



COMMONWEALTH EDUCATION FUND

TANZANIA COUNTRY PLAN

APRIL 2005 – MARCH 2007

April, 2005

1. Introduction:

The Commonwealth Education Fund in Tanzania started in 2002 with the aim of supporting Civil Society Organizations (CSOs) to engage more effectively with the government (especially the Ministry of Education and Culture) in terms of policies and practice related to education planning, management and delivery of quality education for all children.

Since mid - 2003, it has extended its support to CSOs in four strategic programme areas, namely capacity strengthening of CSOs involved in education, monitoring education finances, support to innovative work around exclusion/inclusion (such as Non-Formal Education, disability or gender-related) as well as influencing government policy and practices in Early Childhood Development (ECD).

The Fund was originally conceived to run to the end of 2005, but it has now been extended to mid 2007. This revised Strategic Plan is based on the review of the key objectives of CEF and a comprehensive evaluation process carried out in the last months of 2004 and in early 2005.

2. Contextual analysis:

To give perspective to the efforts of CEF in the area of CSOs involvement in the education sector, it is important to provide the context within which these efforts by CEF are exerted.

Tanzania's commitments and efforts towards EFA are guided by or influenced by global initiatives that have recently taken place.

Box 1: The Dakar Framework and Millennium Development Goals

EFA Dakar Goals

1. Expanding and Improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
4. Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving **gender equality** in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeric and essential life skills.

The Millennium Development Goals

Goal 2: Achieve universal primary education.

Target 3. Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

Goal 3: Promote gender equality and empower women

Target 4. Eliminate gender disparity in primary and secondary education, preferably by 2005, and to all levels of education no later than 2015.

In recent past there have been many efforts made internationally to ensure that all children have access to basic education. In 1990 the World Conference on Education for All held at Jomtien in Thailand set out a vision for education and restated the goal of achieving Universal Primary Education by the year 2000. By 2000, it was realised that although great progress has been made in many parts of the world to achieve

UPE, many countries had failed to achieve the goal. As a result, Dakar Framework for Action (DFA) and the Millennium Development Goals (MDG) restated the goals in a more formal way (see Box 1).

DFA and MDG have guided educational policies in many countries of the world and support to education by developed countries. Efforts in Tanzania such as the Poverty Reduction Strategy Plan (PRSP) and Primary Education Development Programme (PEDP) were guided by the goals set under DFA and MDG.

The Commonwealth Education Fund (CEF) is an effort to ensure that the momentum achieved by DFA and MDG are sustained.

2.1. Efforts at EFA in Tanzania

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 reduce income poverty in the country. NSGRP sets achievement of UPE 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 target to have all children, including boys and girls from disadvantaged groups – including 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.

2.2. Issues regarding CSOs in Education

As the aim of CEF is to support CSOs to engage with the government to ensure all children have access to quality primary education, the extent to which CSOs can play this role will depend on the capacities of the CSOs and the space provided by the state for their involvement. CSOs by participating actively in the preparation of the PEDP ensured that they were provided with space to influence not only in the way PEDP was implemented but also on matters related to education policies. Box 2 shows the specified roles of NGOs and CSOs in PEDP.

In theory at least, CSOs are encouraged to get involved in a meaningful way to ensure that the government provide primary education of a high quality to all children. CSOs 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.

Box 2: Responsibilities of NGOs and CSOs in PEDP

In respect of PEDP, the responsibilities of NGOs and other Civil Society Organisations are:

1. To participate effectively in planning, implementing and monitoring activities at all levels that support the PEDP and ESDP objectives.
2. To participate as a joint stakeholder in the annual ESDP process of reviewing the education sector, including the primary and non-formal education programmes.
3. To contribute their experiences and knowledge, as well as human, financial, technical, and material resources to the improvement and provision of primary education.
4. To share information with, and facilitate meaningful community participation in primary education.
5. To effectively collect and communicate educational information from and to schools, communities, government, and other stakeholders.
6. To conduct education policy analysis and advocacy

Source: United Republic of Tanzania (2001), 22.

In practice, the effective involvement of NGOs remains a matter of constant ups and downs.

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. 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 still 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 more than 2 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;
- Quality: Quality of education continues to be poor, and a major concern of pupils, parents and teachers. Having made significant strides in enrolment, quality improvement ought to become the key PEDP priority now;
- 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;
- Confusion about grants: PEDP reviews (2003, 2004) as well as studies by CSOs point to significant information gap, serious leakages of education finances and power relation between donors, central governments, district councils and schools;
- Lack of policy and attendant plans and resources for ECD: PEDP plans and resources have excluded ECD. CSOs have developed strategic 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 2 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. , while older children would be enrolled in a Complementary Basic Education special program known as "*Mpango wa Elimu Kwa Walioikosa (MEMKWA)*", many children registered under MEMKWA Classes are not getting education. According to the PEDP Review few MEMKWA classes are operational only in some parts of the country where only a small proportion of pupil are attending these classes.

CSOs 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, organizations and networks 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

During the twenty-three months of actual operation in Tanzania, CEF has been involved in the following activities:

1. Putting in place various procedures and processes. These are very important and will need to be built upon during subsequent years;
2. Formation and strengthening of national/regional/district education networks and thematic networks. The largest proportion of funds during the first year of CEF operation was spent on strengthening the Tanzania Education Network (TENMET) to re-emerge from its administrative and programme crises. Significant amount of resources also went to the formation of district and regional networks. Rationale for supporting formation of networks rests on the assumption that it is through building coalitions that CSOs can engage more effectively with the government. Support was provided in districts like Arumeru to establish networks where none existed before. In other cases, like in Arusha Education Network, funds were provided to strengthen existing networks. Availability of funding has been most welcome by smaller CSOs who operate under severe funding constraints, a proper office and lack basic resources such as communication facilities.

Supporting formation of district and regional educational networks where CSOs lack basic resources has its limitations. Some of the CSOs joining these networks were not working in the education sector. Although this is positive in the sense that this will increase the number of CSOs working in the education field, the danger is that they may not have commitment to continue working in the sector after the funding ends. By implication, therefore, prolonged support may be needed to some of the district and regional networks supported to ensure that they are able to engage communities and government to ensure all children enrol in primary schools.

Currently, regions and districts that have been supported are few and most of these lie in the north-eastern parts of the country. Even within these regions and districts, the CSOs involved in forming networks are mostly urban based. Significantly areas where these CSOs operate are not areas where access to primary education is a major problem.

Apart from supporting district and regional networks of CSOs, CEF funds have also been allocated towards the formation of or strengthening of thematic networks. CEF has supported networks such as Tanzania ECD and Morogoro ECD, working in the area of early childhood development. CEF was also supporting efforts by the Maadili Centre in Moshi to help form a Disability/Non-Disability networks of NGOs and CBOs in Tanga region. Thematic networks appeared to be much clearer on their aim for forming networks and the outcome they expected as a result. The current strategy strives to support the efforts already demonstrated by these networks.

3. Budget tracking was another area supported by CEF. The aim of this support is to ensure accountability and transparency for the use of education finances within the entire basic education system so as to engender equity, quality and inclusive education. TEN/MET carried out budget tracking exercise in collaboration with other NGOs. CEF also supported budget-tracking exercise by several other NGOs. Studies realised that despite stated policy of open access to information, in practice authorities were reluctant to provide information. Although the desired outcome of budget tracking were not fully realised, nonetheless the CSOs involved in the exercise gained useful skills in tracking government finances. CEF is also determined to keep this momentum on by supporting the TENMET's revitalised energy and that of other CSOs to engage in budget tracking work.
4. CEF has also supported some innovative activities. The most notable is the work done by Mkombozi centre to develop models for the integration of out-of-school children into the formal state-run education system. Although result of this initiative is incomplete, CEF is committed to supporting more of this kind of innovative activities, as there is a strong potential for further influencing policies and similar practices elsewhere.

As the programme has been experiencing serious under-expenditure, the Management decided to delay the engagement with the corporate sector. In late August, CEF-Tanzania was informed by the London CEF Secretariat of a £20,000 support from the Bank of Tanzania (BoT). This came only two weeks after a courtesy visit to the BoT's Governor Mr. Daudi Balali by Martine Billanou of Save the Children (CEF LA) and the Programme Coordinator. This is a good indicator of potential linkages with the corporate sector during the 2005 – 2007 period (as the Governor has enormous influence in the business community).

The CEF Country Plan for Tanzania (2005 – 2007) is therefore a result of learning from the processes above, through consultation with Civil Society Organizations (CSOs) and based on review evaluation processes of the previous Country Plan (April 2002 – March 2005). More notably, the process has strongly

banked on recommendations raised in the CEF Tanzania formative evaluation report (October 2004), CEF Global mid-term review process (December 2004 – February 2005) as well as feedbacks shared by the CEF Secretariat in London on quarterly report produced by the Tanzanian programme. The CEF Management thus deliberated on the key findings and recommendations from these sources. Of all these were issues raised during open discussions at the CEF Forum the CEF Forum (September 2004), involving 69 participants who were drawn from a wide range of CSOs and geographic areas.

CEF continues to present an opportunity for civil-society actors to strengthen their advocacy and policy influencing initiatives. These may include INGOs, LINGOs including disabled people's organisations and gender-specialised agencies, CBOs, national, regional and district networks, sectoral networks such as TENMET¹, thematic coalitions such as Tanzania ECD Network, national unions such as the TTU², umbrella organizations and research institutions. However, learning from the challenges of its initial experience in Tanzania, CEF will be both selective and proactive in identifying organisations that it will directly support, in the following two categories.

Core partners

Core partners are networks or organisations with a relatively strong and distinctive capacity to engage in policy-linked work in thematic areas prioritised by CEF, the ability to make effective use of larger grants, and commitment to sharing experience and promoting good practice and policy change. Four core partners have been identified for the period 2005-2007:

- Tanzania Education Network (TEN/MET), the main national network for CSOs involved in education.
- Tanzania ECD Network
- TANGA Disability/Non-disability Network
- Mkombozi Centre.

Non-core partners

CEF will support engagement by CSO education networks at region, district and national level, and other CSOs, provided they can show that their plans are founded on a genuine common commitment and are likely to improve the practice and/or policy of basic education.

The CEF Management Committee (MC) will continue to oversee the implementation of CEF strategy, and will do so more strategically and purposefully. The MC will operate by a more clearly defined set of working rules and clearer guidelines for assessment of the quality and relevance of applications. Relevance will be judged in part against an evolving 'map' of key policy and practice issues. Assessment of quality will be informed in part by new indicators of the extent to which an initiative is likely to advance debate and development of policy and practice solutions. These indicators will also help the MC to monitor CEF's impact and guide the implementation of its strategy.

The current management committee will select a further two or three members in order to widen its perspective. Membership is on the basis of individual competence and commitment to contribute to the success of CEF, rather than institutional representation, but selection and replacement of members will take account of the need for a wide range of perspectives. Since the pool of potential MC members is small, members or employees of potential grantee organisations may be members of the MC but will not take part in final deliberation and decision-making in respect of their organisation's application.

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'.

CEF's broad areas of focus for advocacy in 2005-2007 are only slightly revised, as follows.

- Monitoring the improvement in access to quality education with a particular focus on:
 - ✓ How far better quality is accessible:
 - in the most deprived areas
 - for the most deprived groups (children with special needs, children in pastoral communities)

¹ Tanzania Education Network

² Tanzania Teachers' Union

- for girls in these deprived areas and groups.
- ✓ Budgeting and governance processes that ensure adequate resources reach end users.
- ✓ Equitable access to Early Childhood Development (ECD) opportunities.

Tanzania-specific objectives have therefore been identified to strengthen civil society participation in ensuring children's access to good quality and relevant basic education and to strengthen CSOs' participation around the three areas of advocacy: equitable access to quality, budgeting and governance, and ECD. The four Tanzania CEF objectives are:

Tanzania Objective 1: To strengthen civil society participation in design, implementation and monitoring of national and local education plans that promote **equitable access to quality education, adequate budgeting and governance**, especially through support for broad-based national alliances and coalitions;

Tanzania Objective 2: To enhance accountability and transparency for the use of education finances, (with a focus on the role of NGOs at district and community levels) and within the entire basic education system so as to engender **equitable access to quality education**;

Tanzania Objective 3: To improve the capacity of key players to jointly advocate for, and influence, improvements in education policy and practice related to inclusion, in response to the needs of out-of-school children, girls, children with disabilities and other marginalised children; and

Tanzania Objective 4: To foster improvements in government policy and practice that promote equitable access to ECD opportunities.

These objectives will be delivered using the following main approaches.

- Supporting coalitions and alliances, especially in areas of the country where civil society engagement has received less support.
- Supporting key pieces of research to develop the agenda for civil society engagement in policy and practice change.
- Promoting learning from good practice.
- Encouraging constructive forms of dialogue and exchange between policy makers and civil-society practitioners and advocates.

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.

In light of its initial experience in Tanzania's fragile NGO environment, CEF will maintain or adopt specific new strategies to enable it to more rapidly foster policy-linked action by CSOs, and to diversify its geographical coverage of rural Tanzania, without generating an undue volume of funding-driven initiatives.

Strategy 1 – core partners

The core partners receive relatively large amounts of CEF funding, through one or more grants. CEF support is intended to enable them to play a catalytic role. Regular meetings with the core partners together will reflect on progress and identify opportunities for further action.

Strategy 2 – actively look for potential initiatives to support

CEF will no longer openly solicit applications for funding. Instead, it will ally itself with widely-networked, competent organisations to identify initiatives with potential to advance CEF's objectives. In this way, the Management Committee will also seek a better balance of CEF's regional coverage. It will especially seek to support development of coalitions and alliances in less well-covered areas of the country.

Strategy 3 – provide more advisory support to enable initiatives to link practice to policy more effectively

The Co-ordinator's role in this respect will be supplemented by consultancies, but steps will be taken to make the outcomes of consultancies more practical and predictable and to reduce the costs. In collaboration with the education subgroup of the Development Partners Group (the donor education group), the MC will identify a core group of consultants capable of providing real-life advice on how to make practice-policy links, and will arrange orientation to ensure a consistent professional approach.

Strategy 4 – map the critical issues of basic education and foster more effective forms of engagement with Government

Underlying the difficulty of fostering collaborative advocacy and policy influence is the lack of consensus on what the key policy questions are, and how to define and compare the system delivery options open to Government and their resource implications. CEF will work with the donor education group and others in and out of Government to encourage initiatives to map both key policy options and technical implementation options in the light of local reality. Along with this, CEF will be ready to foster a more effective, non-confrontational mechanism/s of practical and technically-informed policy debate that helps competent people in and out of Government, including civil-society advocates and practitioners, to collaborate in exploring policy and implementation choices. The CEF MC will use this evolving process to develop and update its own map of critical issues in relation to CEF objectives.

Strategy 5 – support analytical forums and key research

CEF will support, and may initiate, forums among practice-based organisations to identify and compare key elements of their work that have wider relevance, as well as well-targeted dissemination of the lessons of practice. Similarly, CEF will support and sometimes initiate research on identified key issues in order to move the debate forward. Regular meetings among all partners will be held, and CEF may support emerging links among partners that have mentoring and demonstration value, e.g. by funding exposure visits provided they are geared to a genuine agenda for deeper engagement with a common issue.

Strategy 6 – support advocacy and campaign initiatives linked to the Millennium Development Goals (MDGs) related to education

CEF will also anchor its support to national, regional and global level campaigns that promote attainment of the MDGs related to education. Such support will include, among other, the in-country GWA initiatives, engagement with ANCEFA sub-regional and regional activities and international campaign events organised by the Global Campaign for Education (GCE).

THE LOGICAL FRAMEWORK ANALYSIS

THE COMMONWEALTH EDUCATION FUND

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, implementation and monitoring of national and local education plans that promotes equitable access to quality education, adequate budgeting and governance, 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.Core partners strengthened around education financing, ECD, NFE/ Inclusion;</p>	<p>1.Number/quality of partners and selected CSOs strengthened around NFE, ECD, inclusion and education financing;</p>	<p>1. Documentation and reports of CSO and partner activity</p>	<p>Increased CSO capacity and effective participation leads to meaningful reforms in basic education;</p>
<p>2. Strategic plans/programmes developed and operationalised by core partners;</p>	<p>2. Number/type, and quality of strategic plans implemented;</p>	<p>2. Records/reports of key advocacy/policy influencing issues successfully negotiated with govt/ MOEC;</p>	
<p>3.Strengthened CSOs/networks 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 stakeholders indicating that there have been improvements in local education programmes linked directly/indirectly to CEF;</p>	

<p>Activities:</p> <p>1. Support strengthening of core partners and selected CSOs to:</p> <ul style="list-style-type: none"> -plan, design, analyze policy, monitor and advocate for quality local education programmes; - map out key education issues in the country - promote effective communication and information sharing between local, regional and national networks and organisations on key advocacy issues (with focus on ECD Network, TENMET and Tanga disability/non-disability CSOs and Mkombozi); - organise forums on best practice/successful programmes/approaches and disseminate lessons; 	<p>1. No. training sessions held by capacity area, by type of network or CSO;</p> <ul style="list-style-type: none"> - No of partners demonstrating increased capacity to plan, analyse, advocate and influence policy; - inventory of key issues for advocacy and attendant strategies developed - Communication capacity of members developed - Communication system developed and functioning - News bulletins produced and distributed to all members and other interested organizations. - Packets of key policy publications are sent out to all members at least twice a year. <p>No. of exchange visits and follow-up works resulting from those fora.</p>	<p>1. Records/reports of workshops</p> <ul style="list-style-type: none"> - Observing CSOs during routine monitoring missions, interviews with CSOs 	
<p>2. Promote joint advocacy agenda-setting forums, through careful documentation of successful experiences, common analysis and discussion;</p> <p>3. Support to GWA in-country activities</p>	<p>2. No. of workshops held to discuss and agree on development of common agenda</p> <p>GWA report and advocacy deliberations made</p>	<p>2. Review records, workshop reports and documents;</p>	
<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 equitable access to quality 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 inclusive-ness in basic education;</p>

Outputs 1.Strengthened capacity of CSOs in budget process, analysis and monitoring education financing more generally;	1. Demonstrable capacity of CSOs in budget analysis and education finance monitoring;	1. Reports/records of CSO and network's activities in budget and finance monitoring;	Government is genuinely interested in accountability and supports CSO initiative in budget and education finance monitoring at district and community levels; CSOs maintain interest in the initiative;
2. Public debates on education financing held, key lessons/ learning documented, shared, and position paper developed.	2. No. of public debates held; quality of issues discussed, documented and shared;	2. -Review of records or documentation on public debates; - MTEF reports	CSOs willing to tap into REPOA, ESRF (and other institutions) expertise in research.
3. Government expenditure on education enhanced and better directed to the needs of the poor especially in selected districts and among vulnerable groups	3. Proportion/% of poor children/districts reporting increased funding for basic education;	3.Records/reports on this; sample of children interviewed say quality of learning materials improved;	
4. Joint strategy for monitoring education finance developed and implemented	4. Monitoring reports indicate increased spending on education;	4. Review monitoring reports at all levels (national to school levels)	
Activities: 1.Support partners' capacity-building initiatives to understand the budgeting process, analyse budgets; identify key gaps or flaws and communicate with public;	1. No. /type of training sessions held by partners.	1. Training reports	
2. Support key public debates by partners and CSOs on education financing, document major lessons/learning and share widely;	2. No. of public debates held, type of issues raised; partners statements on education financing via PER/MTEF processes	2. Records of public debates meetings;	
3. Support research initiatives that facilitate monitoring the financing of and indicate spending gaps in education in selected districts and among vulnerable groups.	3. No. and quality of research projects supported, amount of funds used;		
4. Support a CSOs budget monitoring manual under auspice of TENMET			

<p>OBJECTIVE 3: To improve the capacity of key players to jointly advocate for, and influence, improvements in education policy and practice related to inclusion, in response to the needs of out-of-school children, girls, children with disabilities and other marginalised children</p>	<p>Partners 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>Outputs: 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 work-shops, 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. Strategic advocacy plan for advocating for improvements in the education of children with special needs developed and implemented;</p>	<p>5. No/type of key strategic objectives identified in strategic plan, evidence of implementation?</p>		

<p>Out of school children 6. Advocacy for a clear strategy for linking NFE to formal education programmes developed, implemented, mainstreamed and funded.</p>	<p>9. No. of children joining formal education programmes from NFE centres.</p>	<p>9. Records of children joining formal education facilities.</p>	
<p>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.</p>	<p>1. No. and quality of forums, workshops held; no. of CSOs participating;</p>	<p>1. Review records of public debates;</p>	
<p>2. Support public debates on the education of children with special needs; document and share outputs.</p>	<p>2. No. type and quality of debates held.</p>	<p>2. Review of workshop reports.</p>	
<p>3. 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.</p>	<p>3. No. workshops held to develop strategic plan.</p>		
<p>4. Support implementation of Mkombozi's programme on effective mainstreaming NFE into the state-run education system</p>			
<p>5. Support forums and dialogues (involving key CSOs and relevant government departments) on the role of NFE (based on experiences of selected CSOs) in promoting good quality education</p>	<p>5. No of forums and dialogue sessions held to discuss the nexus between NFE and formal education programmes.</p>	<p>5. Records/reports of dialogue sessions.</p>	
<p>OBJECTIVE 4: To foster improvements in government policy and practices that promotes equitable access to ECD opportunities.</p>	<p>ECD 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</p>

			education cycle;
Outputs: 1. Strengthened CSO participation in the review, development and implementation of Tanzania's multi-sectoral ECD plans;	1 -ECD plans include voices of CSOs -increased participation of CSOs in the review, development and implementation of ECD plans;	1. Review of ECD plans and progress reports	Willingness of CSOs to commit to implementation of ECD plans;
2. Joint position established through dialogue and debate between ECD and education CSOs re:- <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; 	2. Joint position statements documented and widely disseminated through ECD Network and TEN/MET	2. Review of statements	Willingness of education related CSOs to recognise ECD as the foundation of success in all future education programmes;
3. Public debates facilitated regarding holistic ECD as a foundation of human capacity development, and documentation shared widely.	a) No. and type, quality debates conducted; b) documentation of key highlights and recommendation; c) records of dissemination	Review records and documentation of public debates.	
4. Documentation and dissemination of successful integrated approaches to ECD support in various contexts in Tanzania - family, community and institutional levels;	4. Range, number and quality of integrated approaches to ECD support documented and shared;	4. Review of reports and documentation of integrated approaches to ECD support;	That some integrated approaches to ECD support exist;
Activities: Support ECD Network to implement part of the Tanzania ECD strategic advocacy plan	Amount of funding disbursed for ECD initiatives;	CEF management committee minutes and review of records of funds disbursed;	

5. Links between national, regional and international networks

The CEF initiative is already linked to ANCEFA at the eastern Africa sub-regional level. 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 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.

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 have been proposed by CSOs and recommended by both CEF evaluation and review reports. The management structure will be based on the original three-tier structure, namely: Lead Agency (SC UK); 3-Agency Group (SC UK, ActionAid and Oxfam) and the Management Committee (11 individuals selected from the 3-Agency group, CSOs, FBO government and the private sector, who will make most of the decisions). Roles and responsibilities remain the same 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)

- Promote joint accountability and inclusiveness;
- Revise progress towards objectives;
- 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, plus 5-7 others 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 criteria for membership into the CEF management;
- 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, faith/religious organisations, private sector;
- Expertise/knowledgeable in gender and disability issues.

7.5 Principles on approving funding works by partners and selected CSOs

- Work should fit within CEF objectives/within outcomes and national advocacy priorities;
- Work should be underpinned by community involvement in identifying and setting priorities;
- 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 partners and selected 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 the same GDP growth above 5% per annum.