED COST OF MEETING STRATEGY TARGET IN USD	TIMEFRAME					RESPONSIBLE STAKEHOLDER	COLLABORATING PARTNER
							2018	2019	2020	2021	BEYOND 2021		
Strategy 1. Strengthen pre-primary education to enable at age enrolment and reduction of over-age-school population		1.8d Number of TTCs (which train pre-primary teachers) equipped with accessible teaching and learning materials for developing pre-literacy and pre-numeracy skills in children with Specific Learning Difficulties, disabilities and other vulnerabilities	19	19	3	66500						MoEST	TESP (TBC)
	1.9 Increase a cadre of pre-primary teachers who are able to work with learners with special needs and vulnerable	1.9a Number of pre-primary teachers trained on inclusive education (pre-service)	TBC (Annually)	TBC	3	1000000			X	X	X	MoEST	0
		1.9b Number of pre-primary teachers trained on inclusive education (in-service)	16143	4000	3	140000			X	X	X	MoEST	0
		1.9c Number of community and volunteer pre-primary teachers attending qualification programme for pre-primary teachers	9000	900	3	1800000			X	X	X	MoEST	GPE-Lens 2 (TBC)

OBJECTIVE 1: PROVIDE EQUITABLE ACCESS AND PARTICIPATION IN AT LEAST ONE YEAR OF PRE-PRIMARY EDUCATION FOR ALL 5 YEARS OLD CHILDREN WITH PARTICULAR ATTENTION TO VULNERABLE GROUPS

STRATEGY	ACTIONS	INDICATORS	LONG TERM TARGET	STRATEGY TARGET	PRIORITY	ESTIMATED COST OF MEETING STRATEGY TARGET IN USD	TIMEFRAME					RESPONSIBLE STAKEHOLDER	COLLABORATING PARTNER
							2018	2019	2020	2021	BEYOND 2021		
Strategy 1. Strengthen pre-primary education to enable at age enrolment and reduction of over-age-school population		1.9d Number of licences issued for pre-primary teachers (pre-primary salary for licenced pre-primary teachers)	9000	200	3	720000			X	X	X	MoEST	MoF
		1.9e Scheme of service for pre-primary teachers revised	1	1	1	0	X					MoEST	Teacher Service Commission
	1.10 Improve availability of inclusive and accessible teaching and learning materials for pre-primary education	1.10a Number of Satellite Centres equipped with accessible teaching and learning materials supporting development of pre-literacy and pre-numeracy skills in children with Specific Learning Difficulties, disabilities and other vulnerabilites	4000	100	3	150000	X	X	X	X		MoEST	GPE-LENS and GPE-LENS 2(TBC)

OBJECTIVE 1: PROVIDE EQUITABLE ACCESS AND PARTICIPATION IN AT LEAST ONE YEAR OF PRE-PRIMARY EDUCATION FOR ALL 5 YEARS OLD CHILDREN WITH PARTICULAR ATTENTION TO VULNERABLE GROUPS

STRATEGY	ACTIONS	INDICATORS	LONG TERM TARGET	STRATEGY TARGET	PRIORITY	ESTIMATED COST OF MEETING STRATEGY TARGET IN USD	TIMEFRAME					RESPONSIBLE STAKEHOLDER	COLLABORATING PARTNER
							2018	2019	2020	2021	BEYOND 2021		
Strategy 1. Strengthen pre-primary education to enable at age enrolment and reduction of over-age-school population		1.10b Number of pre-primary classrooms equipped with accessible teaching and learning materials supporting development of pre-literacy and pre-numeracy skills in children with Specific Learning Difficulties, disabilities and other vulnerabilities	16143	500	3	500000				X		MoEST	
	1.11 Reduce distance to school for pre-primary students to encourage enrollment and participation of all five year-olds and particularly these with special needs	1.11a School mapping conducted and underserved locations with distance to school over 10km identified	1	1	1	24000	X					MoEST	
		1.11b List of locations with distance to school over 10km available and shared with decision makers on construction	1	1	1	0	X					MoEST/PO-RALG	
		1.11c Number of Satellite Centres established in locations with distance to school over 10km	TBC	TBC	3	1000000		X	X	X	X	PO-RALG	MoEST

OBJECTIVE 2: PROVIDE EQUITABLE ACCESS TO AND PARTICIPATION IN QUALITY BASIC EDUCATION FOR ALL CHILDREN, ADOLESCENTS AND YOUTH INCLUDING VULNERABLE ONES THROUGH MAINSTREAM, NON-FORMAL AND ALTERNATIVE PATHWAYS AND FLEXIBLE LEARNING OPPORTUNITIES

STRATEGY	ACTIONS	INDICATORS	LONG TERM TARGET	STRATEGY TARGET	PRIORITY	ESTIMATED COST OF MEETING STRATEGY TARGET IN USD	TIMEFRAME					RESPONSIBLE STAKEHOLDER	COLLABORATING PARTNER
							2018	2019	2020	2021	BEYOND 2021		
Strategy 2.1: Integrate overage and vulnerable children in mainstream education	2.1 Review guidelines on enrolment to integrate overage children in mainstream education	2.1a Number of LGAs which received a circular on enrolment of overage children	186	186	1	186	X					MoEST	PO-RALG
	2.2 Introduce automatic promotion within primary and secondary education	2.2a Pilot of automatic promotion within primary schools designed	1	1	3	36000	X					MoEST Planning and Budgeting Department	PO-RALG, EP4R
		2.2b Pilot of automatic promotion within secondary schools designed	1	1	3	36000		X				MoEST Planning and Budgeting Department	PO-RALG, EP4R
		2.2c Number of schools participating in a pilot of automatic promotion;	N/A	500	3	125000	X					MoEST	PO-RALG, EP4R
		2.2d Number of LGAs and schools which received guidelines on automatic promotion within primary education	19929	19929	3	19929		X				MoEST	PO-RALG
		2.2d Number of schools and LGAs which received guidelines on automatic promotion within secondary education	3694	3694	3	3694			X			MoEST	PO-RALG
		2.2e Automatic promotion within primary education introduced	16,143	16143	3	80715		X	X	X	X	MoEST	PO-RALG, EP4R

OBJECTIVE 2: PROVIDE EQUITABLE ACCESS TO AND PARTICIPATION IN QUALITY BASIC EDUCATION FOR ALL CHILDREN, ADOLESCENTS AND YOUTH INCLUDING VULNERABLE ONES THROUGH MAINSTREAM, NON-FORMAL AND ALTERNATIVE PATHWAYS AND FLEXIBLE LEARNING OPPORTUNITIES

STRATEGY	ACTIONS	INDICATORS	LONG TERM TARGET	STRATEGY TARGET	PRIORITY	ESTIMATED COST OF MEETING STRATEGY TARGET IN USD	TIMEFRAME					RESPONSIBLE STAKEHOLDER	COLLABORATING PARTNER
							2018	2019	2020	2021	BEYOND 2021		
Strategy 2.1: Integrate coverage and vulnerable children in mainstream education		2.2f Automatic promotion within secondary education introduced	3508	3508	3	17540			X	X	X	MoEST	PO-RALG, EP4R
	2.3 Ensure smooth and simple transfer of learners, particularly the vulnerable, between schools and non-formal and alternative education	2.3 Number of schools and LGAs which received reviewed guidelines on transfer of learners between schools	19929	19,929	1	9965	X					MoEST	PO-RALG
	2.4 Review and update the guidelines on education of children with Albinism	2.4a Number of LGAs and schools which received updated guidelines for education for children with Albinism;	19,929	19,929	1	19929	X					MoEST	PO-RALG, TAS, UN Joint Committee on Albinism, Tanzania Albinism Society, Tanzania League of the Blind

OBJECTIVE 2: PROVIDE EQUITABLE ACCESS TO AND PARTICIPATION IN QUALITY BASIC EDUCATION FOR ALL CHILDREN, ADOLESCENTS AND YOUTH INCLUDING VULNERABLE ONES THROUGH MAINSTREAM, NON-FORMAL AND ALTERNATIVE PATHWAYS AND FLEXIBLE LEARNING OPPORTUNITIES

STRATEGY	ACTIONS	INDICATORS	LONG TERM TARGET	STRATEGY TARGET	PRIORITY	ESTIMATED COST OF MEETING STRATEGY TARGET IN USD	TIMEFRAME					RESPONSIBLE STAKEHOLDER	COLLABORATING PARTNER
							2018	2019	2020	2021	BEYOND 2021		
Strategy 2.1: Integrate coverage and vulnerable children in mainstream education		2.4b Number of LGAs with at least two people trained on providing education to children with Albinism	186	186	2	92400		X	X	X	X	MoEST	PO-RALG, TAS, UN Joint Committee on Albinism, Tanzania Albinism Society, Tanzania League of the Blind
	2.5 Agree a community-based modality for provision of school meals at primary level	2.5 (linked to 1.4) Strategy on community-based school meals developed	1	1	1	0	X					MOEST	
	2.6 Reduce indirect cost of schooling	2.6a Number of schools which received guidebook for schools describing referral mechanism to social protection funds for children from poor economic background and SEN	16143	16143	3	98715		X				MoEST	
		2.6b Number of schools with functional PTPs	16,143	10,000	2	300000	X	X	X	X	X	MoEST	EQUIP-T, Tusome Pamoja, UNICEF, PO-RALG

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STRATEGY	ACTIONS	INDICATORS	LONG TERM TARGET	STRATEGY TARGET	PRIORITY	ESTIMATED COST OF MEETING STRATEGY TARGET IN USD	TIMEFRAME					RESPONSIBLE STAKEHOLDER	COLLABORATING PARTNER
							2018	2019	2020	2021	BEYOND 2021		
Strategy 2.1: Integrate coverage and vulnerable children in mainstream education		2.6c Number of PTPs trained on providing support to learners living in poverty	16,143	6,143	2	48715	X	X	X	X	X	MoEST	
		2.6d Number of schools with innovative sources of income	16,143	143	3	41300		X				MoEST	
	2.7 Strengthen implementation of Teachers' Code of Conduct	2.7a Number of School Committees oriented/trained on Teachers' Code of Conduct	16,143	6143	3	79430		X	X	X	X	MoEST	PO-RALG
		2.7b Number of school Staff Meetings on Teachers' Code of Conduct	16,143	16,143	1	16143	X					MoEST	PO-RALG
		2.7c Number of in-service teachers trained/oriented on Teachers' Code of Conduct	180,000	40,000	3	400000		X	X	X	X	MoEST	
		2.7d Number of pre-service trainee teachers trained on Teachers' Code of Conduct		3000	1	21000	X	X	X	X	X	MoEST	TESP (TBC)
	2.8 Strengthen child protection in schools	2.8a Number of schools with Student Councils trained on child protection	19,651	100	3	33000						MoEST	

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STRATEGY	ACTIONS	INDICATORS	LONG TERM TARGET	STRATEGY TARGET	PRIORITY	ESTIMATED COST OF MEETING STRATEGY TARGET IN USD	TIMEFRAME					RESPONSIBLE STAKEHOLDER	COLLABORATING PARTNER
							2018	2019	2020	2021	BEYOND 2021		
Strategy 2.1: Integrate coverage and vulnerable children in mainstream education		2.8b Number of PTPs and School Boards which received Guide for Teachers on Child Protection	19,651	19651	2	116255						MoEST	
		2.8c Number of school Staff Meetings on the Guide for Teachers on Child Protection	19,651	19651	3	58953						MoEST	PO-RALG
		2.8d Number of Schools with safeguarding strategies included in School Development Plan	19,651	7000	1	79000						MoEST	PO-RALG, EQUIP-T, Tusome Pamoja, UNICEF (TBC)
	2.9 Enable children and adolescents to access curriculum in Kiswahili at primary and English at secondary levels	2.9a Percentage of S1 learners who attended pre-primary programme (formal or non-formal)	100%	70%	3	1500000	X	X	X	X	X	MoEST	EQUIP-T, Tusome Pamoja, UNICEF
		2.9b Number of secondary schools running "Baseline English Programme" for Form 1 students	3,508	1508	1	30160	X	X	X	X	X	MoEST	PO-RALG
		2.9c Number of primary schools running after-school/holiday English course for S7 leavers	16,143	TBC	2	150000	X	X	X	X	X	PO-RALG	EQUIP-T
		2.10a Map of COBET 1 centres available	1	1	1	27000	X					MoEST	UNICEF

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STRATEGY	ACTIONS	INDICATORS	LONG TERM TARGET	STRATEGY TARGET	PRIORITY	ESTIMATED COST OF MEETING STRATEGY TARGET IN USD	TIMEFRAME					RESPONSIBLE STAKEHOLDER	COLLABORATING PARTNER
							2018	2019	2020	2021	BEYOND 2021		
Strategy 2.1: Integrate coverage and vulnerable children in mainstream education	2.10 Improve learning environment and facilities in COBET 1, COBET 2 and IPOSA	2.10b Map of COBET 2 centres available	1	1	1	27000	X					MoEST	UNICEF
		2.10c Map of IPOSA centres available	1	1	1	27000	X					MoEST	UNICEF
		2.10d Minimum standards for COBET 1, COBET 2, IPOSA classrooms available	1	1	1	9000	X					MoEST	UNICEF
		2.10e Number of COBET 1 centres equipped with teaching and learning materials for Reading, Writing, Numeracy and Science	3000	300	3	150000			X			MoEST	PO-RALG
		2.10f Number of COBET 2 centres equipped with teaching and learning materials for Kiswahili, English, Maths and Science	558	186	3	93000				X		MoEST	PO-RALG
		2.10g Number of IPOSA Centres equipped with teaching and learning materials	TBC	186	1	195000	X	X	X	X	X	MoEST	UNICEF
		2.10h Number of COBET 1 facilitators trained	3000	300	3	156000			X			MoEST	
		2.10i Number of COBET 2 facilitators trained	558	186	3	92400				X		MoEST	
		2.10j Number of IPOSA facilitators trained	TBC	186	1	129000	X	X	X	X	X	MoEST	UNICEF

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STRATEGY	ACTIONS	INDICATORS	LONG TERM TARGET	STRATEGY TARGET	PRIORITY	ESTIMATED COST OF MEETING STRATEGY TARGET IN USD	TIMEFRAME					RESPONSIBLE STAKEHOLDER	COLLABORATING PARTNER
							2018	2019	2020	2021	BEYOND 2021		
Strategy 2.1: Integrate coverage and vulnerable children in mainstream education	2.11 Review COBET 1 and COBET 2 to enable graduates to reintegrate with the mainstream education	2.11a Number of LGAs and WEOs who received revised guidelines on reintegration of COBET 1 and COBET 2 graduates in mainstream schools	3,786	3786	1	3786		X				MoEST	
	2.12 Strengthen guidance and counselling services in education settings	2.12a Number of schools which received "Guide for school counsellors" (including information on referral mechanisms);	19,651	19651	1	116255	X	X	X	X	X	MoEST	UNICEF
		2.12b Number of counsellors trained;	19,651	60	3	96000			X	X		0	
		2.12c Number of schools and LGAs who received a guide on guidance and counselling at school;	19,837	19837	1	117185	X					MoEST	UNICEF
		2.12d Number of schools which received "Guide for peer mentors";	19,651	3508	3	35540			X			MoEST	
		2.12f Number of peer mentors trained	39302	50	3	43000		X				MoEST	
	2.13 Strengthen education for refugee learners	2.13a Assessment report from Kigoma Region on integration of refugee learners and potential for establishment of Satellite Centres available	1	1	1	19500	X					MoEST and MoFA	UNHCR, NRC, UNICEF, Plan International, MoFA

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STRATEGY	ACTIONS	INDICATORS	LONG TERM TARGET	STRATEGY TARGET	PRIORITY	ESTIMATED COST OF MEETING STRATEGY TARGET IN USD	TIMEFRAME					RESPONSIBLE STAKEHOLDER	COLLABORATING PARTNER
							2018	2019	2020	2021	BEYOND 2021		
Strategy 2.1: Integrate coverage and vulnerable children in mainstream education		2.13b Number of Satellite Centres built in Kigoma Region accepting refugee learners and vulnerable learners from host communities	50	25	1	125000	X	X	X	X	X	MoEST and MoFA	UNHCR, NRC, UNICEF, Plan International, MoFA
		2.13c Number of Satellite Centres in Kigoma Region equipped with School Readiness materials	50	25	1	37500		X	X	X	X	MoEST and MoFA	UNHCR, NRC, UNICEF, Plan International, MoFA
		2.13d Number of 5-year-old refugee learners attending School Readiness programme	TBC	15000	1	300000	X	X	X	X	X	MoEST and MoFA	UNHCR, NRC, UNICEF, Plan International, MoFA
		2.13e Number of teachers working with refugee learners equipped in teaching and learning materials	2500	500	1	100000		X	X	X	X	MoEST and MoFA	UNHCR, NRC, UNICEF, Plan International, MoFA
		2.13f Number of REOs, DEOs, WEOs, VEOs, School Committees and HTs trained on integration of refugee learners in mainstream education	1572	1572	1	822000	X	X	X	X	X	MoEST and MoFA	UNHCR, NRC, UNICEF, Plan International, MoFA

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STRATEGY	ACTIONS	INDICATORS	LONG TERM TARGET	STRATEGY TARGET	PRIORITY	ESTIMATED COST OF MEETING STRATEGY TARGET IN USD	TIMEFRAME					RESPONSIBLE STAKEHOLDER	COLLABORATING PARTNER
							2018	2019	2020	2021	BEYOND 2021		
Strategy 2.1: Integrate coverage and vulnerable children in mainstream education		2.13g Number of refugee learners attending non-formal and flexible basic education	150,000	150,000	2	60000000	X	X	X	X	X	MoEST and MoFA	UNHCR, NRC, UNICEF, Plan International, MoFA
		2.13h Number of temporary and semi-permanent learning spaces constructed for refugee learners	2500	500	1	2500000	X	X	X	X	X	MoEST and MoFA	UNHCR, NRC, UNICEF, Plan International, MoFA
		2.13i Number of refugee teachers attending teacher qualification programmes (including ODL)	2500	500	2	500000	X	X	X	X	X	MoEST and MoFA	UNHCR, NRC, UNICEF, Plan International, MoFA
		2.13j Number of refugee teachers in Kigoma Region attending in-service training on 3Rs and inclusive education	750	375	2	187500	X	X	X	X	X	MoEST and MoFA	UNHCR, NRC, UNICEF, Plan International, MoFA

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STRATEGY	ACTIONS	INDICATORS	LONG TERM TARGET	STRATEGY TARGET	PRIORITY	ESTIMATED COST OF MEETING STRATEGY TARGET IN USD	TIMEFRAME					RESPONSIBLE STAKEHOLDER	COLLABORATING PARTNER
							2018	2019	2020	2021	BEYOND 2021		
Strategy 2.2 Strengthen the capacity of TTCs and teachers to work with vulnerable and learners with special needs	2.2.1 Review Teacher Education Curriculum Framework to incorporate inclusive education	2.2.1a Recommendations from the meeting with TIE and stakeholders on inclusive education within Teacher Education Curriculum available	1	1	1	1000	X					MoEST	TESP (TBC)
		2.2.1b Teacher Education Curriculum Framework reviewed and incorporates topics on inclusive education;	1	1	1	0	X					MoEST	TESP (TBC)
		2.2.1c Number of TTC tutors trained on inclusive education			2	175000		X	X	X	X	MoEST	TESP (TBC)
		2.2.1d Number of TTC tutors trained on training teachers on utilizing and maintaining specialized equipment and assistive devices	105	35	2	17500			X			MoEST	TESP (TBC)
	2.2.2 Increase a cadre of teachers specializing in SNE	2.2.2a Pre-service curriculum for training teachers for Special Needs Education available	N/A	1	2	90000	X					MoEST	TESP (TBC)

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STRATEGY	ACTIONS	INDICATORS	LONG TERM TARGET	STRATEGY TARGET	PRIORITY	ESTIMATED COST OF MEETING STRATEGY TARGET IN USD	TIMEFRAME					RESPONSIBLE STAKEHOLDER	COLLABORATING PARTNER
							2018	2019	2020	2021	BEYOND 2021		
Strategy 2.2 Strengthen the capacity of TTCs and teachers to work with vulnerable and learners with special needs		2.2.2b Number of TTC offering pre-service qualification programme for teachers in Special Needs Education	3	2	2	20000			X	X		MoEST	TESP (TBC)
		2.2.2c Number of teachers with SNE qualification allocated to teach in special and integrated schools	1472	1472	1	10598400	X	X	X	X		PO-RALG	MoEST, Teacher Service Commission
		2.2.2d Number of TTC tutors specializing in SNE reallocated to colleges offering qualification in SNE	TBC	TBC	1	35556		X				PO-RALG	MoEST, Teacher Service Commission
		2.2.2e Number of trainee teachers studying at Patandi ODL SNE programme	TBC	80	3	178000		X	X	X	X	MoEST	UNICEF (TBC)
		2.2.2f Number of secondary school teachers trained in sign language	180	180	3	180000		X				MoEST	
		2.2.2g Number of secondary teachers trained in Braille	50	50	3	50000		X				MoEST	
		2.2.2h Number of teachers trained in tactile language	TBC	20	3	40000		X				MoEST	

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STRATEGY	ACTIONS	INDICATORS	LONG TERM TARGET	STRATEGY TARGET	PRIORITY	ESTIMATED COST OF MEETING STRATEGY TARGET IN USD	TIMEFRAME					RESPONSIBLE STAKEHOLDER	COLLABORATING PARTNER
							2018	2019	2020	2021	BEYOND 2021		
Strategy 2.2 Strengthen the capacity of TTCs and teachers to work with vulnerable and learners with special needs	2.2.3 Build capacity of in-service teachers to enable them to teach learners with diverse needs including learners with minor disabilities	2.2.2i Number of one-to-one Teacher's Assistants trained	TBC	100	1	50000	X	X				MoEST	Sense International
		2.2.3a Number of S1 and S2 in-service teachers trained on teaching Reading, Writing and Numeracy to learners with Specific Learning Difficulties and disabilities	80,000		2	1027000	X	X	X	X	X	PO-RALG	EQUIP-T, Tusome Pamoja, UNICEF
		2.2.3b Number of S3-S7 teachers trained on teaching learners with Specific Learning Difficulties, disabilities and other vulnerabilities	170,000		3	500000						PO-RALG	LENS 2 (TBC)
		2.2.3c Number of schools which received self-learning module on inclusive education for teachers	19,651	19651	3	116255		X				MoEST	LENS 2 (TBC)
		2.2.3d Number of in-service teachers trained on inclusive education (school-based training based on self-learning module)	200,000		3	537000		X	X	X	X	MoEST	LENS 2 (TBC)

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STRATEGY	ACTIONS	INDICATORS	LONG TERM TARGET	STRATEGY TARGET	PRIORITY	ESTIMATED COST OF MEETING STRATEGY TARGET IN USD	TIMEFRAME					RESPONSIBLE STAKEHOLDER	COLLABORATING PARTNER
							2018	2019	2020	2021	BEYOND 2021		
Strategy 2.2 Strengthen the capacity of TTCs and teachers to work with vulnerable and learners with special needs	2.2.5 Capacitate the TTC with necessary equipment to facilitate preparation of teachers to work with vulnerable and learners with special needs	2.2.3e Number of in-service STEM teachers trained on inclusive education	39,302		3	98255						MoEST	LENS 2 (TBC)
		2.2.5a Report from needs assessment in 35 TTCs available	1	1	1	19500	X					MoEST	TESP (TBC)
		2.2.5b Number of TTCs equipped with teaching and learning materials for inclusive education	35	35	2	175000		X	X	X		MoEST	TESP (TBC)
		2.2.5c Number of TTCs equipped with specialized equipment, teaching and learning materials and assistive devices enabling TTCs to run pre-service qualification programme in SNE	3	3	2	30000		X	X	X		MoEST	TESP (TBC)
		2.2.5d Number of TTCs equipped with accessible supplementary materials for 3Rs	35	35	2	105000		X	X	X		MoEST	TESP (TBC)
		2.2.5e Number of TTCs equipped in accessible teaching and learning materials for STEM	35	35	2	70000		X	X	X		MoEST	TESP (TBC)

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							2018	2019	2020	2021	BEYOND 2021		
Strategy 2.2 Strengthen the capacity of TTCs and teachers to work with vulnerable and learners with special needs		2.2.5f Number of laboratories in TTCs equipped and serving as model accessible laboratories	35	35	2	175000		X	X	X		MoEST	TESP (TBC)
		2.2.5g Number of TTCs equipped with accessible materials for PE	35	35	2	35000		X	X	X		MoEST	TESP (TBC)
	2.2.6 Expand infrastructure in the existing TTCs that have the potential to offer Special Needs Education (Patandi + 2 other)	2.2.6a Number of TTCs offering pre-service qualification in SNE	3	2	2	30000				X	X	MoEST	TESP (TBC)

OBJECTIVE 3: IMPROVE THE SCHOOL SYSTEM, COMMUNITY PARTICIPATION AND LEARNING ENVIRONMENT TO PREVENT AND ADDRESS CAUSES OF DROPOUT, ENHANCE PHYSICAL ACCESSIBILITY AND ENSURE SUCCESSFUL COMPLETION OF BASIC EDUCATION FOR ALL INCLUDING VULNERABLE GROUPS AND PROVIDE MORE OPPORTUNITIES FOR FURTHER EDUCATION INCLUDING TVET

STRATEGY	ACTIONS	INDICATORS	LONG TERM TARGET	STRATEGY TARGET	PRIORITY	ESTIMATED COST OF MEETING STRATEGY TARGET IN USD	TIMEFRAME					RESPONSIBLE STAKEHOLDER	COLLABORATING PARTNER
							2018	2019	2020	2021	BEYOND 2021		
Strategy 3.1 Improve the school system to prevent and address causes of dropout and ensure successful completion of basic education for all children, particularly with special needs	3.1.1 Improve quality of data and its analysis on vulnerable and learners with disabilities	3.1.1a Number of LGAs conducting census of school-age-going children	186	186	1	372000	X	X	X	X	X	PO-RALG	MoEST
		3.1.1b EMIS form revised;	1	1	1	3000	X					PO-RALG	EP4R
		3.1.1c Gender disaggregated data on teachers for SNE and learners with disabilities (by disability type and level of education) available on Open Data Portal;	Annually	Annually	1	18000		X	X	X	X	PO-RALG	EP4R
		3.1.1d Data on out-of-school children available on Open Data Portal	Annually	Annually	1	9000		X	X	X	X	PO-RALG	EP4R
	3.1.2 Strengthen capacity of School Quality Assurers (SQA) to assist pre-primary, primary and secondary teachers and head teachers to include learners with minor disabilities in the learning process	3.1.2a Number of SQA trained on inclusive education	3000	372	3	204000	X	X	X	X	X	MoEST	0

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STRATEGY	ACTIONS	INDICATORS	LONG TERM TARGET	STRATEGY TARGET	PRIORITY	ESTIMATED COST OF MEETING STRATEGY TARGET IN USD	TIMEFRAME					RESPONSIBLE STAKEHOLDER	COLLABORATING PARTNER
							2018	2019	2020	2021	BEYOND 2021		
Strategy 3.1 Improve the school system to prevent and address causes of dropout and ensure successful completion of basic education for all children, particularly with special needs	3.1.3 Strengthen life skills' content in the pre-primary, primary and secondary education	3.1.3a Recommendations on strengthening life skills content in the curriculum available ahead of the primary curriculum review process	1	1	1	18000				X		MoEST	UNICEF
		3.1.3b Recommendations on strengthening life skills content in the curriculum available ahead of the secondary school curriculum review process	1	1	1	18000	X					MoEST	UNICEF
		3.1.3c Number of schools running extracurricular clubs promoting life-skills	19651		3	300000	X	X	X	X		MoEST	UNICEF
	3.1.4 Strengthen opportunities for vulnerable to complete basic and secondary education cycle	3.1.4a Number of LGAs, WEOs and School Committees oriented about alternative and flexible pathways for vulnerable learners to complete basic education	23,437	23,437	3	117185		X	X	X		MoEST	UNICEF
		3.1.4b Number of FDC and other institutions offering alternative pathways for completion of basic education cycle	186	TBC	3	60000	X	X	X	X	X	MoEST	SIDA, Karibu Tanzania

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STRATEGY	ACTIONS	INDICATORS	LONG TERM TARGET	STRATEGY TARGET	PRIORITY	ESTIMATED COST OF MEETING STRATEGY TARGET IN USD	TIMEFRAME					RESPONSIBLE STAKEHOLDER	COLLABORATING PARTNER
							2018	2019	2020	2021	BEYOND 2021		
Strategy 3.1 Improve the school system to prevent and address causes of dropout and ensure successful completion of basic education for all children, particularly with special needs		3.1.4c Number of School Committees trained on monitoring and advocating for reduction of corporal punishment	19651	7000	3	88000	X	X	X	X	X	MoEST	EQUIP-T, Tusome Pamoja, UNICEF
	3.1.5 Increase a cadre of teachers specialized in STEM who are able to successfully support achievement of girls in STEM	3.1.5a Number of STEM teachers trained on supporting girls' achievement in STEM	19651	TBC	3	263638		X	X	X	X	MoEST	TESP (TBC)
	3.1.6 Revise Capitation Grants strategy and enable COBET, IPOSA and FDC centres to meet their operational costs and improve learning environment for overage and disadvantaged learners	3.1.6a Capitation Grants Strategy revised and targets learners with Special Needs;	1	1	1	3000	X					PO-RALG	EP4R
		3.1.6b Number of COBET, IPOSA and FDC receiving Capitation Grant	3500	3500	3	11200000		X	X	X	X	PO-RALG	MoF
		3.1.6c Number of schools receiving Capitation Grant for children with special needs and disabilities	19651	8000	1	1280000	X	X	X	X	X	PO-RALG	MoF
	3.1.7 Introduce a budget and incentives for the financing of alternative non-formal learning programmes (like IPOSA) targeting excluded and vulnerable learners, particularly these in poor rural communities, orphans and learners with SEN	3.1.7a Number of COBET 1 facilitators receiving incentives			3	6300000			X	X	X	MoEST	MoF
		3.1.7b Number of COBET 2 facilitators receiving incentives			3	1800000			X	X	X	MoEST	MoF

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STRATEGY	ACTIONS	INDICATORS	LONG TERM TARGET	STRATEGY TARGET	PRIORITY	ESTIMATED COST OF MEETING STRATEGY TARGET IN USD	TIMEFRAME					RESPONSIBLE STAKEHOLDER	COLLABORATING PARTNER
							2018	2019	2020	2021	BEYOND 2021		
Strategy 3.1 Improve the school system to prevent and address causes of dropout and ensure successful completion of basic education for all children, particularly with special needs	3.1.8 Introduce incentives for counsellors, teachers and support staff working with learners with disabilities, as well as teachers and facilitators working in schools and Satellite Centres	3.1.7c Number of IPOSA facilitators receiving incentives			3	600000	X	X	X	X	X	MoEST	MoF, UNICEF
		3.1.8a Number of SNE teachers receiving incentives			3	2700000			X	X	X	MoEST	MoF
		3.1.8b Number of volunteer and community teachers in Satellite Centres receiving incentives	8500	8500	2	30600000	X	X	X	X	X	MoEST/PO-RALG	Communities
Strategy 3.2 Mobilize communities to support education of vulnerable children	3.2.1 Build community awareness on issues related to education of vulnerable children	3.2.1a Number of Public Service Announcements about target age;	TBC	TBC	3	40000	X	X	X	X	X	MoEST	0
		3.2.1b Number of WEOs, VEOs trained on identification of out-of-school children;	7500	TBC	3	17500		X	X	X	X	MoEST/PO-RALG	0
		3.2.1c Number of listeners reached with radio programme on value of education	TBC	TBC	3	314400			X	X	X	MoEST	0
	3.2.2 Scale-up PTPs across the country and build their capacity to support education of	3.2.2a Number of schools with a functioning PTP;	16143	7000	1	70000	X	X	X	X	X	PO-RALG	EQUIP-T; Tusome Pamoja

OBJECTIVE 3: IMPROVE THE SCHOOL SYSTEM, COMMUNITY PARTICIPATION AND LEARNING ENVIRONMENT TO PREVENT AND ADDRESS CAUSES OF DROPOUT, ENHANCE PHYSICAL ACCESSIBILITY AND ENSURE SUCCESSFUL COMPLETION OF BASIC EDUCATION FOR ALL INCLUDING VULNERABLE GROUPS AND PROVIDE MORE OPPORTUNITIES FOR FURTHER EDUCATION INCLUDING TVET

STRATEGY	ACTIONS	INDICATORS	LONG TERM TARGET	STRATEGY TARGET	PRIORITY	ESTIMATED COST OF MEETING STRATEGY TARGET IN USD	TIMEFRAME					RESPONSIBLE STAKEHOLDER	COLLABORATING PARTNER
							2018	2019	2020	2021	BEYOND 2021		
Strategy 3.2 Mobilize communities to support education of vulnerable children	children with disabilities	3.2.2b Number of PTPs trained on supporting education for children with special needs	16143	7000	2	70000	X	X	X	X	X	PO-RALG	EQUIP-T; Tusome Pamoja
	3.2.3 Prevent truancy by scaling up school information system and establishing cost-effective parents' information and follow-up system on absenteeism	3.2.3a Number of schools participating in School Information System	19651	10000	2	1216000	X	X	X	X	X	PO-RALG	EQUIP-T, Tusome Pamoja, UNICEF
		3.2.3b Number of schools implementing cost-effective parents' Information and follow up system on absenteeism	19651	500	3	50000		X	X	X	X	PO-RALG	0
3.3 Improve availability of inclusive and accessible teaching and learning materials for 3Rs, STEM and language development to facilitate better learning	3.3.1 Improve libraries and laboratories to accommodate learners with special needs and disabilities	3.3.1a Number of schools with class/school libraries equipped with accessible materials for 3Rs	16143	3000	3	900000	X	X	X	X	X	MoEST and PO-RALG	Tusome Pamoja, UNICEF, EQUIP-T
		3.3.1b Number of schools with accessible laboratories	19651	TBC	3	800000			X	X	X	MoEST/PO-RALG	0
	3.3.2 Provide specialized educational equipment and assistive devices to children with disabilities	3.3.2a Number of schools equipped with special educational equipment and assistive devices	7785	85	3	452000		X	X	X	X	MoEST/PO-RALG	0

OBJECTIVE 3: IMPROVE THE SCHOOL SYSTEM, COMMUNITY PARTICIPATION AND LEARNING ENVIRONMENT TO PREVENT AND ADDRESS CAUSES OF DROPOUT, ENHANCE PHYSICAL ACCESSIBILITY AND ENSURE SUCCESSFUL COMPLETION OF BASIC EDUCATION FOR ALL INCLUDING VULNERABLE GROUPS AND PROVIDE MORE OPPORTUNITIES FOR FURTHER EDUCATION INCLUDING TVET

STRATEGY	ACTIONS	INDICATORS	LONG TERM TARGET	STRATEGY TARGET	PRIORITY	ESTIMATED COST OF MEETING STRATEGY TARGET IN USD	TIMEFRAME					RESPONSIBLE STAKEHOLDER	COLLABORATING PARTNER
							2018	2019	2020	2021	BEYOND 2021		
3.3 Improve availability of inclusive and accessible teaching and learning materials for 3Rs, STEM and language development to facilitate better learning		3.3.2b Number of Public Private Partnerships increasing provision and access to specialized equipment and assistive devices to learners with disabilities	186	3	3	60000	X	X	X	X		MoEST/PO-RALG	
	3.3.3 Expand school infrastructure for children with disabilities (including severe)	3.3.3a List of schools with a potential to expand infrastructure to integrate units for children with severe disabilities available	1	1	1	27000	X					PO-RALG	
		3.3.3b Number of schools with suitable infrastructure for learners with severe disabilities	930	93	1	250000	X	X	X	X	X	PO-RALG	
		3.3.3c Number of schools with suitable SWASH facilities for learners with disabilities	19651	651	1	900000	X	X	X	X	X	PO-RALG	

OBVECTIVE 4: IMPROVE EQUITY IN LEARNING OUTCOMES FOR ALL CHILDREN, ADOLESCENTS AND YOUTH INCLUDING VULNERABLE GROUPS, TO PROMOTE ACHIEVEMENT IN BASIC AND SECONDARY EDUCATION

STRATEGY	ACTIONS	INDICATORS	LONG TERM TARGET	STRATEGY TARGET	PRIORITY	ESTIMATED COST OF MEETING STRATEGY TARGET IN USD	TIMEFRAME					RESPONSIBLE STAKEHOLDER	COLLABORATING PARTNER
							2018	2019	2020	2021	BEYOND 2021		
4.1 Strengthen early identification, assessment and support to learners with special needs	4.1.1 Improve school-based screening system at primary level to enable early identification of children with special needs	4.1.1a (linked to 1.7a) Number of primary schools equipped with basic assessment kit for school-based screening of vision, hearing and basic intellectual abilities	16,143	16,143	1	161430	X	X				MoEST	GPE-Lens
		4.1.1b Number of schools with at least 1 teacher trained on school-based assessment of vision, hearing and basic intellectual abilities among S1 and S2 learners	16,143	16,143	3	831150		X	X	X	X	MoEST	GPE-Lens 2 (TBC)
	4.1.2 Review and adapt examination system for learners with special needs	4.1.2 Report from situational analysis about examinations for learners with special educational needs available	1	1	1	27000	X					MoEST	NECTA
		4.1.2b Number of schools and LGAs that received guidelines on examination of learners with SEN	19651	19651	1	19651		X				MoEST	NECTA
		4.1.2c Number of REOs, DEOs, WEOs and SQA trained on new guidelines on examination of learners with SEN	5500	300	3	168000		X	X	X	X	MoEST	NECTA

OBJECTIVE 4: IMPROVE EQUITY IN LEARNING OUTCOMES FOR ALL CHILDREN, ADOLESCENTS AND YOUTH INCLUDING VULNERABLE GROUPS, TO PROMOTE ACHIEVEMENT IN BASIC AND SECONDARY EDUCATION

STRATEGY	ACTIONS	INDICATORS	LONG TERM TARGET	STRATEGY TARGET	PRIORITY	ESTIMATED COST OF MEETING STRATEGY TARGET IN USD	TIMEFRAME					RESPONSIBLE STAKEHOLDER	COLLABORATING PARTNER
							2018	2019	2020	2021	BEYOND 2021		
4.1 Strengthen early identification, assessment and support to learners with special needs	4.1.3 Improve availability of assessment and support centres at district level for children with special needs	4.1.3a Number of LGAs with a functioning and equipped assessment centre for children with special needs	211	21	2	165000		X	X	X	X	MoEST	GPE-LENS 2 (TBC)
	4.1.4 Introduce remedial classes for underperforming learners (also linked to 2.2)	4.1.4a Number of schools running remedial classes for underperforming learners	19651	19651	1	39302	X	X	X	X	X	MoEST	PO-RALG, SQA

STRATEGY	ACTIONS	INDICATORS	LONG TERM TARGET	STRATEGY TARGET	PRIORITY	ESTIMATED COST OF MEETING STRATEGY TARGET IN USD	TIMEFRAME					RESPONSIBLE STAKEHOLDER	COLLABORATING PARTNER
							2018	2019	2020	2021	BEYOND 2021		
5.1 Hold regular progress meetings on implementation of the National Strategy for Inclusive Education	5.1.1 Progress meeting for Q1 2018	5.1.1 Progress report for Q1 2018	N/A	1	2	12950	X					MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)
	5.1.2 Progress meeting for Q2 2018	5.1.2 Progress report for Q2 2018	N/A	1	2	12950	X					MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)
	5.1.3 Joint Sector Review 2018	5.1.3 Report from Joint Sector Review 2018	N/A	1	2	12950	X					MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)
	5.1.4 Progress meeting for Q3 2018	5.1.4 Progress report for Q3 2018	N/A	1	2	12950	X					MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)

OBJECTIVE 5: STRENGTHEN MONITORING OF THE IMPLEMENTATION OF THE NATIONAL STRATEGY FOR INCLUSIVE EDUCATION

STRATEGY	ACTIONS	INDICATORS	LONG TERM TARGET	STRATEGY TARGET	PRIORITY	ESTIMATED COST OF MEETING STRATEGY TARGET IN USD	TIMEFRAME					RESPONSIBLE STAKEHOLDER	COLLABORATING PARTNER
							2018	2019	2020	2021	BEYOND 2021		
5.1 Hold regular progress meetings on implementation of the National Strategy for Inclusive Education	5.1.5 Progress meeting for Q4 2018	5.1.5 Progress report for Q4 2018	N/A	1	2	12950		X				MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)
	5.1.6 Progress meeting for Q1 2019	5.1.6 Progress report for Q1 2019	N/A	1	2	12950		X				MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)
	5.1.7 Progress meeting for Q2 2019 and annual progress meeting for 2018 and 2019	5.1.7 Progress report for Q2 2019 and annual progress report for 2018 and 2019	N/A	1	2	27500		X				MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)
	5.1.8 Joint Sector Review 2019	5.1.8 Report from Joint Sector Review 2019	N/A	1	2	12950		X				MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)

OBJECTIVE 5: STRENGTHEN MONITORING OF THE IMPLEMENTATION OF THE NATIONAL STRATEGY FOR INCLUSIVE EDUCATION

STRATEGY	ACTIONS	INDICATORS	LONG TERM TARGET	STRATEGY TARGET	PRIORITY	ESTIMATED COST OF MEETING STRATEGY TARGET IN USD	TIMEFRAME					RESPONSIBLE STAKEHOLDER	COLLABORATING PARTNER
							2018	2019	2020	2021	BEYOND 2021		
5.1 Hold regular progress meetings on implementation of the National Strategy for Inclusive Education	5.1.9 Progress meeting for Q3 2019	5.1.9 Progress report for Q3 2019	N/A	1	2	12950		X				MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)
	5.1.10 Progress meeting for Q4 2019	5.1.10 Progress report for Q4 2019	N/A	1	2	12950			X			MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)
	5.1.11 Progress meeting for Q1 2020	5.1.11 Progress report for Q1 2020	N/A	1	2	12950			X			MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)
	5.1.12 Progress meeting for Q2 2020 and annual progress meeting for 2019/2020	5.1.12 Progress report for Q2 2020 and annual progress report for 2019/2020	N/A	1	2	27500			X			MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)

OBJECTIVE 5: STRENGTHEN MONITORING OF THE IMPLEMENTATION OF THE NATIONAL STRATEGY FOR INCLUSIVE EDUCATION

STRATEGY	ACTIONS	INDICATORS	LONG TERM TARGET	STRATEGY TARGET	PRIORITY	ESTIMATED COST OF MEETING STRATEGY TARGET IN USD	TIMEFRAME					RESPONSIBLE STAKEHOLDER	COLLABORATING PARTNER
							2018	2019	2020	2021	BEYOND 2021		
5.1 Hold regular progress meetings on implementation of the National Strategy for Inclusive Education	5.1.13 Joint Sector Review 2020	5.1.13 Report from Joint Sector Review 2020	N/A	1	2	12950			X			MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)
	5.1.14 Progress meeting for Q3 2020	5.1.14 Progress report for Q3 2020	N/A	1	2	12950			X			MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)
	5.1.15 Progress meeting for Q4 2020	5.1.15 Progress report for Q4 2020	N/A	1	2	12950				X		MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)
	5.1.16 Progress meeting for Q1 2021	5.1.16 Progress report for Q1 2021	N/A	1	2	12950				X		MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)

OBJECTIVE 5: STRENGTHEN MONITORING OF THE IMPLEMENTATION OF THE NATIONAL STRATEGY FOR INCLUSIVE EDUCATION

STRATEGY	ACTIONS	INDICATORS	LONG TERM TARGET	STRATEGY TARGET	PRIORITY	ESTIMATED COST OF MEETING STRATEGY TARGET IN USD	TIMEFRAME					RESPONSIBLE STAKEHOLDER	COLLABORATING PARTNER
							2018	2019	2020	2021	BEYOND 2021		
5.1 Hold regular progress meetings on implementation of the National Strategy for Inclusive Education	5.1.17 Progress meeting for Q2 2021; annual progress meeting for 2020 and 2021; planning meeting for the new National Strategy for Inclusive Education 2022-2026	5.1.17 Progress report for Q2 2021; annual progress report for 2020 and 2021; Skeleton draft the new National Strategy for Inclusive Education 2022-2026	N/A	1	2	41850				X		MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)
	5.1.18 Planning meeting for the new National Strategy for Inclusive Education 2022-2026	5.1.18 Draft of the new National Strategy for Inclusive Education 2022-2026	N/A	1	2	12950				X		MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)
	5.1.19 Joint Sector Review 2021	5.1.19 Report from Joint Sector Review 2021	N/A	1	2	12950				X		MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)
	5.1.20 Progress meeting for Q3 2021	5.1.20 Progress report for Q3 2021	N/A	1	2	12950				X		MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)

STRATEGY	ACTIONS	INDICATORS	LONG TERM TARGET	STRATEGY TARGET	PRIORITY	ESTIMATED COST OF MEETING STRATEGY TARGET IN USD	TIMEFRAME					RESPONSIBLE STAKEHOLDER	COLLABORATING PARTNER
							2018	2019	2020	2021	BEYOND 2021		
5.1 Hold regular progress meetings on implementation of the National Strategy for Inclusive Education	5.1.21 Progress meeting for Q4 2021	5.1.21 Progress report for Q4 2021	N/A	1	2	12950					X	MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)

Legend:!!

- Priority 1 - all no and low cost activities and activities fully funded
- Priority 2 - all activities supported by DPs
- Priority 3 - all other activities and activities with funding gap

ESTIMATED **COSTINGS**



Actions	Indicators	Priority	DSA cost in USD	Training cost in USD	Facilitation cost in USD	Other costs in USD	Strategy target / quantity	Cost in USD	Available financing in USD	Timeframe					Comments	Responsible Stakeholder	Collaborating partner
										2018	2019	2020	2021	Beyond 2021			
1.1 Harmonize circulars and regulations related to the target age stipulated in the Education Act (1978), the Education Training Policy (2014) and Education Sector Development Plan (2017)	1.1a Number of LGAs and schools who received circular on target age	1	0	0	0	1	16329	8165	8165	X						MoEST	PO-RALG
	1.1b Education Act, ETP 2014 and ESDP 2017 harmonized	1	0	0	0	0	1	0	0	X						MoEST	PO-RALG
1.2 Introduce automatic transition from pre-primary to primary	1.2 Number of schools which received circular on automatic transition between pre-primary and primary	1	0	0	0	1	16329	8165	8165	X						MoEST	PO-RALG
1.3 Improve monitoring of the Capitation Grant expenditure to ensure that CG reaches Satellite Centres	1.3a Number of Satellite Centres receiving CG;	1	0	0	0	20	4035	80700	80700	X	X	X	X	X		MoEST	PO-RALG
	1.3b Number of School Committees including representative of the Satellite Centre;	2	0	20	0	0	4035	80700	80700		X	X	X	X		MoEST	PO-RAG, EQUIP-T, Tusome Pamoja
	1.3c Number of SC, WEOs and SQAs trained on monitoring of Capitation Grants	3	0	50	18000	0	4000	218000	0			X	X	X		PO-RALG	MoEST
1.4 Agree a community-based modality for provision of school meals for pre-primary learners	1.4a Strategy on community-based school meals developed	3	0	0	18000	0	1	18000	0	X						MoEST Pre-Primary and Primary Department	PO-RALG
	1.4b Number of School Committees which received guidelines on community-based school meals	3	0	5	0	0	16143	80715	0								

Actions	Indicators	Priority	DSA cost in USD	Training cost in USD	Facilitation cost in USD	Other costs in USD	Strategy target / quantity	Cost in USD	Available financing in USD	Timeframe					Comments	Responsible Stakeholder	Collaborating partner
										2018	2019	2020	2021	Beyond 2021			
1.5 Build parental and community awareness about the age at which children must start pre-primary education	1.5 Number of Public Service Announcements broadcasted and printed	1	0	0	0	2	20000	40000	40000	X	X	X	X	X		MoEST	PO-RALG
1.6 Train WEOs and VEOs on the identification of pre-primary age children, especially girls with disabilities to enable enrolment of the most vulnerable in pre-primary schools	1.6 Number of WEOs and VEOs trained on identification of out-of-school pre-primary age children, especially with special needs and vulnerable	3	0	250	18000	0	3750	955500	0		X	X	X	X		PO-RALG	MoEST
1.7 Improve screening system at pre-primary level to enable early identification of children with special needs	1.7a Basic assessment kit for school-based screening of pre-primary learners designed	1	0	0	12000	0	1	12000	12000	X						MoEST	
	1.7b Number of basic assessment kits produced and distributed to pre-primary schools	1	0	0	0	0	0	0	0	X	X				See 4.1.1	MoEST	PO-RALG, GPE-Lens; GPE Lens 2 (TBC)
1.8 Strengthen the capacity of TTCs to train pre-primary teachers who demonstrate strong standards on inclusiveness in teaching and creating learning environment#	1.8a Number of pre-primary TTC Tutors trained on training teachers on early identification and support of learners with Specific Learning Difficulties, disabilities and other vulnerabilities	3	0	500	12000	0	100	62000	0	X	X					MoEST	
	1.8b Number of TTCs running a course for pre-primary teachers on developing pre-reading and pre-numeracy skills in children with Specific Learning Difficulties and disabilities	3	0	0	48000	2000	19	86000	0		X	X	X	X		MoEST	

Actions	Indicators	Priority	DSA cost in USD	Training cost in USD	Facilitation cost in USD	Other costs in USD	Strategy target / quantity	Cost in USD	Available financing in USD	Timeframe					Comments	Responsible Stakeholder	Collaborating partner
										2018	2019	2020	2021	Beyond 2021			
	1.8c List of accessible teaching and learning materials for developing pre-literacy and pre-numeracy skills completed	1	0	0	0	0	1	0	0	X					MoEST		
	1.8d Number of TTCs (which train pre-primary teachers) equipped with accessible teaching and learning materials for developing pre-literacy and pre-numeracy skills in children with Specific Learning Difficulties, disabilities and other vulnerabilities	3	0	0	0	3500	19	66500	0			X	X	X			
1.9 Increase a cadre of pre-primary teachers who are able to work with learners with special needs and vulnerable	1.9a Number of pre-primary teachers trained on inclusive education (pre-service)	3	0	2000	0	0	500	1000000	0			X	X	X	MoEST		
	1.9b Number of pre-primary teachers trained on inclusive education (in-service)	3	0	35	0	0	4000	140000	0			X	X	X	MoEST		

Actions	Indicators	Priority	DSA cost in USD	Training cost in USD	Facilitation cost in USD	Other costs in USD	Strategy target / quantity	Cost in USD	Available financing in USD	Timeframe					Comments	Responsible Stakeholder	Collaborating partner
										2018	2019	2020	2021	Beyond 2021			
	1.9c Number of community and volunteer pre-primary teachers attending qualification programme for pre-primary teachers	3	0	2000	0	0	900	1800000	0			X	X	X		MoEST	GPE-Lens 2 (TBC)
	1.9d Number of licences issued for pre-primary teachers (pre-primary salary for licenced pre-primary teachers)	3	0	0	0	150	4800	720000	0			X	X	X	licences for 24 months for 200 teachers and the lowest teacher salary	MoEST	MoF
	1.9e Scheme of service for pre-primary teachers revised	1	0	0	0	0	1	0	0	X						MoEST	Teacher Service Commission
1.10 Improve availability of inclusive and accessible teaching and learning materials for pre-primary education	1.10a Number of Satellite Centres equipped with accessible teaching and learning materials supporting development of pre-literacy and pre-numeracy skills in children with Specific Learning Difficulties, disabilities and other vulnerabilities	3	0	0	0	1500	100	150000	0	X	X	X	X			MoEST	GPE-LENS and GPE-LENS 2(TBC)
	1.10b Number of pre-primary classrooms equipped with accessible teaching and learning materials supporting development of pre-literacy and pre-numeracy skills in children with Specific Learning Difficulties, disabilities and other vulnerabilities	3	0	0	0	1000	500	500000	0				X			MoEST	

Actions	Indicators	Priority	DSA cost in USD	Training cost in USD	Facilitation cost in USD	Other costs in USD	Strategy target / quantity	Cost in USD	Available financing in USD	Timeframe					Comments	Responsible Stakeholder	Collaborating partner
										2018	2019	2020	2021	Beyond 2021			
1.11 Reduce distance to school for pre-primary students to encourage enrollment and participation of all five year-olds and particularly these with special needs	1.11a School mapping conducted and underserved locations with distance to school over 10km identified	1	0	0	24000	0	1	24000	24000	X						MoEST	
	1.11b List of locations with distance to school over 10km available and shared with decision makers on construction	1	0	0	0	0	1	0	0	X							
	1.11c Number of Satellite Centres established in locations with distance to school over 10km	3	0	0	0	5000	200	1000000	0		X	X	X	X		PO-RALG	MoEST
2.1 Review guidelines on enrolment to integrate overage children in mainstream education	2.1a Number of LGAs which received a circular on enrolment of overage children	1	0	0	0	1	186	186	186	X						MoEST	PO-RALG
2.2 Introduce automatic promotion within primary and secondary education	2.2a Pilot of automatic promotion within primary schools designed	3	0	0	36000	0	1	36000	0	X						MoEST Planning and Budgeting Department	PO-RALG, EP4R

Actions	Indicators	Priority	DSA cost in USD	Training cost in USD	Facilitation cost in USD	Other costs in USD	Strategy target / quantity	Cost in USD	Available financing in USD	Timeframe					Comments	Responsible Stakeholder	Collaborating partner
										2018	2019	2020	2021	Beyond 2021			
	2.2b Pilot of automatic promotion within secondary schools designed	3	0	0	36000	0	1	36000	0		X					MoEST Planning and Budgeting Department	PO-RALG, EP4R
	2.2c Number of schools participating in a pilot of automatic promotion;	3	0	0	0	250	500	125000	0	X						MoEST	PO-RALG, EP4R
	2.2d Number of LGAs and schools which received guidelines on automatic promotion within primary education	3	0	0	0	1	19929	19929	0		X					MoEST	PO-RALG
	2.2d Number of schools and LGAs which received guidelines on automatic promotion within secondary education	3	0	0	0	1	3694	3694	0			X				MoEST	PO-RALG
	2.2e Automatic promotion within primary education introduced	3	0	5	0	0	16143	80715	0		X	X	X	X		MoEST	PO-RALG, EP4R
	2.2f Automatic promotion within secondary education introduced	3	0	5	0	0	3508	17540	0			X	X	X		MoEST	PO-RALG, EP4R
2.3 Ensure smooth and simple transfer of learners, particularly the vulnerable, between schools and non-formal and alternative education	2.3 Number of schools and LGAs which received reviewed guidelines on transfer of learners between schools	1	0	0	0	1	19929	9965	9965	X						MoEST	PO-RALG

Actions	Indicators	Priority	DSA cost in USD	Training cost in USD	Facilitation cost in USD	Other costs in USD	Strategy target / quantity	Cost in USD	Available financing in USD	Timeframe					Comments	Responsible Stakeholder	Collaborating partner
										2018	2019	2020	2021	Beyond 2021			
2.4 Review and update the guidelines on education of children with Albinism	2.4a Number of LGAs and schools which received updated guidelines for education for children with Albinism;	1	0	0	0	1	19929	19929	19929	X						MoEST	PO-RALG, TAS, UN Joint Committee on Albinism, Tanzania Albinism Society, Tanzania League of the Blind
	2.4b Number of LGAs with at least two people trained on providing education to children with Albinism	2	0	400	18000	0	186	92400	0		X	X	X	X		MoEST	PO-RALG, TAS, UN Joint Committee on Albinism, Tanzania Albinism Society, Tanzania League of the Blind
2.5 Agree a community-based modality for provision of school meals at primary level	2.5 (linked to 1.4) Strategy on community-based school meals developed	1	0	0	0	0	1	0	0	X				See 1.4	MOEST		
2.6 Reduce indirect cost of schooling	2.6a Number of schools which received guidebook for schools describing referral mechanism to social protection funds for children from poor economic background and SEN	3	0	0	18000	5	16143	98715	0		X				MoEST		

Actions	Indicators	Priority	DSA cost in USD	Training cost in USD	Facilitation cost in USD	Other costs in USD	Strategy target / quantity	Cost in USD	Available financing in USD	Timeframe					Comments	Responsible Stakeholder	Collaborating partner
										2018	2019	2020	2021	Beyond 2021			
	2.6b Number of schools with functional PTPs	2	0	30	0	0	10000	300000	150000	X	X	X	X	X		MoEST	EQUIP-T, Tusome Pamoja, UNICEF, PO-RALG
	2.6c Number of PTPs trained on providing support to learners living in poverty	2	0	5	18000	0	6143	48715	0	X	X	X	X	X		MoEST	
	2.6d Number of schools with innovative sources of income	3	0	100	27000	0	143	41300	0		X					MoEST	
2.7 Strengthen implementation of Teachers' Code of Conduct	2.7a Number of School Committees oriented/trained on Teachers' Code of Conduct	3	0	10	18000	0	6143	79430	26477		X	X	X	X		MoEST	PO-RALG
	2.7b Number of school Staff Meetings on Teachers' Code of Conduct	1	0	0	0	1	16143	16143	16143	X						MoEST	PO-RALG
	2.7c Number of in-service teachers trained/oriented on Teachers' Code of Conduct	3	0	10	0	0	40000	400000	0		X	X	X	X		MoEST	
	2.7d Number of pre-service trainee teachers trained on Teachers' Code of Conduct	1	0	5	6000	0	3000	21000	21000	X	X	X	X	X		MoEST	TESP (TBC)
2.8 Strengthen child protection in schools	2.8a Number of schools with Student Councils trained on child protection	3	0	150	18000	0	100	33000	0							MoEST	
	2.8b Number of PTPs and School Boards which received Guide for Teachers on Child Protection	2	0	0	18000	5	19651	116255	18000							MoEST	

Actions	Indicators	Priority	DSA cost in USD	Training cost in USD	Facilitation cost in USD	Other costs in USD	Strategy target / quantity	Cost in USD	Available financing in USD	Timeframe					Comments	Responsible Stakeholder	Collaborating partner
										2018	2019	2020	2021	Beyond 2021			
	2.8c Number of school Staff Meetings on the Guide for Teachers on Child Protection	3	0	0	0	3	19651	58953	0						MoEST	PO-RALG	
	2.8d Number of Schools with safeguarding strategies included in School Development Plan	1	0	10	9000	0	7000	79000	9000						MoEST	PO-RALG, EQUIP-T, Tusome Pamoja, UNICEF (TBC)	
2.9 Enable children and adolescents to access curriculum in Kiswahili at primary and English at secondary levels	2.9a Percentage of S1 learners who attended pre-primary programme (formal or non-formal)	3	0	0	0	2	750000	1500000	0	X	X	X	X	X	MoEST	EQUIP-T, Tusome Pamoja, UNICEF	
	2.9b Number of secondary schools running "Baseline English Programme" for Form 1 students	1	0	0	0	20	1508	30160	30160	X	X	X	X	X	MoEST	PO-RALG	
	2.9c Number of primary schools running after-school/holiday English course for S7 leavers	2	0	0	0	100	1500	150000	150000	X	X	X	X	X	PO-RALG	EQUIP-T	
2.10 Improve learning environment and facilities in COBET 1, COBET 2 and IPOSA	2.10a Map of COBET 1 centres available	1	0	0	27000	0	1	27000	27000	X					MoEST	UNICEF	
	2.10b Map of COBET 2 centres available	1	0	0	27000	0	1	27000	27000	X					MoEST	UNICEF	
	2.10c Map of IPOSA centres available	1	0	0	27000	0	1	27000	27000	X					MoEST	UNICEF	
	2.10d Minimum standards for COBET 1, COBET 2, IPOSA classrooms available	1	0	0	9000	0	1	9000	9000	X					MoEST	UNICEF	

Actions	Indicators	Priority	DSA cost in USD	Training cost in USD	Facilitation cost in USD	Other costs in USD	Strategy target / quantity	Cost in USD	Available financing in USD	Timeframe					Comments	Responsible Stakeholder	Collaborating partner
										2018	2019	2020	2021	Beyond 2021			
	2.10e Number of COBET 1 centres equipped with teaching and learning materials for Reading, Writing, Numeracy and Science	3	0	0	0	500	300	150000	0			X				MoEST	PO-RALG
	2.10f Number of COBET 2 centres equipped with teaching and learning materials for Kiswahili, English, Maths and Science	3	0	0	0	500	186	93000	0				X			MoEST	PO-RALG
	2.10g Number of IPOSA Centres equipped with teaching and learning materials	1	0	0	9000	1000	186	195000	195000	X	X	X	X	X		MoEST	UNICEF
	2.10h Number of COBET 1 facilitators trained	3	0	400	36000	0	300	156000	0			X				MoEST	
	2.10i Number of COBET 2 facilitators trained	3	0	400	18000	0	186	92400	0				X			MoEST	
	2.10j Number of IPOSA facilitators trained	1	0	500	36000	0	186	129000	129000	X	X	X	X	X		MoEST	UNICEF
2.11 Review COBET 1 and COBET 2 to enable graduates to reintegrate with the mainstream education	2.11a Number of LGAs and WEOs who received revised guidelines on reintegration of COBET 1 and COBET 2 graduates in mainstream schools	1	0	0	0	1	3786	3786	3786			X				MoEST	
2.12 Strengthen guidance and counselling services in education settings	2.12a Number of schools which received "Guide for school counsellors" (including information on referral mechanisms);	1	0	0	18000	5	19651	116255	116255	X	X	X	X	X		MoEST	UNICEF

Actions	Indicators	Priority	DSA cost in USD	Training cost in USD	Facilitation cost in USD	Other costs in USD	Strategy target / quantity	Cost in USD	Available financing in USD	Timeframe					Comments	Responsible Stakeholder	Collaborating partner
										2018	2019	2020	2021	Beyond 2021			
	2.12b Number of counsellors trained;	3	0	1000	36000	0	60	96000	0			X	X				
	2.12c Number of schools and LGAs who received a guide on guidance and counselling at school;	1	0	0	18000	5	19837	117185	117185	X					MoEST	UNICEF	
	2.12d Number of schools which received "Guide for peer mentors";	3	0	0	18000	5	3508	35540	0			X			MoEST		
	2.12f Number of peer mentors trained	3	0	500	18000	0	50	43000	0		X				MoEST		
2.13 Strengthen education for refugee learners	2.13a Assessment report from Kigoma Region on integration of refugee learners and potential for establishment of Satellite Centres available	1	0	0	18000	1500	1	19500	19500	X					MoEST and MoFA	UNHCR, NRC, UNICEF, Plan International, MoFA	
	2.13b Number of Satellite Centres built in Kigoma Region accepting refugee learners and vulnerable learners from host communities	1	0	0	0	5000	25	125000	125000	X	X	X	X	X	MoEST and MoFA	UNHCR, NRC, UNICEF, Plan International, MoFA	
	2.13c Number of Satellite Centres in Kigoma Region equipped with School Readiness materials	1	0	0	0	1500	25	37500	37500		X	X	X	X	MoEST and MoFA	UNHCR, NRC, UNICEF, Plan International, MoFA	
	2.13d Number of 5-year-old refugee learners attending School Readiness programme	1	0	0	0	5	60000	300000	300000	X	X	X	X	X	1500 learners times 4 years	MoEST and MoFA	UNHCR, NRC, UNICEF, Plan International, MoFA

Actions	Indicators	Priority	DSA cost in USD	Training cost in USD	Facilitation cost in USD	Other costs in USD	Strategy target / quantity	Cost in USD	Available financing in USD	Timeframe					Comments	Responsible Stakeholder	Collaborating partner
										2018	2019	2020	2021	Beyond 2021			
	2.13e Number of teachers working with refugee learners equipped in teaching and learning materials	1	0	0	0	200	500	100000	100000		X	X	X	X		MoEST and MoFA	UNHCR, NRC, UNICEF, Plan International, MoFA
	2.13f Number of REOs, DEOs, WEOs, VEOs, School Committees and HTs trained on integration of refugee learners in mainstream education	1	0	500	36000	0	1572	822000	822000	X	X	X	X	X		MoEST and MoFA	UNHCR, NRC, UNICEF, Plan International, MoFA
	2.13g Number of refugee learners attending non-formal and flexible basic education	2	0	0	0	100	600000	60000000	10000000	X	X	X	X	X	150,000 learners times 4 years	MoEST and MoFA	UNHCR, NRC, UNICEF, Plan International, MoFA
	2.13h Number of temporary and semi-permanent learning spaces constructed for refugee learners	1	0	0	0	5000	500	2500000	2500000	X	X	X	X	X		MoEST and MoFA	UNHCR, NRC, UNICEF, Plan International, MoFA
	2.13i Number of refugee teachers attending teacher qualification programmes (including ODL)	2	0	1000	0	0	500	500000	250000	X	X	X	X	X		MoEST and MoFA	UNHCR, NRC, UNICEF, Plan International, MoFA
	2.13j Number of refugee teachers in Kigoma Region attending in-service training on 3Rs and inclusive education	2	0	500	0	0	375	187500	93750	X	X	X	X	X		MoEST and MoFA	UNHCR, NRC, UNICEF, Plan International, MoFA

Actions	Indicators	Priority	DSA cost in USD	Training cost in USD	Facilitation cost in USD	Other costs in USD	Strategy target / quantity	Cost in USD	Available financing in USD	Timeframe					Comments	Responsible Stakeholder	Collaborating partner
										2018	2019	2020	2021	Beyond 2021			
2.2.1 Review Teacher Education Curriculum Framework to incorporate inclusive education	2.2.1a Recommendations from the meeting with TIE and stakeholders on inclusive education within Teacher Education Curriculum available	1	0	0	0	1000	1	1000	1000	X						MoEST	TESP (TBC)
	2.2.1b Teacher Education Curriculum Framework reviewed and incorporates topics on inclusive education;	1	0	0	0	0	1	0	0	X						MoEST	TESP (TBC)
	2.2.1c Number of TTC tutors trained on inclusive education	2	0	500	0	0	350	175000	175000		X	X	X	X		MoEST	TESP (TBC)
	2.2.1d Number of TTC tutors trained on training teachers on utilizing and maintaining specialized equipment and assistive devices	2	0	500	0	0	35	17500	17500			X				MoEST	TESP (TBC)
2.2.2 Increase a cadre of teachers specializing in SNE	2.2.2a Pre-service curriculum for training teachers for Special Needs Education available	2	0	0	90000	0	1	90000	0	X						MoEST	TESP (TBC)
	2.2.2b Number of TTC offering pre-service qualification programme for teachers in Special Needs Education	2	0	0	0	10000	2	20000	0			X	X			MoEST	TESP (TBC)
	2.2.2c Number of teachers with SNE qualification allocated to teach in special and integrated schools	1	0	0	0	150	70656	10598400	10598400	X	X	X	X	1472 teachers times 4 years		PO-RALG	MoEST, Teacher Service Commission

Actions	Indicators	Priority	DSA cost in USD	Training cost in USD	Facilitation cost in USD	Other costs in USD	Strategy target / quantity	Cost in USD	Available financing in USD	Timeframe					Comments	Responsible Stakeholder	Collaborating partner
										2018	2019	2020	2021	Beyond 2021			
	2.2.2d Number of TTC tutors specializing in SNE reallocated to colleges offering qualification in SNE	1	0	0	0	3556	10	35556	35556		X					PO-RALG	MoEST, Teacher Service Commission
	2.2.2e Number of trainee teachers studying at Patandi ODL SNE programme	3	0	2000	18000	0	80	178000	0		X	X	X	X		MoEST	UNICEF (TBC)
	2.2.2f Number of secondary school teachers trained in sign language	3	0	1000	0	0	180	180000	0		X					MoEST	
	2.2.2g Number of secondary teachers trained in Braille	3	0	1000	0	0	50	50000	0		X					MoEST	
	2.2.2h Number of teachers trained in tactile language	3	0	2000	0	0	20	40000	0		X					MoEST	
	2.2.2i Number of one-to-one Teacher's Assistants trained	1	0	500	0	0	100	50000	50000	X	X					MoEST	Sense International
2.2.3 Build capacity of in-service teachers to enable them to teach learners with diverse needs including learners with minor disabilities	2.2.3a Number of S1 and S2 in-service teachers trained on teaching Reading, Writing and Numeracy to learners with Specific Learning Difficulties and disabilities	2	0	13	0	0	79000	1027000	342333	X	X	X	X	X		PO-RALG	EQUIP-T, Tusome Pamoja, UNICEF
	2.2.3b Number of S3-S7 teachers trained on teaching learners with Specific Learning Difficulties, disabilities and other vulnerabilities	3	0	5	0	0	100000	500000	0							PO-RALG	LENS 2 (TBC)

Actions	Indicators	Priority	DSA cost in USD	Training cost in USD	Facilitation cost in USD	Other costs in USD	Strategy target / quantity	Cost in USD	Available financing in USD	Timeframe					Comments	Responsible Stakeholder	Collaborating partner
										2018	2019	2020	2021	Beyond 2021			
	other vulnerabilities																
	2.2.3c Number of schools which received self-learning module on inclusive education for teachers	3	0	0	18000	5	19651	116255	0		X					MoEST	LENS 2 (TBC)
	2.2.3d Number of in-service teachers trained on inclusive education (school-based training based on self-learning module)	3	0	0	0	3	179000	537000	0		X	X	X	X		MoEST	LENS 2 (TBC)
	2.2.3e Number of in-service STEM teachers trained on inclusive education	3	0	5	0	0	19651	98255	0				X	X		MoEST	LENS 2 (TBC)
2.2.5 Capacitate the TTC with necessary equipment to facilitate preparation of teachers to work with vulnerable and learners with special needs	2.2.5a Report from needs assessment in 35 TTCs available	1	0	0	18000	1500	1	19500	19500	X						MoEST	TESP (TBC)
	2.2.5b Number of TTCs equipped with teaching and learning materials for inclusive education	2	0	0	0	5000	35	175000	0		X	X	X			MoEST	TESP (TBC)
	2.2.5c Number of TTCs equipped with specialized equipment, teaching and learning materials and assistive devices enabling TTCs to run pre-service qualification programme in SNE	2	0	0	0	10000	3	30000	0		X	X	X			MoEST	TESP (TBC)

Actions	Indicators	Priority	DSA cost in USD	Training cost in USD	Facilitation cost in USD	Other costs in USD	Strategy target / quantity	Cost in USD	Available financing in USD	Timeframe					Comments	Responsible Stakeholder	Collaborating partner
										2018	2019	2020	2021	Beyond 2021			
	2.2.5d Number of TTCs equipped with accessible supplementary materials for 3Rs	2	0	0	0	3000	35	105000	0		X	X	X			MoEST	TESP (TBC)
	2.2.5e Number of TTCs equipped in accessible teaching and learning materials for STEM	2	0	0	0	2000	35	70000	0		X	X	X			MoEST	TESP (TBC)
	2.2.5f Number of laboratories in TTCs equipped and serving as model accessible laboratories	2	0	0	0	5000	35	175000	0		X	X	X			MoEST	TESP (TBC)
	2.2.5g Number of TTCs equipped with accessible materials for PE	2	0	0	0	1000	35	35000	0		X	X	X			MoEST	TESP (TBC)
2.2.6 Expand infrastructure in the existing TTCs that have the potential to offer Special Needs Education (Patandi + 2 other)	2.2.6a Number of TTCs offering pre-service qualification in SNE	2	0	0	0	15000	2	30000	0				X	X		MoEST	TESP (TBC)
3.1.1 Improve quality of data and its analysis on vulnerable and learners with disabilities	3.1.1a Number of LGAs conducting census of school-age-going children	1	0	0	0	2000	186	372000	372000	X	X	X	X	X		PO-RALG	MoEST
	3.1.1b EMIS form revised;	1	0	0	3000	0	1	3000	3000	X						PO-RALG	EP4R
	3.1.1c Gender disaggregated data on teachers for SNE and learners with disabilities (by disability type and level of education) available on Open Data Portal;	1	0	0	18000	0	3	18000	18000	X	X	X	X	X		PO-RALG	EP4R
	3.1.1d Data on out-of-school children available on Open Data Portal	1	0	0	9000	0	3	9000	9000		X	X	X	X		PO-RALG	EP4R

Actions	Indicators	Priority	DSA cost in USD	Training cost in USD	Facilitation cost in USD	Other costs in USD	Strategy target / quantity	Cost in USD	Available financing in USD	Timeframe					Comments	Responsible Stakeholder	Collaborating partner
										2018	2019	2020	2021	Beyond 2021			
3.1.2 Strengthen capacity of School Quality Assurers (SQA) to assist pre-primary, primary and secondary teachers and head teachers to include learners with minor disabilities in the learning process	3.1.2a Number of SQA trained on inclusive education	3	0	500	18000	0	372	204000	0	X	X	X	X	X		MoEST	
3.1.3 Strengthen life skills' content in the pre-primary, primary and secondary education	3.1.3a Recommendations on strengthening life skills content in the curriculum available ahead of the primary curriculum review process	1	0	0	18000	0	1	18000	18000				X			MoEST	UNICEF
	3.1.3b Recommendations on strengthening life skills content in the curriculum available ahead of the secondary school curriculum review process	1	0	0	18000	0	1	18000	18000	X						MoEST	UNICEF
	3.1.3c Number of schools running extracurricular clubs promoting life-skills	3	0	0	0	200	1500	300000	0							MoEST	UNICEF
3.1.4 Strengthen opportunities for vulnerable to complete basic and secondary education cycle	3.1.4a Number of LGAs, WEOs and School Committees oriented about alternative and flexible pathways for vulnerable learners to complete basic education	3	0	5	0	0	23437	117185	0		X	X	X			MoEST	UNICEF

Actions	Indicators	Priority	DSA cost in USD	Training cost in USD	Facilitation cost in USD	Other costs in USD	Strategy target / quantity	Cost in USD	Available financing in USD	Timeframe					Comments	Responsible Stakeholder	Collaborating partner
										2018	2019	2020	2021	Beyond 2021			
	3.1.4b Number of FDC and other institutions offering alternative pathways for completion of basic education cycle	3	0	0	0	5000	12	60000	0	X	X	X	X	X		MoEST	SIDA, Karibu Tanzania
	3.1.4c Number of School Committees trained on monitoring and advocating for reduction of corporal punishment	3	0	10	18000	0	7000	88000	0	X	X	X	X	X		MoEST	EQUIP-T, Tusome Pamoja, UNICEF
3.1.5 Increase a cadre of teachers specialized in STEM who are able to successfully support achievement of girls in STEM	3.1.5a Number of STEM teachers trained on supporting girls' achievement in STEM	3	0	50	18000	0	4913	263638	0		X	X	X	X		MoEST	TESP (TBC)
3.1.6 Revise Capitation Grants strategy and enable COBET, IPOSA and FDC centres to meet their operational costs and improve learning environment for overage and disadvantaged learners	3.1.6a Capitation Grants Strategy revised and targets learners with Special Needs;	1	0	0	3000	0	1	3000	3000	X						PO-RALG	EP4R
	3.1.6b Number of COBET, IPOSA and FDC receiving Capitation Grant	3	0	0	0	4	2800000	11200000	0		X	X	X	X	3500 COBET, IPOSA and FDC centres times 200 learners times 4 years	PO-RALG	MoF
	3.1.6c Number of schools receiving Capitation Grant for children with special needs and disabilities	1	0	0	0	8	160000	1280000	1280000	X	X	X	X	X	40000 learners times 4 years	PO-RALG	MoF
3.1.7 Introduce a budget and incentives for the financing of alternative non-formal learning programmes (like IPOSA) targeting	3.1.7a Number of COBET 1 facilitators receiving incentives	3	0	0	0	300	21000	6300000	0			X	X	X	3500 centers times 2 teachers times 3 years	MoEST	MoF

Actions	Indicators	Priority	DSA cost in USD	Training cost in USD	Facilitation cost in USD	Other costs in USD	Strategy target / quantity	Cost in USD	Available financing in USD	Timeframe					Comments	Responsible Stakeholder	Collaborating partner
										2018	2019	2020	2021	Beyond 2021			
excluded and vulnerable learners, particularly these in poor rural communities, orphans and learners with SEN	3.1.7b Number of COBET 2 facilitators receiving incentives	3	0	0	0	300	6000	1800000	0			X	X	X	1000 centers times 2 teachers times 3 years	MoEST	MoF
	3.1.7c Number of IPOSA facilitators receiving incentives	3	0	0	0	300	2000	600000	0	X	X	X	X	X	500 centers times 1 teacher times 4 years	MoEST	MoF, UNICEF
3.1.8 Introduce incentives for counsellors, teachers and support staff working with learners with disabilities, as well as teachers and facilitators working in schools and Satellite Centres	3.1.8a Number of SNE teachers receiving incentives	3	0	0	0	300	9000	2700000	0			X	X	X		MoEST	MoF
	3.1.8b Number of volunteer and community teachers in Satellite Centres receiving incentives	2	0	0	0	75	408000	30600000	30600000	X	X	X	X	X	8500 volunteer teachers times 4 years	MoEST/PO-RALG	Communities
3.2.1 Build community awareness on issues related to education of vulnerable children	3.2.1a Number of Public Service Announcements about target age;	3	0	0	0	2	20000	40000	0	X	X	X	X	X		MoEST	
	3.2.1b Number of WEOs, VEOs trained on identification of out-of-school children;	3	0	5	0	0	3500	17500	0		X	X	X	X		MoEST/PO-RALG	
	3.2.1c Number of listeners reached with radio programme on value of education	3				300000	200	72	314400	0			X	X	X	24 radio programmes times 3 years	MoEST
3.2.2 Scale-up PTPs across the country and build their capacity to support education of children with disabilities	3.2.2a Number of schools with a functioning PTP;	1	0	0	0	10	7000	70000	70000	X	X	X	X	X		PO-RALG	EQUIP-T; Tusome Pamoja
	3.2.2b Number of PTPs trained on supporting education for children with special needs	2	0	0	0	10	7000	70000	0	X	X	X	X	X		PO-RALG	EQUIP-T; Tusome Pamoja

Actions	Indicators	Priority	DSA cost in USD	Training cost in USD	Facilitation cost in USD	Other costs in USD	Strategy target / quantity	Cost in USD	Available financing in USD	Timeframe					Comments	Responsible Stakeholder	Collaborating partner
										2018	2019	2020	2021	Beyond 2021			
3.2.3 Prevent truancy by scaling up school information system and establishing cost-effective parents' information and follow-up system on absenteeism	3.2.3a Number of schools participating in School Information System	2	0	0	216000	100	10000	1216000	608000	X	X	X	X	X		PO-RALG	EQUIP-T, Tusome Pamoja, UNICEF
	3.2.3b Number of schools implementing cost-effective parents' Information and follow up system on absenteeism	3	0	0	0	100	500	50000	0		X	X	X	X		PO-RALG	
3.3.1 Improve libraries and laboratories to accommodate learners with special needs and disabilities	3.3.1a Number of schools with class/school libraries equipped with accessible materials for 3Rs	3	0	0	0	300	3000	900000	0	X	X	X	X	X		MoEST and PO-RALG	Tusome Pamoja, UNICEF, EQUIP-T
	3.3.1b Number of schools with accessible laboratories	3	0	0	0	1000	800	800000	0			X	X	X		MoEST/PO-RALG	
3.3.2 Provide specialized educational equipment and assistive devices to children with disabilities	3.3.2a Number of schools equipped with special educational equipment and assistive devices	3	0	0	27000	5000	85	452000	0		X	X	X	X		MoEST/PO-RALG	
	3.3.2b Number of Public Private Partnerships increasing provision and access to specialized equipment and assistive devices to learners with disabilities	3	0	0	60000	0	3	60000	0	X	X	X	X			MoEST/PO-RALG	
3.3.3 Expand school infrastructure for children with disabilities (including severe)	3.3.3a List of schools with a potential to expand infrastructure to integrate units for children with severe disabilities available	1	0	0	27000	0	1	27000	27000	X						PO-RALG	

Actions	Indicators	Priority	DSA cost in USD	Training cost in USD	Facilitation cost in USD	Other costs in USD	Strategy target / quantity	Cost in USD	Available financing in USD	Timeframe					Comments	Responsible Stakeholder	Collaborating partner
										2018	2019	2020	2021	Beyond 2021			
	3.3.3b Number of schools with suitable infrastructure for learners with severe disabilities	1	0	0	0	5000	50	250000	250000	X	X	X	X	X		PO-RALG	
	3.3.3c Number of schools with suitable SWASH facilities for learners with disabilities	1	0	0	0	1500	600	900000	900000	X	X	X	X	X		PO-RALG	
4.1.1 Improve school-based screening system at primary level to enable early identification of children with special needs	4.1.1a (linked to 1.7a) Number of primary schools equipped with basic assessment kit for school-based screening of vision, hearing and basic intellectual abilities	1	0	0	0	10	16143	161430	161430	X	X					MoEST	GPE-Lens
	4.1.1b Number of schools with at least 1 teacher trained on school-based assessment of vision, hearing and basic intellectual abilities among S1 and S2 learners	3	0	50	24000	0	16143	831150	0		X	X	X	X		MoEST	GPE-Lens 2 (TBC)
4.1.2 Review and adapt examination system for learners with special needs	4.1.2 Report from situational analysis about examinations for learners with special educational needs available	1	0	0	27000	0	1	27000	27000	X						MoEST	NECTA
	4.1.2b Number of schools and LGAs that received guidelines on examination of learners with SEN	1	0	0	0	1	19651	19651	19651		X					MoEST	NECTA

Actions	Indicators	Priority	DSA cost in USD	Training cost in USD	Facilitation cost in USD	Other costs in USD	Strategy target / quantity	Cost in USD	Available financing in USD	Timeframe					Comments	Responsible Stakeholder	Collaborating partner
										2018	2019	2020	2021	Beyond 2021			
	4.1.2c Number of REOs, DEOs, WEOs and SQA trained on new guidelines on examination of learners with SEN	3	0	500	18000	0	300	168000	0		X	X	X	X		MoEST	NECTA
4.1.3 Improve availability of assessment and support centres at district level for children with special needs	4.1.3a Number of LGAs with a functioning and equipped assessment centre for children with special needs	2	0	0	60000	5000	21	165000	18333		X	X	X	X		MoEST	GPE-LENS 2 (TBC)
4.1.4 Introduce remedial classes for underperforming learners (also linked to 2.2)	4.1.4a Number of schools running remedial classes for underperforming learners	1	0	0	0	2	19651	39302	39302	X	X	X	X	X		MoEST	PO-RALG, SQA
5.1.1 Progress meeting for Q1 2018	5.1.1 Progress report for Q1 2018	2	10500	0	2450	0	1	12950	12950	X						MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)
5.1.2 Progress meeting for Q2 2018	5.1.2 Progress report for Q2 2018	2	10500	0	2450	0	1	12950	12950	X						MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)
5.1.3 Joint Sector Review 2018	5.1.3 Report from Joint Sector Review 2018	2	10500	0	2450	0	1	12950	0	X						MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)

Actions	Indicators	Priority	DSA cost in USD	Training cost in USD	Facilitation cost in USD	Other costs in USD	Strategy target / quantity	Cost in USD	Available financing in USD	Timeframe					Comments	Responsible Stakeholder	Collaborating partner
										2018	2019	2020	2021	Beyond 2021			
5.1.4 Progress meeting for Q3 2018	5.1.4 Progress report for Q3 2018	2	10500	0	2450	0	1	12950	0	X					MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)	
5.1.5 Progress meeting for Q4 2018	5.1.5 Progress report for Q4 2018	2	10500	0	2450	0	1	12950	0		X			MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)		
5.1.6 Progress meeting for Q1 2019	5.1.6 Progress report for Q1 2019	2	10500	0	2450	0	1	12950	0		X			MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)		
5.1.7 Progress meeting for Q2 2019 and annual progress meeting for 2018 and 2019	5.1.7 Progress report for Q2 2019 and annual progress report for 2018 and 2019	2	21000	0	3500	3000	1	27500	0		X			MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)		
5.1.8 Joint Sector Review 2019	5.1.8 Report from Joint Sector Review 2019	2	10500	0	2450	0	1	12950	0		X			MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)		
5.1.9 Progress meeting for Q3 2019	5.1.9 Progress report for Q3 2019	2	10500	0	2450	0	1	12950	0		X			MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)		

Actions	Indicators	Priority	DSA cost in USD	Training cost in USD	Facilitation cost in USD	Other costs in USD	Strategy target / quantity	Cost in USD	Available financing in USD	Timeframe					Comments	Responsible Stakeholder	Collaborating partner
										2018	2019	2020	2021	Beyond 2021			
5.1.10 Progress meeting for Q4 2019	5.1.10 Progress report for Q4 2019	2	10500	0	2450	0	1	12950	0			X			MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)	
5.1.11 Progress meeting for Q1 2020	5.1.11 Progress report for Q1 2020	2	10500	0	2450	0	1	12950	0			X			MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)	
5.1.12 Progress meeting for Q2 2020 and annual progress meeting for 2019/2020	5.1.12 Progress report for Q2 2020 and annual progress report for 2019/2020	2	21000	0	3500	3000	1	27500	0			X			MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)	
5.1.13 Joint Sector Review 2020	5.1.13 Report from Joint Sector Review 2020	2	10500	0	2450	0	1	12950	0			X			MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)	
5.1.14 Progress meeting for Q3 2020	5.1.14 Progress report for Q3 2020	2	10500	0	2450	0	1	12950	0			X			MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)	
5.1.15 Progress meeting for Q4 2020	5.1.15 Progress report for Q4 2020	2	10500	0	2450	0	1	12950	0				X		MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)	

Actions	Indicators	Priority	DSA cost in USD	Training cost in USD	Facilitation cost in USD	Other costs in USD	Strategy target / quantity	Cost in USD	Available financing in USD	Timeframe					Comments	Responsible Stakeholder	Collaborating partner
										2018	2019	2020	2021	Beyond 2021			
5.1.16 Progress meeting for Q1 2021	5.1.16 Progress report for Q1 2021	2	10500	0	2450	0	1	12950	0				X		MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)	
5.1.17 Progress meeting for Q2 2021; annual progress meeting for 2020 and 2021; planning meeting for the new National Strategy for Inclusive Education 2022-2026	5.1.17 Progress report for Q2 2021; annual progress report for 2020 and 2021; Skeleton draft the new National Strategy for Inclusive Education 2022-2026	2	31500	0	7350	3000	1	41850	0				X		MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)	
5.1.18 Planning meeting for the new National Strategy for Inclusive Education 2022-2026	5.1.18 Draft of the new National Strategy for Inclusive Education 2022-2026	2	10500	0	2450	0	1	12950	0				X		MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)	
5.1.19 Joint Sector Review 2021	5.1.19 Report from Joint Sector Review 2021	2	10500	0	2450	0	1	12950	0				X		MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)	
5.1.20 Progress meeting for Q3 2021	5.1.20 Progress report for Q3 2021	2	10500	0	2450	0	1	12950	0				X		MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)	
5.1.21 Progress meeting for Q4 2021	5.1.21 Progress report for Q4 2021	2	10500	0	2450	0	1	12950	0					X	MoEST/PO-RALG Working Group on Inclusive Education (Government)	Working Group on Inclusive Education (Partners)	