



## Tanzania

### *Country Context*

Tanzania's National Strategy for Growth and Reduction of Poverty (NSGRP) recognises the importance of human resource development as a pre-requisite to economic development and thus to reduce income poverty in the country. NSGRP sets achievement of UPE as a priority development target. PEDP sets out a strategy to translate into practice the international EFA 2000 goals, and the NSGRP targets. PEDP is a comprehensive strategy to ensure that all children enrol and complete seven years of quality primary education. PEDP has established a target to have all children, including boys and girls from disadvantaged groups such as AIDS orphans, to enrol in primary schools by the year 2006. In order to achieve this, the government abolished school fees and all other mandatory parental contributions to ensure that no child was denied schooling. CSOs participated actively in the preparation of the PEDP and have also been given representation in the Basic Education Development Committee (BEDC), which is responsible for overseeing the development of pre-primary, primary, secondary, teacher and adult education. The role of civil society in the delivery of the PEDP is clearly spelt out.

While PEDP has resulted in a massive increase of primary education enrolment, its first three years have shown a worrying trend in terms of its difficulty to address issues of quality and outcomes of the education received by children. 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. 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. The 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. In practice, the effective involvement of NGOs remains a matter of constant ups and downs, however CSOs have identified the monitoring of PEDP as one of the key advocacy priorities.

### *Key Achievements*

- Establishing new Regional Education Network (one of the 4 regional networks supported).
- Establishing of the national Early Childhood Education network.
- 330 people (230 women) participated in budget and budget processes training.
- Supporting experience sharing of NFE provision with ward, district, regional & Ministry officials.

- Providing support leading to institutional strengthening of the national coalition - TENMET.

### *Breakdown by Criteria*

#### CRITERION 1

The MTR reports that the capacity and resource weaknesses of many of the CSOs in Tanzania led the CEF to focus on coalition forming to strengthen these organisations. Also, that many of the coalition member organisations work in fields not directly related to education. The report suggests that it is good that the CEF funding has brought these organisations together and that they are focusing on education, but there is a concern that without a common cause that binds the NGOs the network is somewhat artificial. Many of the organisations involved have poor access to information and little experience of advocacy. In addition, many of the regional networks lack financial resources to engage fully in meaningful work. As well as regional networks, CEF Tanzania has also supported the formation of thematic networks. These are able to focus more clearly on the issues that require advocacy and have developed an advocacy agenda. However, they still need to involve government ministries to make significant inroads.

#### CRITERION 2

The CEF has supported several initiatives on budget tracking. With support from Oxfam a 3-day workshop was held to develop a strategy for monitoring education finance 2003-2006. Instruments to collect data on education finances have been developed and tested and a Simple Guide to Working with Finances and Education was produced. CSOs decided to focus on tracking funds for school committee training and in-service training of teachers. Tracking has been carried out in 5 of 7 regions of the country revealing problems with transparency and information access. In addition, 230 women and 100 men participated in a budget tracking exercise in the Kibondo District.

Overall, the capacity of many CSOs has been developed in carrying out budget tracking and several communities have been made aware of education financing issues. The report concludes that work remains to develop an advocacy strategy and more CSOs need to be drawn into the exercise.

#### CRITERION 3

CEF provided funds to the Mkombozi Centre for Street Children to develop and test models for integration of out-of-school children, prevention of children dropping out of school, and provision of appropriate non-formal education for marginalised children. These models have been shared with various stakeholders. However, there remains a need for more CSOs to get involved in developing more innovative approaches in areas such as education of girls expelled as a result of getting pregnant and education for children in pastoralist areas.

The Tanzania report also contains a section on supporting early childhood development initiatives. In this field, two networks have been supported and are clear on the issues that require advocacy. These networks have built good partnerships with the government that can develop further.

***Case Study: Providing appropriate education to marginalised children***

Tanzania's state education system is under-performing and effectively excludes a range of children who are poor, come from difficult family backgrounds or have special education needs. These children are particularly at risk of non-enrolment, exclusion, truancy and dropping out from primary education because of economic, educational and familial factors.

CEF provided funds to Mkombozi Centre for Street Children to support develop and test models for:

- The integration of out-of-school children into the state system
- The prevention of school dropouts
- The provision of appropriate non-formal education for marginalized children who cannot be integrated into state schools because of age or educational constraints

Mkombozi has identified a direct link between being out of school and coming to the streets and is continuing research in this respect. During the first three years, this project will use experimentation to develop and pilot a variety of models to:

Integrate out-of-school children into the state system

- a. Developing transparent, user-friendly and cheap systems for enrolling and transferring children into state schools.
- b. Addressing the economic, logistical and attitudinal challenges that prevent children from being enrolled into primary school.

Prevent children dropping out of school

- a. Participatory Action Research (PAR) is being conducted into why, within the local context, children are dropping out of school. Although there are a number of national level reasons that have been well documented, Maarifa and Mkombozi's research that there are a number of specific local peculiarities that affect school attendance and the number of children coming to the streets from particular villages.
- b. Raising awareness and changing parental, teacher and communal attitudes towards the importance of enrolment and completion of primary education, so that children do not drop out of school once they have been re-integrated. This is complemented by developing a range of sponsorship/exemption pilot schemes within target

communities, to assist poor families in covering indirect school costs and school contributions.

- c. Strengthening family/school/community relationships, building the capacity of school committees and teachers and students to reinvigorate the current school and community systems for identifying and assisting potential dropouts.

Strengthen and document Non-Formal Education (NFE) provision

- a. To ensure that street children who cannot be enrolled in state schools receive educational services that are high quality
- b. To pilot a NFE model, aspects of which can be used by the state system to improve quality.
- c. Sharing lessons learnt and experiences with teachers in the target schools as a starting point for bringing non-formal and mainstream education closer together in terms of teaching approach.