

COMMONWEALTH EDUCATION FUND

TANZANIA COUNTRY PLAN

APRIL 2002 – MARCH 2005

23rd May, 2003

0. INTRODUCTION:

The Tanzania Country Strategic Plan for the Commonwealth Education Fund has been developed in consultation with Civil Society Organisations (CSOs) in the country. The process started with a CSO meeting on 21.06.02 at which the initial concepts were developed and discussed further at the global CEF meeting held in Nairobi, Kenya, in early July. This process has been facilitated by a group involving the 3-Agency Group (Save the Children UK, Oxfam, ActionAid) as well as the Coordinator and one of the convenors (Maarifa ni Ufunguo) of the Tanzania Education Network (TEN/MET). This culminated in a consultation meeting held in Dar es Salaam on 23.08.02 involving 40 participants who were drawn from a wide range of CSOs and geographic areas. This plan provides the overall framework and guidelines for the implementation of CEF in Tanzania.

There have been a number of significant developments in Tanzania since the submission of the first Strategic Plan. These include formation of CEF Management Committee (CEF-MC) which besides having a member from each of the 3-Agency Group (ActionAid, Oxfam and Save the Children), also includes leading education professionals from the University of Dar es Salaam, bilateral agencies and the Tanzania Education Network – TENMET. The roles, responsibilities and functioning principles of the CEF-MC have been agreed. A programme coordinator for the Fund has been appointed while the first CEF grant has been released to TENMET.

To kick-start the process, the CEF-MC decided to focus on two priority areas only for the first six months of the plan period (January –June, 2003), namely:

- Initiatives concerned with formation and strengthening of coalitions/local networks on basic education;
- Initiatives concerned with monitoring spending on education either at national and/or local levels (budget analysis/tracking).

On this latter initiative, focus will be on monitoring government spending with respect to enhancing and improving allocation to the needs of the poor (especially in selected districts and among vulnerable groups) while recognising that we are only one among other key or influential contributors to this process.

The grant to TENMET has enabled the network to conduct a capacity building workshop for selected and interested members on monitoring education finance, budget analysis and tracking. The network members have also developed a strategy for monitoring spending in basic education.

The CEF-MC thinks the strategy of focusing only on a few key areas per year is prudent given the complexities/dynamics that accompany the management of many small grants. This strategy will be followed in subsequent years.

The CEF-MC is in full agreement with London regarding the concerns raised about anonymity of management committee members, the danger of NFE initiatives evolving parallel structures to those of government, and on links with the private sector. Accordingly, it has been agreed to discard the concept of anonymity as it is impractical and casts a shadow of doubt on members' integrity. The concern on NFE has been addressed in this revised strategic plan (via the logical framework), while the process of screening/approving grants to CBOs/NGOs will also factor in these observations.

As the programme is still in its formative stage of development, links with the corporate sector have not yet happened. A recent CEF-MC meeting decided that as the programme matures, there would be opportunities for active engagement with this sector especially to support such groups as children with special needs/disability and out of school children. The newly recruited Programme Coordinator will have some responsibility for identifying strategic partners within the corporate sector in support of these vulnerable groups.

The revised strategic plan is an attempt by the CEF-MC to bring it in line with global EFA targets and current developments within the Tanzanian education sector.

2. Contextual analysis:

Tanzania has been attempting Education Sector Reforms, Local Government Reforms and decentralization since mid 1990s. However, this has been a slow and painstaking process. Although discussions on the Education Sector Development Programme (ESDP) started in 1995, evidence of its initial fruits only started to be noticed in 2001 following the advent of HIPC², Poverty Reduction Strategy Programme (PRSP) and the debt relief initiative. The principle underpinning these reforms is an attempt to bring basic services closer to and to put them under the control of districts and local communities. However, this is much easier said than done as such transition processes that entail shifting massive bureaucracies have been slow and prone to a myriad of problems. It is as yet untested whether sector reforms provide solutions to issues of equity and quality in education. It is not always clear whose agenda drives reforms and whether or not they adequately respond to the educational priorities of children/learners and their communities.

The plans that Tanzania has put in place so far have tended to make fleeting references to, rather than focus on, the Education For All (EFA) targets. It is not easy to monitor the country's progress with respect to the Dakar commitments because her ESDP plans are not directly linked to the agreed EFA commitments. These processes present both opportunities and challenges that Non Governmental Organisations (NGOs) and Community Based Organisations (CBOs) must respond to. CSOs in Tanzania have increasingly been forced to get better at developing collective advocacy and positing in order to influence government and donor policies at global, national and local levels.

The Government has embarked on a Primary Education Development Plan (PEDP) that is perhaps the most ambitious attempt, after Universal Primary Education (UPE) drive in 1977, to affect primary universal education in Tanzania. PEDP focuses on expanding access to basic education, improving the quality of teaching and learning; developing the capacity of teachers and local institutions (making the latter more democratic and transparent) and increasing funding available at the school level. Work on the Secondary Education Plan has already begun albeit with little CSO involvement. The Adult, Non-Formal Education Sub-Sector Medium Term Strategy (2003 – 2007) has just been released (Feb, 03) and provides the first real policy direction and commitment by government to this sub-sector.

On paper, PEDP can transform the quality of basic education considerably. Already in its second year of implementation, however, this comprehensive programme is beset with major challenges and gaps that if they are any indication of things to come, predict a potentially worrying trend.

Capacity development of all relevant institutions remains a major hurdle. While some progress has been made on development of training manuals for teachers, head-teachers and school committees, these still require major improvements in terms of quality of content and brevity.

The decision to abolish school fees and mandatory contributions has significantly increased enrolment. Enrolment in Standard 1 rose from 1.1 million in 2001 to 1.6 million in 2002. However, over 3 million children of school going age have been excluded from the formal school system and currently lack any alternative opportunities for education.

Critical sectors of basic education such as Early Childhood Development (ECD) have neither been prioritised nor resourced, while education for marginalised children, particularly the disabled, has not been adequately addressed in the current government plans and policies. HIV/AIDS pandemic continues to impact negatively on education (as many children are orphaned and many teachers die of the scourge) with little evidence of concerted action to contain the situation.

Following is a summary of the major issues within PEDP:

- Enrolment: quality of learning is constrained by overcrowded classrooms and lack of adequate number of teachers and other materials;
- Age of enrolment: government's directive on mandatory enrolment of 7 years has been problematic and needs to be more flexible enough to consider the local environment and culture. CSOs are concerned that 3 million children aged over 8-9 years will miss out of education altogether;
- Availability of teachers and facilities: classrooms, sanitation facilities and teacher recruitment have not kept up with the rapid enrolment expansion;

¹ Highly Indebted Poor Countries

- Quality: Quality of education continues to be poor, and a major concern of pupils, parents and teachers. Quality improvement ought to become the key PEDP priority;
- Teacher motivation: Teachers, majority of whom do not meet the required qualifications, are demoralised because extra PEDP workload has been imposed on them with no corresponding increase in remuneration;
- Knowledge of PEDP: The objectives of PEDP are not well understood at community level. This limits the ability of district and community levels to be able to participate fully in decision making and implementation processes;
- Capacity building: The PEDP document spells out the role various people have to play but this is not matched with capacity development for these actors to be able to play an active and informed role in the decision making process;
- Confusion about grants: CSOs are keen to see issues of financial flow and power relation between donors, central governments, district councils and schools addressed;
- Confusion about contributions: CSOs want the confusion regarding the types of contributions that are still required from parents and guidelines on use of funds in schools clarified;
- Lack of policy and attendant plans and resources for ECD: PEDP plans and resources have excluded ECD. CSOs plan to lobby Government of Tanzania and donors to consider developing policies, plans and allocating adequate resources to ECD in order to fulfil its EFA commitments;

Lack of resources for NFE: Over 3 million children of school going age have no access to primary education and lack options for schooling because the Government of Tanzania is yet to fully resource NFE/alternative forms of education.

The proposed EFA Fast Track Initiative (FTI) for Tanzania (supported by the World Bank) could help seal the financing gap within PEDP. It is yet unclear what this would translate into in practical terms. However, the rationale behind this initiative seems to be for Tanzania to identify gaps in the PEDP funding system so that additional support could be provided through general budget support. The CEF work, particularly at community and district levels, will equip CSOs with information necessary to be able to lobby the Bank and other donors on funding gaps within SWAPs that constrain the country's attempt to reach the EFA goals.

CSOs have identified the monitoring of PEDP as one of the key advocacy priorities in order to:

- Support the government address current gaps and challenges.
- Determine the efficacy and relevance of Sector Wide Approaches in the development of quality basic education;
- Determine the efficacy of such financing mechanisms as Basket Funding and Budget Support initiatives;
- Monitoring implementation of PEDP by CSOs will also hold government to account to ensure that every Tanzanian child is able to enjoy her/his right to quality primary education as spelt out in both the EFA and the CRC.

In this respect, CSOs such as TENMET, have engaged the government on key aspects of PEDP through public debates, publications and other IEC mechanisms; TENMET has in particular, provided independent feedback on the key components of the PEDP initiative, such as the financing gaps and capacity building of school committees.

3. National level CEF process

The CEF presents an opportunity for the CSOs in Tanzania to strengthen their advocacy and policy influencing initiatives. The CEF initiative in Tanzania will include INGOs; LNGOs; CBOs; national networks and cross-sectoral networks such as TENMET², thematic coalitions such as Tanzania ECD Network; Umbrella organizations such as ANGOZA³, TANGO⁴ and TACOSODE⁵; research institutions such as ESRF⁶; Disabled Peoples' Organisations; gender specialised agencies such as TGNP⁷; key

² Tanzania Education Network

³ Association of Non-Governmental Organisations in Zanzibar

⁴ An umbrella organisation for local NGOs

⁵ An umbrella organisation for local NGOs

⁶ Economic and Social Research Foundation

⁷ Tanzania Gender Network Programme

government institutions and departments and national unions such as TTU⁸. Emphasis will be placed on broad national representation, with a particular focus on rural areas of Tanzania.

The CSO consultation meeting held in August 2002 identified the following organisations in Tanzania that CEF will support:

- Community based organisations;
- District based organisations;
- Networks/federations/unions e.g.
 - National e.g. Tanzania ECD Network, TENMET, TMC⁹, National Federation of Disabled Persons, faith organisations
 - Regional coalitions
 - District coalitions
 - Ward/community – based networks;
- Individual organisations especially promoting networks;
- Clusters/consortiums to do a specific piece of work.

The CEF Management Committee has now been formed with two meetings of the MC already held to operationalise the CEF strategic plan. It has been agreed that further links with other actors such as the private sector and trade groups be developed over time as the CEF process gets underway and coalitions are strengthened. Accordingly, the CEF-MC has resolved to make speedy progress on the issue of links to the private sector.

4. The CEF Strategic Plan

The overall goal of the Tanzania CEF country strategic plan is to ‘ensure all children in Tanzania have access to good quality and relevant basic education’.

During the 2002 process of consultation with CSOs, the initial three broad advocacy areas of focus for CEF Tanzania over the 3-year period were identified as:

- Monitoring the implementation of PEDP within the context of SWAPs¹⁰ with a particular focus on:
 - ✓ Improved quality of education
 - ✓ Education governance at all levels
 - ✓ Financial tracking at all levels
- Inclusive quality with a focus on Non-formal education and Children with special needs/disability;
- Early Childhood Development (ECD).

Tanzania specific objectives have therefore been identified to strengthen civil society participation in ensuring children access to good quality and relevant basic education and to strengthen CSOs’ participation around the three advocacy areas of focus – education financing; inclusive education and ECD. The four Tanzania CEF objectives are:

Tanzania Objective 1: To strengthen civil society participation in design and implementation of national and local education plans especially through support for broad-based national alliances and coalitions;

Tanzania Objective 2: To enhance accountability and transparency for the use of education finances within the entire basic education system so as to engender equity, quality and inclusive education;

Tanzania Objective 3: To improve the capacity of key players to jointly advocate, influence policy/practice related to inclusive quality education (i.e. responsive to the needs of out-of-school, girls, disabled, other marginalised children; and

Tanzania Objective 4: To promote/foster changes in government policy and practice regarding ECD.

The specific outputs, activities and initiatives that could be supported under the CEF related to each of these objectives are outlined in the CEF Logical Framework Analysis below.

⁸ Tanzania Teachers’ Union

⁹ Tanzania Movement for Children

¹⁰ Sector Wide Approaches

THE LOGICAL FRAMEWORK ANALYSIS

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Narrative Summary	Verifiable Indicators	Means of Verification	Assumptions/ Risks
<p>Goal: To ensure all children in Tanzania have access to good quality and relevant basic education.</p>	<p>Increase in GER/NER; increased transition rates from primary to secondary schools; % of primary school graduates with useful life skills;</p>	<p>Review MOEC/BEST records on GER/NER and transition rates; sample surveys with school graduates re. useful life skills;</p>	<p>Sustained govt commitment to poverty reduction and to funding EFA targets;</p>
<p>OBJECTIVE 1: To strengthen civil society participation in design and implementation of national and local education plans especially through support for broad-based national alliances and coalitions.</p>	<p>Evidence of increased and effective civil society participation in education governance and management</p>	<p>Reports of increased CSO, networks participation in education governance and management;</p>	<p>Govt increases democratic space of CSOs and supports their participation in education governance and management.</p>
<p>Outputs: 1. CSOs/networks formed and or strengthened around education financing, ECD, NFE/ Inclusion;</p>	<p>1. Number/quality of CSOs/networks formed around NFE, ECCD, inclusion and education financing;</p>	<p>1. Documentation and reports of CSO, network activity</p>	<p>Increased CSO capacity and effective participation leads to meaningful reforms in basic education;</p>
<p>2. Advocacy strategies developed and operationalised by CSOs;</p>	<p>2. Number/type, and quality of strategies developed;</p>	<p>2. Records/reports of key advocacy/policy influencing issues successfully negotiated with govt/ MOEC;</p>	
<p>3. Strengthened CSOs/net-works advocating for quality local education programmes;</p>	<p>3. Number/type of advocacy issues successfully negotiated by CSOs/ networks</p>	<p>3. Interviews with key stake holders indicating that there have been improvements in local education programmes linked directly/indirectly to CEF;</p>	

Narrative Summary	Verifiable Indicators	Means of Verification	Assumptions/ Risks
<p>Activities:</p> <p>1. Support strengthening of key CSOs and networks to:</p> <ul style="list-style-type: none"> -plan, design, analyze policy, monitor and advocate for quality local education programmes; - promote effective communication between local, regional and national networks on key advocacy issues (with focus on ECD, TENMET and NFE); - identify best practice/successful programmes/approaches and disseminate lessons; 	<p>1. No. training sessions held by capacity area, by type of network or CSO;</p> <p>- No of CSOs demonstrating increased capacity to plan, analyse, advocate and influence policy;</p>	<p>1. Records/reports of workshops</p> <p>- Observing CSOs during routine monitoring missions, interviews with CSOs</p>	
<p>2. Support strengthening of key CSOs and networks to develop credible proposals (thereby increasing eligibility for funding) in sink with the CEF strategic plan</p>	<p>2. No of CSOs trained in proposal writing and development.</p>	<p>2. Review training reports, other records, field visits;</p>	
<p>3. Promote cross-learning initiatives through careful documentation of successful experiences;</p>	<p>3. No. and type of documents shared, disseminated; no/of workshops held to promote cross-learning,</p>	<p>3. Review records, work-shop reports and documents;</p>	
<p>4. Support key CSOs and networks to develop effective advocacy strategies;</p>	<p>4. No/type of CSOs, networks/coalitions formed;</p>	<p>4. Records, reports of CSOs, networks and coalitions;</p>	
<p>5. Support the formation of and/or strengthen coalitions and networks around the four key themes of Disability, ECD, NFE and monitoring quality of PEDP;</p>	<p>5. No. and type of coalitions, networks formed around key advocacy themes;</p>		

Narrative Summary	Verifiable Indicators	Means of Verification	Assumptions/ Risks
<p>OBJECTIVE 2:</p> <p>To enhance accountability and transparency for the use of education finances within the entire basic education system so as to engender equity, quality and inclusiveness in education.</p>	<p>Official central and local government records (including PER/PAC) indicate enhanced accountability for the use of education finances.</p>	<p>Review of relevant government records, media reports, and reports of children, parents, school authorities, CSOs and local government authorities indicating that education finances are being used properly;</p>	<p>Improvements in use, targeting of education finances lead to equity, quality and inclusiveness in basic education;</p>
<p>Outputs</p> <p>1. Strengthened capacity of CSOs in budget process, analysis and monitoring education financing more generally;</p>	<p>1. Demonstrable capacity of CSOs in budget analysis and education finance monitoring;</p>	<p>1. Reports/records of CSO and network's activities in budget and finance monitoring;</p>	<p>Government is genuinely interested in accountability and supports CSO initiative in budget and education finance monitoring; CSOs maintain interest in the initiative;</p>
<p>2. Public debates on education financing held, key lessons/ learning documented, shared, and position paper developed.</p>	<p>2. No. of public debates held; quality of issues discussed, documented and shared;</p>	<p>2. -Review of records or documentation on public debates; - MTEF reports</p>	<p>CSOs willing to tap into REPOA, ESRF (and other institutions) expertise in research.</p>
<p>3. Government expenditure on education enhanced and better directed to the needs of the poor especially in selected districts and among vulnerable groups</p>	<p>3. Proportion/% of poor children/districts reporting increased funding for basic education;</p>	<p>3. Records/reports on this; sample of children interviewed say quality of learning materials improved;</p>	
<p>4. Strategy for monitoring education finance developed and implemented especially with respect to inclusive education, out of school children and ECED;</p>	<p>4. Monitoring reports indicate increased spending on children with disability/ special needs, out of school and ECED;</p>	<p>4. Review monitoring reports at all levels (national to school levels)</p>	

Narrative Summary	Verifiable Indicators	Means of Verification	Assumptions/ Risks
<p>Activities:</p> <p>1. Strengthen the capacities of CSOs to understand the budgeting process, analyse budgets; identify key gaps or flaws and engage government at all levels to address relevant concerns;</p>	<p>1. No./type of training sessions held by type of CSO (and attendance disaggregated by gender);</p>	<p>1. Training reports</p>	
<p>2. Support key public debates by CSOs, networks on education financing, document major lessons/learning and share widely;</p>	<p>2. No. of public debates held, type of issues raised; CSO/ network statements on education financing via PER/MTEF processes</p>	<p>2. Records of public debates meetings;</p>	
<p>3. Facilitate CSOs to develop a strategy for monitoring the financing of and spending in education (budget analysis/ tracking) in selected districts and among vulnerable groups.</p>	<p>3. Number workshops to develop strategic plan, amount of funds used;</p>		
<p>4. Support initiatives that:</p> <p>a) -facilitate an accurate diagnosis of the problems and priorities of the poor (through relevant research/appraisal) and thereby enable government expenditure to be better directed towards the priorities of the poor in education development.</p>	<p>a) Amount of funding disbursed for CEF initiatives;</p>	<p>a) Review workshop reports;</p>	
<p>b). -enable CSOs (TENMET/other relevant networks) to make a strong statement (via public debates, position papers) on issues hampering education financing.</p>	<p>b) No. of public debates held, position papers issued; no. of researches and appraisals carried out.</p>	<p>b) Research/appraisal reports and records of public debate meetings.</p>	
<p>c). -facilitate development of simple mechanisms for budget and revenue tracking (esp. at community level) and systems for the transparent and accountable use of funds from national to district to school levels.</p>	<p>c) Amount of funding disbursed; documents for this mechanism produced.</p>	<p>c) Management committee minutes, records of funds disbursed;</p>	

Narrative Summary	Verifiable Indicators	Means of Verification	Assumptions/ Risks
<p>OBJECTIVE 3: To improve the capacity of key CSO players to jointly advocate, influence policy/practice related to inclusive quality education (i.e. responsive to the needs of out-of-school, girls, disabled, other marginalised children);</p>	<p>Number and type of CSOs demonstrating capacity to advocate and influence policies and practice around inclusive education;</p>	<p>Reports/records of CSO activity around policy influencing on inclusive education; interviews with CSOs and children with special needs;</p>	<p>The scale/severity of household poverty of marginalised children does not constrain their participation in basic education; there is sustained govt commitment to reduce poverty.</p>
<p>Outputs:</p> <p>Children with special needs/ disability:</p> <p>1. An environment for a continuous engagement with disability issues created as part of advocating for the rights of children with special needs to quality education;</p>	<p>1. Increased participation of disability and non-disability CSOs in addressing inclusive education; -joint actions taken by CSOs (disability and non-disability) on inclusive education;</p>	<p>1. Records/reports on invitations to meetings, joint workshops, action plans</p>	<p>The political environment supports advocacy and policy work;</p>
<p>2. Situation analysis on key factors affecting the education of children with special needs/ disabled children carried out;</p>	<p>2. Situation analysis report indicates no. of children with special needs without access to basic education, status of current support and gaps;</p>	<p>2. Review situation analysis report;</p>	
<p>3. Analysis of key causes of exclusion facilitated, and gaps in understanding of factors (including approaches) affecting the education of children with special needs identified;</p>	<p>3. No of CSOs/networks demonstrating increased understanding of factors affecting education of children with special needs;</p>	<p>3. Interview CSOs, key partners, review documentation;</p>	
<p>4. Joint position established (through dialogue) between education and disability CSOs re:</p>	<p>4. Joint position statement or paper of education and disability organizations;</p>	<p>4. Review of position papers and declarations;</p>	
<p>5. Influencing policy and practice related to the education of children with special needs;</p>	<p>5. No. and types of policies around inclusive education developed</p>	<p>5. Review relevant policy documents;</p>	

Narrative Summary	Verifiable Indicators	Means of Verification	Assumptions/ Risks
6.Strategic advocacy plan for advocating for improvements in the education of children with special needs developed and implemented;	6. No/type of key strategic objectives identified in strategic plan, evidence of implementation? 6.a sub-TWG on disability created within MOEC and PO-RALG;	6. Review of number of TWG meetings held; quality of objectives and discussions; no. of key decisions made;	Government agrees to set up the TWG and to prioritize funding of education of children with special needs within PEDP and other government programmes; Government committed to linking NFE to formal education programmes;
7. Education of children with special needs prioritised within MOEC/PEDP and adequate funding allocated for implementation of programmes.	7. Evidence of quality plans addressing children with special needs produced/ incorporated into PEDP, amount of funds allocated to education of children with special needs; -increased budgets (incorporated into PRE/INSET) for teacher training in inclusive methods.	7. Review of PEDP, other MOEC and government plans; Records of funds allocated/disbursed at all levels (national to school level).	
Out of school children 8. -Situational analysis of NFE NGOs carried out; -Issues, experiences, lessons (including on best practice) of NFE documented and disseminated widely.	8. Quality of NFE report on issues, experiences, lessons and best practice; best practice and models on NFE shared.	8. Review reports and other NFE documents.	
9. Advocacy for a clear strategy for linking NFE to formal education programmes developed, implemented, mainstreamed and funded.	9. No. of children joining formal education programmes from NFE centres.	9. Records of children joining formal education facilities.	
10. Public funding for the education of out-of-school children in transition period increased.	10. Amount of funding for education of out-of school children.	10. Review records of funding allocated.	
Activities: Children with disability/ special needs: 1. Support forums for dialogue between education and disability organizations to identify gaps in understanding approaches related to the education of children with special needs.	1. No. and quality of forums, workshops held; no. of CSOs participating;	1. Review records of public debates;	

Narrative Summary	Verifiable Indicators	Means of Verification	Assumptions/ Risks
2. Support public debates on the education of children with special needs; document and share outputs.	2. No. type and quality of debates held.	2. Review of workshop reports.	
3. Support strategic planning initiatives bringing together education and disability organizations to facilitate a better understanding of the issues around the education of children with special needs/disability document issues, experiences, unit cost of educating a disabled child and best practice; agree joint operational strategy, develop and implement a media strategy for disseminating findings.	3. No. of strategic planning exercises/workshops, attendance disaggregated by gender and type of CSOs.	3. Records of lobbying activities.	
4. Support the development of a strategic plan (bringing together all key CSOs on disability) for advocating for improvements in the education of children with special needs.	4. No. workshops held to develop strategic plan.		
5. Agree joint modalities for implementing this strategy.	5. Documented process of agreement	5. Agreement document(s)	
6. Lobby for the creation of a technical working group (TWG or sub-TWG) on disability within both MOEC and PO-RALG.	6. Documented process of lobbying work for TWG.	6. Records of lobbying activities.	
<p>7. Support initiatives that will:</p> <ul style="list-style-type: none"> -lobby for prioritization and increased funding of education for children with special needs; -mobilize resources from private sector towards support for education of children with special needs/disabled; -develop and implement a strategy for monitoring spending on children with disability and quality of their education. 	Amount of funding disbursed for CEF initiatives;	CEF management committee minutes, review records of funds disbursed;	

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<p>Out of school Children:</p> <p>8. –Support identification of NFE NGOs and organise forum; -Support dialogue (involving key CSOs and relevant government departments) on the role of NFE (based on experiences of selected CSOs) in promoting good quality education; document issues, experiences and lessons and disseminate widely.</p>	<p>8. No of dialogue sessions held to discuss the nexus between NFE and formal education programmes.</p>	<p>8. Records/reports of dialogue sessions.</p>	
<p>9. Support public debates on NFE – role in basic education, links to formal education.</p>	<p>9. No of public debate sessions held; attendance disaggregated by gender and organization.</p>	<p>9. Records of debating sessions.</p>	
<p>10. Support initiatives that will:</p> <ul style="list-style-type: none"> -enable shared learning especially demonstrating <u>best practice</u> in NFE e.g. the development of replicable models for NFE, the resolution of issues related to transition from non-formal to formal education; -facilitate analysis of causes of exclusion and a better understanding (through research) of the factors that lead to the exclusion of either girls or boys from basic education programmes; -facilitate the development of a framework/strategy (which seeks to phase out NFE as formal education becomes more accessible/relevant) for linking NFE centres to formal education programmes; -lobby government/MOEC to increase funding and other resources for the education of out of school children in the transition period; -lobby government to operationalise its medium term strategy towards improvement of basic education for out of school children; -develop mechanisms for 	<p>Amount of funding disbursed for CEF initiatives.</p>	<p>Records/minutes of CEF management committee on approvals and disbursements.</p>	

monitoring progress especially on spending and transition towards formal education and on children who drop out of the formal system for re-integration into the formal system;			
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Narrative Summary	Verifiable Indicators	Means of Verification	Assumptions/ Risks
<p>OBJECTIVE 4: To promote/foster changes in government policy and practice regarding ECD.</p>	<p>ECED prioritised and included in PEDP and other relevant government plans, adequate resources provided for sub-sector development;</p>	<p>Review of PEDP, related sector and other relevant government plans and budgets;</p>	<p>All government sectors recognise and commit to ECD as a cross-sectoral issue and to work in collaboration;</p> <p>Government is committed to prioritize and fund ECD – through all sectors including MOEC basic education cycle;</p>
<p>Outputs: 1. Strengthened CSO participation in the review, development and implementation of Tanzania’s multi-sectoral ECD plans;</p>	<p>1 -ECD plans include voices of CSOs -increased participation of CSOs in the review, development and implementation of ECD plans;</p>	<p>1. Review of ECD plans and progress reports</p>	<p>Willingness of CSOs to commit to development of ECD plans;</p>
<p>2. Joint position established through dialogue and debate between ECD and education CSOs re:-</p> <ul style="list-style-type: none"> ▪ Links between holistic ECD and development of human capabilities; ▪ First EFA Goal and how it may be best achieved within Tanzania context; 	<p>2. Joint position statements documented and widely disseminated through ECD Network and TEN/MET</p>	<p>2. Review of statements</p>	<p>Willingness of education related CSOs to recognise ECD as the foundation of success in all future education programmes;</p>
<p>3. Public debates facilitated regarding holistic ECD as a foundation of human capacity development, and documentation shared widely.</p>	<p>a) No. and type, quality debates conducted; b) documentation of key highlights and recommendation; c) records of dissemination</p>	<p>Review records and documentation of public debates.</p>	
<p>4. Documentation and dissemination of successful integrated approaches to ECD support in various contexts in Tanzania - family, community and institutional levels;</p>	<p>4. Range, number and quality of integrated approaches to ECD support documented and shared;</p>	<p>4. Review of reports and documentation of integrated approaches to ECD support;</p>	<p>That some integrated approaches to ECD support exist;</p>

Narrative Summary	Verifiable Indicators	Means of Verification	Assumptions/ Risks
<p>5. The roles and responsibilities of the education sector in relation to the Tanzania ECD EFA Action Plan 2003 - 2015, clarified, resourced and implemented;</p>	<p>5. Revised ESDP (NFE, PEDP) contains clear plans for ECD with specific funds allocation within the sub-sector;</p>	<p>5. Review revised plans;</p>	<p>MOEC</p> <ul style="list-style-type: none"> ▪ agrees to the Tanzania ECD EFA Action Plan 2003 – 2015 and the recommended integrated multi-sectoral approaches to ECD support; ▪ willing to plan for and resource their ECD sector responsibilities within the overall plan;
<p>Activities: Support ECD initiatives which will:</p> <ul style="list-style-type: none"> . Strengthen CSO participation in the review, development and implementation of Tanzania’s multi-sectoral ECD plans; . Facilitate public debates re holistic ECD as the foundation of human capacity development; . Facilitate the development and sharing of position’ papers / statements between ECD and education CSOs re the links between holistic ECD and development of human capabilities; (the first EFA Goal) and how it may be best achieved within Tanzanian context; so as to inform policy and programme development; . Support the development and implementation of the Tanzania ECD strategic advocacy plan; . enhance learning through demonstration and documentation of successful integrated approaches to ECD support in various contexts in Tanzania - family, community and institutional levels; . facilitate the clarification of the roles and responsibilities of the education sector in relation to ECD in Tanzania; g. facilitate the creation of an ECD TWG within MOEC. 	<p>Amount of funding disbursed for ECD initiatives;</p>	<p>CEF management committee minutes and review of records of funds disbursed;</p>	

5. Links between national, regional and international networks

The CEF initiative is already linked to ANCEFA, which is currently coordinated by Tanzania. It is also linked to TENMET and other global initiatives such as the Global Campaign for Education. Other possible links will be investigated while the CEF-MC expects London to facilitate these linkages because of their global oversight. The new CEF Programme Coordinator will also be expected to play a key role in this respect.

6. Gender issues

All plans for Tanzania will prioritise gender as a cross cutting issue and education for the girl child at all levels will be given particular emphasis. The proposal and funding guidelines that have been developed by the Lead Agency require all CSOs to demonstrate their plans for prioritising gender issues in their work. One of the key funding criteria is the ability of each recipient to demonstrate gender awareness in their proposal development, implementation and reporting procedures. The Tanzania CEF programme will in particular prioritize support to those CSOs willing to conduct research into factors that prevent the effective participation of either girls or boys (depending on location and economic circumstances) in basic education. The results of such studies will be directed at influencing the development of policies that ensure greater gender equity in education. Efforts will be made to ensure that CSOs with a particular focus on gender such as Tanzania Gender Network Programme (TGNP) are brought on board for input into the country plans.

7. Monitoring and Evaluation

In order to measure change, the CEF-MC has consulted widely with relevant stakeholders in order to develop a monitoring and evaluation (M&E) framework consistent with the logical framework analysis. Ultimately the framework is one that can be used by all levels of CSOs (CBOs, district/regional and national NGOs) to facilitate the tracking of changes in their participation in basic education. Key change objectives have been agreed, as have the means of verifying changes taking place during the plan period.

By April 2004, for example, we expect that a strong civil society (at least 50% of CSOs supported by CEF) will have evolved and will demonstrate capability to hold government responsible for its decisions and actions with respect to such key EFA targets as quality of basic education, gender equity and transparent/accountable systems of school governance; By the end of CEF in December, 2005, it is expected that at least 50% of schools in the country will report significant improvements in completion and transition levels (double current rates?), greater gender equity and more transparent/ accountable school committees. At least (20%) of children selected at random will be able to demonstrate higher analytical and communication ability as well as one useful life skill.

Other examples of a vibrant civil society participation in basic education will include the number and type of key decisions, policies and programmes in basic education CSOs have been able to influence through their various activities. Such key decisions and policies might involve better targeting of education budgets in favour of poorer districts, poorer and marginalized children (especially children with disabilities or learning difficulties). Decisions and policies that lead to improvements in the equitable participation of both girls and boys in education, in teachers' classroom methods, in completion and transition rates and in assessment methods will also be closely monitored.

In addition to the monitoring and evaluation mechanisms set up by the global CEF, the Tanzania country plan will be managed through accountable and transparent management structures that were discussed and agreed by CSOs that met in Dar es Salaam on 23rd August 2002. The management structure is based on a three-tier structure, namely: Lead Agency (SC UK); 3-Agency Group (SC UK, ActionAid and Oxfam) and the Management Committee (7-9 individuals selected anonymously who make most of the decisions). Roles and responsibilities were agreed as follows:

7.1 Lead Agency (SC UK)

- Coordinate monitoring and evaluation of funded work;
- Coordinate production of financial and narrative reports for discussions with Management Committee and submission to UK;
- Sign agreement with grantees and disburse approved grants;
- Support grantees in the production of financial and narrative reports, where necessary;

- Coordinate monitoring and evaluation of approved plans;
- Produce regular financial and narrative overview;
- Monitor advocacy and policy work;
- Chair and provide secretarial services to the Management Committee;
- Follow up on decisions made by Management Committee;
- Manage a separate bank account for the fund;
- Ensure regular audit of fund
- Produce synthesised write-ups on lessons learned from the overall CSO advocacy process.

7.2 3-Agency Group (SC UK, ActionAid and Oxfam)

- Joint accountability;
- Ensure parameters;
- Promote wider participation and inclusive decisions;
- Promote sound analysis shared by majority;
- Responsible for difficult decisions;
- Veto power to safeguard Fund principles;
- Set up a regular 3-agency working team;
- Set monitoring and evaluation procedures and timelines;
- Ensure overall integrity of the scheme;
- The final arbiters on any contentious issue.

7.3 Management Committee (MC) - (3-Agency Group, TENMET¹¹ plus 3-5 other selected through criteria already agreed among CSOs)

- Discuss and approve funding applications;
- Develop/set mode of operation for CEF;
- Provide feedback on reasons for funding or not funding;
- Develop and approve funding criteria;
- Prepare and disseminate guidelines for reporting;
- Review impact of policy and advocacy initiatives;
- Set advocacy and policy targets;
- Ensure adherence to national CEF plan;
- Commission research and technical studies to feed into advocacy and policy work;
- Review narrative and financial report before they are submitted to HQ/Head office;
- Monitor transparency and accountability in the management of CEF;
- Maintains credibility and has the confidence of CSOs and CS that it is doing what it is doing;
- Guarantees complete transparency in how it operates – accounts and decisions made.

7.4 Principles governing CEF management Committee (composition and operations)

- Set/establish CEF management systems;
- Fairness in decision making;
- Composition of members should take into account knowledge of education and children's issues in Tanzania;
- Should have a passion for education issues and advocacy;
- Dedicated and ready to volunteer without monetary gains;
- Should be people of integrity;
- Should be drawn from range of different stakeholders e.g. CSOs, academic institutions, PS, donor community, TENMET, faith/religious organisations, private sector;
- Expertise/knowledgeable in gender and disability issues.

7.5 Initial thoughts on funding criteria developed by CSOs and to be refined by MC

- Work should fit within CEF objectives/within outcomes and national advocacy priorities;
- Work should be underpinned by community involvement in identifying and setting priorities;

¹¹ It was agreed with the CSOs in Tanzania and CEF Management Committee in UK that TEN/MET would be in this as part of the process of capacity building for a national network to be able to lead the process in the long term.

- Include data on gender, disability and other concerns of disadvantaged groups in the planning and implementation processes;
- Prioritise organisations with good advocacy plans but limited access to funding opportunities;
- Demonstrated ability to reach out to wider civil society so as to retain a balance between the need to support developed CSO and to demonstrate impact on advocacy and policy influencing;
- Organisational credibility and capacity of funded organisation;
- Priority of some funding to historically geographically underrepresented areas in Tanzania;
- Priority will be given to those that support collective approaches;
- Seek a balance between smaller CSO with interest and potential and more effect ones that easily meet the credibility/track record criteria for funding;
- Credibility on programme/organisation criteria;
- CEF will not fund service delivery projects;
- Levels of funding will be finalised by the management committee;
- National organisations need to be demonstrating how they will be working with district and local levels;

Monitoring and Evaluation will be part and parcel of the entire CEF process for Tanzania. The Lead Agency will develop a clear set of Monitoring and Evaluation standards and will play a key role in the monitoring and evaluation of the country plan as well as individual CSO activities. Each proposal submitted for funding will be required to have clear indicators for measuring impact as well as Monitoring and Evaluation mechanisms.

The Management Committee will review progress of all funded activities on regular basis. Funded CSOs will be required to produce regular narrative and financial reports for this purpose. The Lead Agency may also commission independent consultants and auditors to review the implementation and financial plans of all funded CSOs.

8. Risks and Assumptions

It is assumed that CSOs will be willing to co-operate and to maintain quality standards in the management of CEF plans. This will be facilitated through participatory approaches at all stages and at all levels.

It is assumed that the Government of Tanzania will continue to want to engage with CSOs in order to meet EFA targets. The LA will ensure that key government officials are involved in and informed of the relevant stages of CEF in order to maintain their support and goodwill.

It is hoped that CSOs do not see the limited CEF financial resources as just another funding opportunity for service delivery type of work. The initial planning process will set clear standards on the norms and values of CEF to make sure that CSOs do not deviate from the goals and aspirations of CEF in Tanzania. However, the Management Committee will ensure that smaller CBOs who may need to pilot practical work on the ground in order to strengthen their advocacy work are not disadvantaged and will provide evidence-based lessons to the global CEF management on how such CBOs can be supported in the future as more CEF resources become available.

It is assumed that each CSO will come up with quality advocacy and policy influencing plans in order to lend credibility to CEF priorities. To ensure that this happens, the LA has made this a key focus for the initial planning process and has built in elements of capacity building for CSOs that may lack the ability to develop credible approaches. Quality standards will be a core part of the funding conditions to be set by the LA.

The government's education plans (PEDP and CEF thereof) are premised on a favourable global economic and political climate. It seems unlikely that the government has any contingency plans should the country be subjected to any external shocks which are most likely to arise from a global economic downturn. The entire Primary Education Development Plan (and predictably subsequent sub-sector plans in secondary, tertiary and Non-Formal Education) is also contingent upon debt relief and maintaining GDP growth above 5% per annum.