

Global Partnership for Education

Thematic and Country-level Evaluation

Tanzania Case Study (2024)

Transformation potential of the priority reforms, country's position to implement these reforms, and GPE support to the reform process up to the compact

Introduction and background

This report is a part of the Thematic and Country-Level Evaluation (TCLE)¹ of the Global Partnership for Education (GPE)'s global and country-level support to its partner countries as part of its [Strategic Plan for 2021–2025](#) (GPE 2025). To operationalize this strategy, GPE's operating model seeks to support governments to transform their education systems. Tanzania (Mainland) was selected as one of eight country cases for study as part of Phase 1 of the evaluation,² which explores Tanzania's potential for transformative reform by closely examining the process of the partnership compact development, selection of its priority reform, and potential for implementation. This case study uses evidence from primary data (interviews with key country-level stakeholders with fieldwork conducted between August 22 - 29, 2023 in Dar Es Salaam and Dodoma, Tanzania) and a secondary document review. A stakeholder map, list of respondents interviewed, and a full list of documents reviewed can be found as annexes.

Current education situation in Tanzania

Education features prominently in the Tanzania Development Vision (2025) and in the third National Five-Year Development Plan 2021/22 to 2025/26 (FYDP III). Education sector planning and implementation is guided by the National Education Act (1978, amended 1995 and 2002) as well as the Education and Training Policy of 2014. The education system is divided into eight sub-sectors, including pre-primary, primary, secondary, vocational education and training, technical education and training, adult and non-formal education, teacher education, and university education. There are two pathways for teacher education in the country: diploma teacher training program requires an Advanced Certificate of Secondary Education (ASCE), while certificate teacher training requires a Certificate of Secondary Education (CSE).³ In 2021, the Government of Tanzania announced priority areas to improve the quality of education, including a review of the 2014 Education and Training Policy and curriculum to re-orient the school curriculum to address the limited 21st century skills.⁴

According to the education sector analysis (ESA) from 2021, the gross enrolment rate for primary reached 100% in 2020. However, the primary completion rate has remained mostly stagnant and 1 in 4 pupils do not reach the final grade (P7). Since the abolition of school fees in 2016, there has been a rise in the number of learners, exacerbating underlying challenges in the education system, including poor school infrastructure and teacher shortages. Despite an increase in the number of qualified teachers, teacher shortages persist, with an estimated deficit of over 37 thousand teachers

¹ The TCLE seeks to progressively assess how GPE's operating model and 2025 strategy support partner countries to select and implement a chosen transformative reform, and assess the likelihood of achieving the intended impact and its potential for sustainability. The evaluation involves longitudinal country-level case studies using a mixed-methods approach for data collection, analysis, and synthesis. The evaluation is being conducted by a consortium, led by Triple Line with partners Learn More and Technopolis.

² The other seven partner countries sampled include Cambodia, Democratic Republic of the Congo, El Salvador, Nepal, Sierra Leone, Tajikistan, and Uganda.

³ Country Analytics.

⁴ An Analysis of the Basic Education Curriculum in Tanzania: The Integration, Scope, and Sequence of 21st Century Skills. RISE Working Paper (2023).

at primary level in 2020, and the draft Education Sector Development Plan III (ESDP III) estimating an overall shortage of 168,000 teachers in the basic education system.⁵ The pupil-teacher ratio is high as a result, estimated to be 1:61 at primary level in 2020, with higher rates in rural areas.⁶ Female teacher representation is reported to be low at secondary level in particular, with an average of 33.4% of female teachers represented at secondary level.⁷

The Tanzanian population is estimated at 65,497,748 in 2022,⁸ and population growth is high (3.1% annually) and is expected to place a heavy burden on social service provision.⁹ Approximately 44% of the population is under 14 years of age, placing pressure on the education system.¹⁰ The COVID-19 pandemic impacted both education access and quality. School closures and low access to digital platforms led to minimal opportunities for learning between March and June 2020.

GPE partnership in Tanzania - Mainland

Since joining GPE in 2013, Tanzania (Mainland) has received a total of US\$309,778,308 in grant support over eight grants. It is supported by UNESCO and UNICEF as the coordinating agency co-chairs. Previous GPE support received by Tanzania was in the form of two programs: the Literacy and Numeracy Education Support (LANES) Phase I (2014-2018) and Phase II (2019-2022). Tanzania received a four-year education sector programme implementation grant (ESPIG) allocation of \$112,500,000 in 2020 and an education sector plan development grant (ESPDG) allocation of \$235,910.84 from 2015 to 2016. A COVID-19 grant of \$15,160,000 was awarded for 2020 to 2022.

Education Out Loud (EOL), a fund financed by GPE and managed by Oxfam Denmark. GPE funds three projects which involve civil society organizations (CSOs) in Tanzania: 1) Pamodzi for Inclusive Education in South-East Africa (PIESEA) (November 2021-April 2024); Kuyenda Collective: Addressing the Learning Crisis through System Strengthening (November 2021-April 2024); and 3) Strengthened engagement in education planning, policy dialogue and monitoring (April 2022-December 2023). Tanzania is also part of the Knowledge and Innovation Exchange (KIX) Africa 19-Hub, with Tanzania involved in eight research projects to date.¹¹

Tanzania's engagement with GPE 2025

Tanzania was part of the second cohort of countries engaged in the GPE 2025 model, which began in October 2021. Tanzania's completion of the enabling factors analysis (EFA) took place in mid-2022, and the assessment of the enabling factors by the Independent Technical Advisory Panel (ITAP) was completed in July 2022. The development of the partnership compact was finalized in October 2022, and the GPE Board approved the strategic parameters for GPE engagement in November 2022.

As part of GPE 2025, Tanzania – Mainland is eligible for three grants: the system transformation grant (STG), system capacity grant (SCG), and Multiplier grant. At the time of writing, Tanzania had two active grants, including an STG allocation of \$84,664,800 approved in May 2023 with SIDA as grant agent, and an SCG allocation of \$3,899,000 with UNICEF as grant agent (on top of a previous SCG allocation of \$201,000 used to support system diagnostics, compact development, and education sector analysis). In Tanzania, the local education group is known as the Education Sector Development Committee (ESDC).

Tanzania's selected priority reform is improved teacher workforce planning and management, with the potential to unlock two further reform areas of improved gender equality and inclusion and improved teaching and learning environment. These reform areas are considered essential to catalyze transformative change and multiply the impact of improving inclusive student-based teaching for quality learning from pre-primary to lower secondary level.

⁵ GPE (2021) Country Analytics: Tanzania Mainland; ITAP (2022) Assessment of Enabling Factors

⁶ Education Sector Analysis (2021).

⁷ Tanzania Partnership Compact (2021).

⁸ <https://data.worldbank.org/indicator/SP.POP.TOTL?locations=TZ>.

⁹ <https://databank.worldbank.org/source/population-estimates-and-projections>.

¹⁰ GPE Secretariat. Engagement Memo: Tanzania Mainland.

¹¹ <https://www.globalpartnership.org/where-we-work/tanzania#kix-support>.

1. Did the GPE model help with policy dialogue, identification of system bottlenecks, and solutions to address these bottlenecks for better education outcomes?

How inclusive is the policy dialogue in Tanzania?

The GPE 2025 operating model helped Tanzania to implement a government-led and inclusive process, which focused on bringing partners together to participate in the compact deliberations. However, the sector-wide engagement in the compact development process was limited to those partners considered most relevant or most likely to benefit from GPE funding. This may have been at the expense of bringing together government sub-systems across the sector, and getting buy-in for transformation of the system *as a whole*. Within basic education, some key actors, such as the Quality Assurance Department, were not actively involved in developing the compact. The research team were not able to uncover why this was the case.

Inclusive country-led policy dialogue was supported by the GPE Secretariat, UNESCO/UNICEF and Sida as grant agents, who all played a part in compact design. The ownership by government was considered a key step to identifying and striving for transformational reform, with government stakeholders describing system transformation as a ‘ripple effect’ where reforms at one education level may have a knock-on effect at higher levels, and government as “the hand that held the rock” in driving the identification of the priority reform.

Consultations were inclusive, involving senior officials from the Ministry of Education, Science, and Technology (MoEST) and the President’s Office, Regional Administration and Local Government (PO-RALG), Teacher Service Commission (TSC), the Tanzania Institute of Education (TIE), the National Examinations Council of Tanzania (NECTA), CSOs, universities, teacher colleges and development partners. Generally, stakeholders agreed that “the partnering process was effective because selection of the priority reform was a joint decision based on evidence”. Development partners were of the view that “GPE has done a good job in bringing together partners in advocacy.” For many stakeholders, the compact represented “a move away from business as usual” and the process was inclusive and participatory, with no mention of undue influence by one stakeholder group over another.

What enabling factors bottlenecks were identified and what policy actions/interventions were chosen to address the bottlenecks in Tanzania?

The EFA and ITAP reviews both identified enabling factor categories ‘gender responsive sector planning, policy and monitoring,’ and ‘volume, equity and efficiency of public expenditure on education’ as high priority enabling factors. Data and evidence was initially rated as high priority by the EFA, but only medium priority by ITAP. The activities and interventions largely respond to the identified bottlenecks; however, persistent systemic bottlenecks underpin efforts to address gaps in the enabling factors. A summary of the identified gaps and actions to address identified gaps is provided below.

- **Volume, equity, and efficiency of domestic public expenditure on education (high priority):**
Tanzania had in previous years performed well in terms of volume of public expenditure spent on education, which was over 20 percent until the impact of COVID-19 led to a notable decrease. Since that time, the country has struggled to achieve the recommended 20% target. Although the government has reiterated commitments to progressively increase volume of spend to reach the 20% target again, this has not yet been achieved. Other notable challenges were identified in relation to the equity of domestic financing, and to some extent the efficiency of domestic financing. Equity challenges include the inequitable distribution of resources which disproportionately benefit children from wealthier families and urban locations. Efficiency challenges were identified including inefficiencies in resource flows between the MoEST and PO-RALG, and inefficiencies in teacher allocations which are exacerbated by teacher shortages. The compact sets out actions and interventions to address these challenges, primarily through the SCG and STG. This includes three results-based indicators linked to the release of top-up funding through the STG, which focus on addressing equity challenges. Key issues such as the lack of recent financing diagnostics to verify conflicting budget figures - have not been well addressed by

proposed interventions under the SCG. Domestic financing is discussed in more detail in Section 4.

- **Gender responsive policy and planning (high priority):** The primary challenges identified relating to this enabling factor are associated with extensive teacher supply and management challenges. The shortage of teachers, exacerbated by the unequal distribution of teachers, is one important cause of poor learning outcomes. ESDP budget simulations and allocations appear to be misaligned with policy priorities, which ITAP flagged as a key issue likely to affect the achievement of ESDP goals. Furthermore, there remain insufficient M&E systems and frameworks to monitor the impact of teacher management policies. The compact lays out objectives and interventions to address these gaps through the main focus on teacher workforce planning and management, which aims to ensure policy, systems, and structures are enhanced to produce quality teachers and equitably distribute them. Activities and interventions to address identified bottlenecks will be supported by both the SCG and STG, including reviewing key policies and legal frameworks, establishing a more efficient entity to manage teacher management (rather than the current system which relies on multiple entities), developing a teacher forecasting framework and teacher workforce database, and operationalizing a teacher deployment strategy. Gender has historically been mainstreamed into policies and sector plans, and this remains integral, but several systemic bottlenecks are not addressed. These issues are discussed further in Section 5.
- **Data and evidence (medium priority):** Significant progress has been made over the years in the domain of data and evidence, with Tanzania having access to multiple and regular sources of data and information on the education sector. Yet data for decision-making is fragmented over multiple systems, arguably the result of donor dependent systems-development¹² resulting from broader fragmentation of education, which are inconsistent and contain notable gaps including data relating to location, disability, and out of school children. It is not clear where responsibility lies for planned development of a harmonizing portal (Integrated Management Information System). While the compact has identified measures to address the sector's limited capacities for data analysis and use, these measures do not address the challenge of ensuring that analysis across multiple data streams is coherent, such that decision makers can utilize data effectively. The complex and competitive institutional arrangements for data management across MoEST and PO-RALG underpin these gaps.
- **Sector coordination (low priority):** Sector coordination was rated low priority due to the overall strong coordination mechanisms present in Tanzania, although the ITAP reflected that there is a need to strengthen and streamline processes, and to better reflect development partner contributions in plans and reporting. The compact set out some activities which were expected to be included as part of the SCG, including tools and processes to gather partner information, map education stakeholders and financial contributions, and analyze sector coordination and local education group effectiveness. The reduced donor support for the Education Programme for Results (EPforR) program following the World Bank's exit from the program, which is the main vehicle for pooled funding for the sector, has raised challenges. While these may be addressed via a review of EPforR coordination, a systemic constraint is the double-headed management structure of MoEST and PO-RALG that undermines collaborative decision-making. This has led to the emergence of two parallel 'chains of command,' in which the management structure of education is under the two ministries, and is 'very politicized.' Stakeholders across the board suggested that collaboration between the two ministries has been a long-standing and ongoing challenge. The risk of duplication of efforts and conflict in power relations has been mitigated by the appointment of senior education experts within PO-RALG. Nevertheless, although dialogue structures are in place, "we need a system to coordinate decision-making."

Additionally, our analysis of ESDP II and (draft) III suggests several persistent challenges in sector coordination. Quarterly ESDC and technical working group meetings do not take place as scheduled. Many meetings are held with limited tangible results; participation is often delegated

¹² These include the Basic Education Management Information System (BEMIS); the Primary Schools Records Manager (PREM); the Online Teachers Application System (OTEAS); the School Information System (SIS); and district/school level systems such as the Integrated Financial Management Information System (IFMIS) and the Facility Financial Accounting and Reporting System (FFARS).

to different individuals with various levels of corporate memory and usually very little decision-making power. Discussion often revolves around the process of achieving various priorities, rather than the substantive issues related to those priorities. Many of the issues that development partners and non-state actors would like to discuss in greater detail are areas where performance is low; this is often perceived by the Government of Tanzania as criticism, rather than an opportunity for constructive collaboration. Given the shift to large scale projects, detailed discussions are often focused on specific sub-sector issues that are seen to be the priorities of the projects rather than looking at sector issues holistically.

How useful were the enabling factors analysis and ITAP processes?

The process of viewing enabling conditions and reforms through a systems-lens in order to prioritize them was appreciated and the value addition of multi-stakeholder reflection. Together, the ESA and the EFA revealed the gaps in teacher education, workforce planning and management, pointing to the need to address the quality of teacher trainees and the need for a one-year internship. To this extent, the “GPE has played a big role in driving policy reforms.” In addition, the inclusion of a wide range of stakeholders in the development process was welcomed; “through the EFA, we dug deep into the challenges, much deeper than we do in the [Annual Education Sector Joint Review (AESJR)]; it brought us all together in joint reflection and analysis.” This said, some stakeholders felt the local government authorities (LGAs) should have been engaged, to “tackle issues from the bottom up.”

Some raised concerns around the lack of clarity about why the new operating model had been introduced, particularly those in government institutions: “we should have known how and why the new modality was decided on.” Some stakeholders cast doubts over the benefits of a time-consuming process relative to the costs: “there was a lot of back of forth [...] the process kept changing.” As one development partner put it, “we could spend the whole day not agreeing.” Inevitably, such a lengthy process required significant financial resources. For many stakeholders, the EFA was “very confusing” because “it was the first time we did this, we really struggled” and “it was hard to understand what is ‘enabling factors’”.

The line between the EFA and the ESA was blurred, given that the ESA had been institutionalized in the sector’s medium-term strategic planning process. Rather than building on the other analytical processes and products in place such as the ESA and the ESDP, the compact development process demanded a re-assessment of enabling factors and bottlenecks; this “suggested that they didn’t trust anything that already existed in the country.” As such, for some, the EFA was viewed as redundant. Scarce resources may have been better utilized in strengthening the ESA process instead. Indeed, this point was raised: GPE has assumed that “all countries are at the same level and so every country needed to do the EFA.” The EFA was viewed primarily as a GPE grant requirement. Despite these drawbacks, the majority of stakeholders agreed that “it was a tedious process, but in the end, it was a satisfactory process”.

Recurrent confusion reported relating to the operating model was the uncertain relationship between the compact on the one hand and the ESDP on the other. Government stakeholders raised concerns about the sustainability of the compact if there is misalignment with the ESDP, and while most of the priority reforms are aligned with the draft ESDP III, “if we have elements which are not aligned, how can these be sustained?” This may suggest that government stakeholders do not yet fully perceive the added value of the compact development process over and above the ESDP process.

The ITAP report was viewed by some stakeholders as useful because it highlighted gaps in sector coordination and “the invisibility of smaller, less well-resourced programs.” For others, the rating system was confusing (i.e., high importance referred to factors where performance was low); indeed, as one respondent put it, “I think we might have given the wrong scores!” However, across all stakeholder groups, the “to and from process” was appreciated, particularly because the ITAP ranking for gender mainstreaming was revisited and the focus shifted to disability, as well as gender, inclusion.

2. Do the priority reforms demonstrate potential for transformation?

What is Tanzania's understanding of system transformation and the need for transformation?

Stakeholder interviews and a desk review of the partnership compact and ESDP revealed diverse and evolving conceptualizations of system transformation. Stakeholders were not familiar with any specific definition or criteria for system transformation, and several stakeholder groups felt that “system transformation is a big word – it’s jargon.” Nevertheless, respondents attempted to unpack the concept. Understandings included: “moving away from the usual way of doing things” in “a new and positive way” in recognition that previous ways of working have not achieved results; improved coordination across sub-systems and sub-sectors; and improving the system through better access, quality, and inclusion. Others described system transformation as “transforming governance sub-systems” and also “transforming sub-sector delivery models” for “optimal governance and service delivery”. For some respondents, system transformation is viewed as synonymous with system strengthening, with tensions around the breadth and depth of system strengthening at decentralized levels. For government stakeholders, system transformation also implies working with multiple actors, collaboratively.

Notably, high-level decision makers assert that system transformation should be seen through the long-term lens of Tanzania's Development Vision 2025, whereby ‘productive citizens’ contribute to national socio-economic targets: “education actors must agree on the vision and it must be owned by the government”. Government experts also underline the importance of grounding system transformation in policy: “you need to ask why you are transforming.” The purpose of the priority reform was summarized as: “implementing sub-system reforms in basic education.” The extent to which these transform the entire education system relies on the notion of a “ripple effect,” where reforms at one education level may have a knock-on effect at higher levels.

Stakeholders also described system transformation as an iterative process of prioritization, supporting greater scale of impact on learning outcomes overtime: “you don’t meet the target immediately and because you begin with fewer resources than maybe you need, you target a few reforms to improve efficiency and effectiveness and then you get more resources so that it has broader impact.” The importance of partnership and alignment were emphasized, with strong consultation and dialogue described as the ‘rock’ that created a series of ripples, and “many of the issues raised in the policy reforms have come out of the Task Force discussions, so transformation has already begun.” Stakeholders identified the process of consultation as the ‘rock’ that created a series of ripples; “this spirit of sharing will continue.”

Although a common understanding of the system transformation is a work-in-progress, stakeholders within government appreciate GPE's efforts to promote programming through a systems lens; “an education system is made up of sub-systems and if you go for holistic development, you have to identify the sub-system which is going to be most transformative: teacher planning and management is our engine”. Indeed, high-level decision makers point out that the priority reform “tallies well with the transformation of the policy: we start with basic education but go all the way to higher education.”

What is Tanzania's priority reform?

The compact clearly presents and defines three priority reform areas: 1) improved teacher workforce planning and management, articulated as five subcomponents, which are well defined and sequenced; 2) improved gender equality and inclusion, organized around three sub-components; and 3) improved school teaching and learning environment which focuses on equitable teaching and learning material allocation and increased budget to education. The first area has been identified as the driver of system transformation, with the other two areas reinforcing this effort, and the compact also outlines efforts to improve the broader enabling environment needed for reform interventions to have impact. The priority reform builds on previous education sector plans and aligns with the sector's thematic priorities presented in the draft ESDP III: access, participation, and equity; inclusion; quality and relevance; governance, management, and accountability; and education financing. These all align with the priorities set out in GPE's Strategy 2025. The compact aligns particularly with the ESDP III sub-programs for primary education and teacher education, including the priorities of

significantly growing the teacher workforce, improving equitable deployment, improving teacher planning (implicit), and improving teacher education/curricula.

Lessons learned from previous GPE funding are not yet clear. Stakeholders suggest that GPE's support has come full circle: "GPE began by building country ownership of a sector-wide plan to address the limitations of standalone sub-sector plans and now it comes back to a sub-sector reform." That said, the STG-supported Teacher Support Program (TSP) has taken steps forward in, for instance, establishing a platform for synergies across the institutions responsible for the 'teacher life cycle.' The TSP builds on the gains of EPforR I and II, engaging with the issue of 'teachers-in-schools' in a holistic way. Outcome 1 potentially develops and incentivizes a process whereby teacher recruitment is linked to deployment to career progression and linked to motivation as well as remuneration and performance rewards. Moreover, SCG addresses issues such as 'the inconsistencies in teacher-related policies, for example between the current teacher workload and average class size policies [which] cannot be solved without revising the existing policies.'

A brief analysis of the outcome 1 of the TSP (Improved Teacher Workforce Planning and Management) and the GPE-LANES I program suggests that the reforms introduced in 2022 potentially take forward reforms introduced as early as 2014. However, we also note the continuity between the compact and learnings from GPE-LANES I; lessons learned have not been explicitly considered (with the risk that mistakes may be repeated) but these are relevant for design and implementation of the compact (see Box 1, Annex 1). Importantly, a lesson learned for program impact was 'future programming may need to reflect on push and pull factors for reform.' GPE-LANES I drove reforms but a platform for sector management and leadership was needed to ensure lasting change. In the final analysis, 'learning from the scale of the previous systemic challenges experienced by GPE-LANES partners,' there is a need for future programming supported by compact partners to strike a balance between consolidating reforms – taking a selected few of these further – and helping to reinforce the system, overall. The extent that this learning is addressed in the EFA and compact is not explicit, and it may be too soon to tell if and how these are being addressed.

Does the priority reform meet the criteria of system transformation?¹³

The compact does not explicitly discuss or reference **speed**, nor does it include time-bound targets or indicators. The compact contains some implicit references to 'accelerated education progress,' but respondents expressed skepticism as this concept is at odds with the timeframe stakeholders reported would be required for reforms to be introduced and implemented. This brings into question whether rapid improvement can be achieved or is desirable in the country. Stakeholders emphasized the importance of long-term planning and incremental and adaptive implementation of the reforms. The compact includes baseline and target values; rates of change from baseline (2020) to target (2025) and beyond (2030) do not appear to consistently imply the achievement of speed between 2020 and 2025 (except for the rate of increase for STD II learners achieving national benchmarks in reading and comprehension).

Similarly, there are limited references to **scale**, with the main reference relating to the identified scales of teacher shortages as a barrier. Specific reform-related targets are not always given or appear to be inconsistent in the compact, and baseline and target values do not imply ambitions to achieve scale. There are clearer references to **inclusion** in the compact at the high-level of the theory of change (ToC) ("inclusive student-based teaching for quality learning" and outcome: "improved

¹³ These criteria are set out in our inception report. The criteria include:

- Whether the reform endeavors to achieve improvements to learning with greater speed, scale, and inclusion than past and/or business-as-usual reforms.
- The reform addresses multiple system constraints through a multi-faceted approach to change.
- Whether the reform aligns relevant subsystems, policies as well as practices such as those related to teacher professional development, curriculum, assessment systems, EMIS and more, to achieve the intended outcomes.
- Whether the reform aligns the incentives of actors from all relevant levels and aspects of the education system (e.g., national, regional and district).

One further criterion (whether the reform endeavors to achieve learning improvements through approaches that are evidence-based) is set out in the section below.

In addition to these five criteria to define a transformative reform, there are three additional transformative reform criteria which examine the implementation of a transformative reform as well as five criteria which define the process required to design a transformative reform.

gender equality and inclusion”). Inclusion is recognized in the compact as fundamental to achieving system transformation, as evidenced by gender and inclusion as a key outcome of the priority reform. However there appear to be a lack of concrete activities referenced.

Addressing **multiple systems constraints** through a multi-faceted approach to change was recognized in the design of the reform. The compact includes a broad discussion on the constraints to the priority reform (teacher-pupil ratio, unfavorable teaching and learning environment, inequitable distribution of resources, and shortage of teachers). The compact includes evidence of **alignment of subsystems** and there is clear intent expressed about the importance of engaging sub-national levels as part of the priority reform, but there is less evidence to suggest due attention or proposed solutions for ensuring alignment at the local level. The compact describes the challenge of and constraints to ensuring quality education at the district level, where activities are obstructed by a shortage of staff within the district, absence of infrastructure – transportation and school buildings – and connectivity issues. The compact does not provide details on proposed solutions to this.

Is the priority reform evidence-based?

Specific references to the use of studies on or assessments of past or ongoing reforms to help identify problems and related priorities were evident in the partnership compact, specifically references to analysis of the previous education sector plan and education sector analysis. The compact includes some references to globally recognized best practices relating to supporting teachers with structured pedagogy (a package that includes structured lesson plans, learning materials and ongoing teacher support), particularly in relation to the ‘improved teaching and learning environment’ and ‘improved support for students and teachers with special needs’ (under improved gender equality and inclusion) components of the priority reform. However this is mostly focused on the provision of teaching and learning materials, and the overall reflection on global evidence to inform the priority reform was limited.

There is evidence that several of the lessons learned from previous reforms supported by GPE have fallen by the wayside. These focused on reforms of the system structure, governance and management set out in the ESP 2016/17 - 2020-2021, including reforms to strengthen the relationship between planning at the technical level and higher-level decision making and to efforts to improve multi-stakeholder coordination as well as inter-/intra-ministerial collaboration. Notably, previous evaluations recommended that a balance is struck between *stabilizing* recently introduced sub-sector reforms, *introducing* new ones, and *reinforcing* the education system overall. A critically important lesson that remains to be learned is a concerted response to the need for a phased multi-partner approach to capacity development, which integrates (a) short-term external technical assistance, (b) the design of medium-term measures for professional development of all relevant staff and, in the longer-term, (c) the establishment of decentralized training institutes for in-service training planning and management for various cohorts of education planners and managers. The compact development process would benefit from the inclusion of a ‘lessons learned’ analysis of progress towards systemic reforms, taking account of findings from previous evaluations in relation to compact priorities and contributing grants/programs.

Is there a credible theory of change for the priority reform?

While the present ToC usefully presents a ‘skeleton’ results chain, this could be revisited and further fleshed out. Rather than being mapped backwards from the final outcome, the pathways appear to have been determined by a set of inputs for interventions/outputs, coming together in a generic final outcome, such as ‘improved gender equality and inclusion’. As a result, the pathways are linear, flowing ‘horizontally’ from interventions to intermediate outcomes to outcomes. The ‘vertical’ connections between results are implicit but not spelled out. For example, how will development of a teacher forecasting framework, on the one hand, and the operationalization of a basic education teacher deployment strategy, on the other, work together, such that the processes of teacher planning, recruitment and deployment converge to improve workforce management? Similarly, how will improved teacher management increase motivation and accountability? Without more explicit synergies between interventions and intermediate outcomes, it is not clear how the three outcomes may be mutually reinforcing.

The ToC assumptions make credible assertions about the contextual or environmental factors that will support or hinder progress along the change pathway, particularly from intermediate outcome to outcome level. However, there is a ‘missing middle,’ i.e., the assumptions which substantiate, clarify, and justify connections at the lower levels (outputs/interventions) of the ToC. Because these assumptions have not been articulated, it is not possible to test unsafe (or false) assumptions across the entire change pathway.

Reduced to a graphic presentation of a log-frame, the compact ToC is a static map of desired results with no discussion of the assumptions behind the pathways to change, i.e., the how and why of change processes, beyond what that change is. These shortfalls may limit opportunities to learn from reform implementation and to adapt the process accordingly. Such limited learning opportunities may impact negatively on the understanding of an evolving concept of system transformation, currently viewed by some as jargon, and the notion of catalytic transformation has resulted in some confusion: how does the transformation of one of several sub-systems, on the one hand, relate to the overall transformation of the education system as a whole, on the other. Where system transformation is viewed as synonymous with system strengthening it is not clear how the compact may transform a basic education delivery model in the context of decentralized governance sub-systems that are fundamentally weak.

3. What is Tanzania’s readiness to implement its priority reform?

To what extent are implementation plans for the priority reform in place and how credible or feasible are the plans?

At the time of analysis, we did not uncover a specific implementation plan for the priority reform, either for GPE grants or elements of implementation plans not financed through GPE grants, and interviews with stakeholders did not confirm if these were in place. Established development partner projects and programs are likely to have implementation plans in place, but there was insufficient time during analysis to assess this. Stakeholders suggested that the volume of funds available from non-GPE compact partners may be insufficient for implementation of the priority reforms. The potential success of the compact will ultimately depend on adequate domestic financing as well as broad-based, public ownership of the reforms and capacities for resource mobilization. In light of this, stakeholders highlight a need for their deeper engagement in medium to longer-term planning, extending the strategic focus beyond immediate bottlenecks and anticipating potential responses to systemic constraints: “we always tend to focus on what needs to change now; what happens when the camera is turned off and we are still left on the stage?”.

To what extent are priority reforms costed or resourced?

We found no evidence at the time of writing of a costed plan for the STG. Various interventions have been identified for support under the SCG, but this too lacked an implementation plan and budget. Our document review did not find specific evidence of specific costed plans outside of GPE funding. In terms of resources, gaps in capacity, and clarity of roles and responsibilities was highlighted in stakeholder interviews. Technical responsibilities (and capacities) for implementation of the priority reforms and beyond had not been clearly identified at the time of analysis. This is the case for capacities within both government institutions as well as development partner organizations pointing towards a significant institutional capacity gap. On the one hand, mandates cannot be changed because this has budgetary implications. On the other hand, there was no clear responsibility within government to oversee the whole compact. Without such clarification, “there is a danger that the compact might be perceived as just another program which will eventually lead to doing business as usual”.

Two further areas viewed as necessary for ensuring the priorities are implemented include, first, an increasing challenge with “the lack of deep technical competence in the DPG-Ed [Development Partners Group for Education],” including capacities for policy analysis, with a tendency of missions to have generalist staff covering the whole development sphere. Development partner stakeholders assert that this is further eroding the effectiveness of the group, most notably in “mundane issues such as time and willingness to be able to chair and co-chair the group.” Second, CSOs are concerned

about their level of involvement and insist that their potential added value as compact partners has been neglected.

Are stakeholders aligned around the priority reform?

Partnership and alignment' was flagged by stakeholders as an important criterion to assess the process of system transformation. Donor alignment is viewed as the main rationale for the compact, with a focus on alignment of EPforR donors. As one respondent put it: "The GPE Compact is mostly about [development partner] alignment." Given the sheer number and diversity of partners and interventions supporting government efforts in the basic education space, the SCG proposes several sector coordination initiatives. Yet, some development partners are of the view that "there are fundamental flaws in the GPE operating model, notably its heavy reliance on the DPG-Ed," suggesting that if this is weak then the entire process is undermined. Indeed, donor alignment is particularly important in the context of EPforR, which is coordinated through standalone coordination unit. Given the establishment of multiple program-based coordination units for results-based financing programs, the DPG-Ed has been overwhelmed by the need to coordinate partners. "EPforR has taught us a lesson; coordination is a monster; the DPs need to work together".

Clarity of roles and responsibilities for implementing the priority reform activities may affect alignment of activities and resources. Clarity in institutional roles and responsibilities can be undermined by donor-supported programs, where multiple programs have their own institutional arrangements. This risks creating overlaps or blurring roles across, or resources being 'tilted' towards a particular institution.

In terms of decentralized education service delivery, poorly coordinated efforts by MoEST and PO-RALG to build capacities at various levels is exacerbated by the key role played by the Ministry of Finance and Planning (MoFP). This results in decentralized education planning being driven by inputs (i.e., centrally allocated funds) rather than the priority needs identified by LGAs and by school management. At the same time, there is little evidence of institutionalized capacity building in the planning and management of education service delivery. Training interventions tend to be program/project-based or topic-specific and are unlikely to be sustained.

Government stakeholders and development partners underline the importance of recognizing that institutional system strengthening – through all levels in the administrative hierarchy from national to school level - is a long, slow process and will require the adaptation and re-mapping of activities and resources overtime: "that's why you need multi-phase programs." For EPforR stakeholders, the achievement of shared results is a series of "milestones that are reached over time." Moreover, "the reform trajectory expands as it goes on." For example, EPforR I incentivized the Capitation Grant at school level and EPforR II went on to address shortages in teachers and teaching-learning materials by incentivizing the Teacher Allocation Protocol and teaching-learning material allocation protocol (TLMAP) as well development of the annual materials replenishment plan (AMRP).

To what extent are monitoring, evaluation, and learning frameworks in place to support the priority reform?

The compact's monitoring, evaluation, and learning (MEL) approach is firmly rooted in the sector's existing monitoring system. An ESDP III monitoring and evaluation (M&E) framework had been developed (attached as Annex 1 to the compact). This M&E framework will be used in order to assess performance of the compact implementation. The framework includes 29 sector key performance indicators at both outcome and output levels; the relevant ESDP outcomes for the compact are Outcome A (student enrolment, transition, and completion rates) and Outcome C (teachers and teaching). The compact also states that all Key Performance Indicators (KPIs) relevant to the compact have been incorporated. One additional KPI will be added regarding Pupil to Qualified Teacher Ratio (PQTR) for secondary education, which is not included in the current ESDP M&E Framework.

On the one hand, using the ESDP M&E framework may prove to be a sound strategy, avoiding the duplication of monitoring efforts as well as the mushrooming of multiple M&E frameworks. On the other hand, the ESDP III key performance indicators are unlikely to provide the data required to monitor and measure the effectiveness and efficiency of compact implementation process at country level. Indeed, such an assessment is a key element of a system transformation approach. As noted in

the ITAP, the inclusion of a dedicated process evaluation component within the compact, and the actual utilization of the compact's ToC, appears to be a gap in its MEL approach.

In addition to being integrated into the existing ESDP III M&E framework, the compact includes delivery linked indicators (DLIs) which are measured through the EPforR II monitoring plan utilized by an independent verification team financed by the Foreign, Commonwealth and Development Office (FCDO). Here again, potential linkages between the independent verification and a process evaluation approach to track the implementation of reforms are not mentioned in the compact.

In terms of learning from implementation of the prioritized reforms, Annual Education Sector Performance Reports (AESPR) and regular Joint Education Sector Reviews (JESR) may be a systemic strength to build on. However, evidence shows weaknesses in both the AESPR (e.g., a lack of reporting on programs financed by external partners and their expenditures); and the JESR (e.g., lack of engagement from the MoFP). Opportunities have not been seized to revamp the AESJR as a dedicated learning session, positioning the priority reforms within broader sector developments.

A further lost opportunity, from the point of view of CSOs, is their limited engagement in MEL. Where monitoring is the responsibility of Government, CSO involvement is "cosmetic." Whereas previous GPE-supported programs (e.g., LANES I) financed CSOs to undertake monitoring, particularly at sub-national levels this is not the case for CSOs participating in the compact; "this time monitoring by CSOs will depend on individual CSOs' own resources and the space they are given to report through sector dialogue."

Overall, the compact has not articulated a 'learn and adapt' approach. The potential of the ToC as a tool for iterative adaptation – functioning as a compass to navigate change, not simply a static roadmap – has not yet been fully realized in order to fulfil the compact's potential for transformative impact at scale. The compact's MEL is grounded in existing systems, but GPE and compact partners have not seized the opportunity to optimize evaluation techniques and build partners' capacities to track and assess the reform implementation process at country level; this may limit opportunities to learn from reform implementation and to adapt the process accordingly.

What other factors might affect implementation?

Stakeholders highlighted the importance of private sector engagement as a potential driver of system transformation. As a high-level decision-maker put it, "we need to consider financing for competency-based education and training that will keep pace with the increasing population."

The sector encounters dual pressures: "the population increase is a major risk associated with the implementation of the chosen reform; the allocation of teachers will have to keep pace." The demographic bulge is coupled with the effects of the fee-free basic education policy; "Standard 4 enrolment has gone up to 1.8million per year!". Given this, MoEST is exploring the potential of public-private partnership, particularly in terms of the associated need for additional infrastructure. Learning from the health sector, MoEST is conducting a situation analysis of private sector engagement. The feeling amongst decision makers is that "CSR [corporate social responsibility] is not well-structured - we need a good mechanism for the education sector."

At the same time, a key challenge is the extent to which decentralization by devolution ('DbyD') is functional: we need to devolve financial decision-making powers." LGA's capacities to mobilize resources are limited and so too are school-level financial management capacities, where schools lack accountants and a "professional" School Management Committee. While 'DbyD' in basic education works well where regional and district education officers have decision-making powers, this is by no means the case across all regions and districts. Selected decentralized governance issues are being addressed through the BOOST program, but some Government officials are of the view that this area should be included under the priority reform.

4. Domestic financing

What is the status of domestic financing in Tanzania?

The domestic financing matrix completed as part of the EFA process reported that government expenditure on education as a percentage of total government expenditure (excluding debt service) exceeded the 20% GPE benchmark up until 2020/21, after which the percentage dropped

significantly to 16.5% due to the effects of the COVID-19 pandemic. The government has committed to progressively increase the share of domestic financing, as evidenced by the statement of endorsement by the MoFP committing to increase the budget share of Education Sector to 20% by the year 2025.

Regional and rural/urban disparities in the distribution of teachers, infrastructure as well as overall inadequate inputs (teachers, classrooms, textbooks, etc.) reflect notable challenges with equity of domestic financing, with the ITAP review reporting that domestic financing favors children in urban areas and from wealthier families. The current finance and resource framework in the ESDP is not composed of credible projections of resource needs relative to expected student population increase, current policy, or projected staffing levels. Revisions to the ESDP may supply the Ministry with an evidence base to justify financing requests to both government and development partners. A notable domestic financing challenge is the significant shortage of nearly 100,000 pre-primary / primary teachers.

The responsibility for identifying and addressing system bottlenecks with respect to domestic finance lies with the ESDC, currently co-chaired by the Permanent secretary MoEST, Permanent secretary PO-RALG, the chairpersons of the DPG-Ed and Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET). The ESDC acts as a decision-making body in matters that do not need higher level policy decisions and/or Cabinet approval. Among its key functions are identifying technical and financial resource gaps in education sector programming.

Do the domestic financing-related policy actions have the potential to support the enabling conditions for transformation?

The EFA and ITAP both flagged domestic financing as “high priority,” highlighting issues of the equitable use of financing and concerns about the efficiency of resource use with regards to teachers and towards primary education. Bottlenecks identified through the EFA and ITAP assessment include:

- Substantial challenges in the equitable use of financing as well as, to a lesser extent, concerns about the efficiency of resource use. Both of these are a particular challenge with regards to teachers.
- Domestic resources, including the budget for teacher salaries and the deployment of teachers, are heavily weighted in favor of wealthier and urban populations.
- The share of the budget for primary education has been declining in recent years and capitation grants to schools are not weighted for equity, and are based on enrollment numbers without a provision for cost difference for specific populations or locations.

The review of document suggest that bottlenecks are mostly addressed through identified policy actions, particularly those related to equity and efficiency, which were the most prominent challenges identified through the EFA and ITAP process. The first of these will be addressed through the SCG to (i) expand on the ongoing student unit cost study to include household contribution to such costs; (ii) review the ESDP simulation model and update the ESDP; (iii) conduct a study on the coordination, management, and governance of EPforR II. The SCG is also expected to address the third bottleneck to expand on the ongoing student unit cost study to include household contribution to such costs. There was no explicit mention of activities to address the second bottleneck.

The proposed responses to the planning to address domestic financing relating challenges is mostly adequate and responsive to the most critical identified gaps. However, the scale of the challenge to be addressed is notable in the context of responding to a shortage of nearly 100,000 pre-primary/primary teachers (not including shortages of lower secondary school teachers). Improving equity in the context of system expansion and maintaining quality is a significant ‘ask’ and positive results are by no means a foregone conclusion. It remains to be seen whether or not these chosen policy actions will successfully address the domestic finance challenges faced by Tanzania.

‘Volume’ of domestic financing is not explicitly addressed in the activities and interventions set out in the compact and related documents, reflecting the need for a stronger emphasis on equity and efficiency challenges which were more prominent challenges in the EFA process. However, sufficient domestic financing is not yet in place to implement the reform, and this will likely remain a challenge in the context of the declining volume of domestic resources allocated to education in Tanzania.

Moreover, ITAP identified potential inefficiencies in the flow of funding and resources, with a larger proportion of development expenditure channeled through MoEST than PO-RALG, despite the latter overseeing the implementation of basic education across the regions and LGAs. These challenges are not clearly addressed in the compact or by the priority reform.

To what extent did the GPE operating model help Tanzania identify and address system bottlenecks in domestic finance?

The ITAP report and country self-assessment documents were effective at assessing the domestic finance situation in the country and identifying system bottlenecks. An overview of the current challenges with analysis and evidence was provided as well as suggested reforms. Part of the SCG (US\$ 4.1 million) was used for carrying out the EFA and developing the compact. This was useful to support the identification of factors affecting domestic financing and the suggested measures put in place to tackle these challenges. The proposed measures came out of the findings of the EFA, the ITAP report, and the discussions conducted during the various consultative meetings by the taskforce.

To incentivize the prioritization of actions to improve the equitable and efficient distribution of financing and resources with regard to teacher deployment, 20% of the GPE funding is withheld to be released later as a top-up upon addressing this challenge. Three top-up triggers were proposed to be linked to the achievement of results to address gaps in the domestic financing enabling factor, which include: 1) a revised ESDP based on robust data and credible [financial] projections on which government can make key policy and operational decisions (\$8,000,000); 2) institutionalization and annual implementation of nationwide equitable primary teacher posting policy (\$9,000,000); and 3) institutionalization and annual implementation of nationwide equitable primary teaching and learning materials policy (\$4,166,200).

The first trigger entails reviewing the ESDP and policy dialogue with all key stakeholders and with improved projections and simulation. This will allow for room to incorporate the newly introduced initiatives with clear policy implications on teachers. Moreover, the upgrading of the ESDP is necessary through the ongoing education policy review process where the government intends to develop new financing modalities including addressing issues with the capitation grant too.

The second and third triggers focus on the equitable distribution of teachers and teaching and learning materials to disadvantaged schools. These two triggers directly target service delivery to remediate the domestic allocation of resources and the third trigger aims to unlock a key bottleneck – development of a credibly costed ESDP and promotion of policy dialogue and decision making on key teacher policy issues (which could expand the pool of teachers available to the distributed).

Considered together, the three triggers demonstrate a reasonable balance: two triggers focus on improvements at the system level with service delivery targets, whilst the third incentivizes policy dialogue within the upper levels of government towards the goal of an adequate, equitably distributed, and effective teaching workforce. It is important to note that the scale of the issue of teacher supply and equitable allocation challenge, is significant. At the current levels of recruitment, annual replenishment of the teaching force may only be enough to respond to attrition. However, due to the EPforR targets and their scalability means that government is motivated to recruit the most teachers possible given the fiscal constraints. The endorsed partnership compact also serves as an additional avenue supporting the government in its high, yet critical, ambition. It is not yet known if the top-up triggers will act as sufficient incentive to achieve the ambitious results.

In the earlier stages of the model, top-up triggers could not be programmed upfront, and interviews with government stakeholders revealed that this caused some level of confusion and that there was a lack of clear understanding around how top-up funding would work in practice, including when funding would be released and for what it would be used. Based on the ministries' experience of EPforR, the expectation was that once the foundational/triggers were achieved, the 20% payments would be immediately released, and there was disappointment expressed that the ESDP review, for example, did not trigger a release of funds: "we didn't actually get the money and we don't know how the funds will eventually be used". Moreover, GPE's rationale for triggers/foundational DLIs was not clear: "why did they introduce triggers, we don't know - we need answers to be comfortable during the implementation process." From one official's perspective, "it seems like they were piloting the trigger/DLI process for countries who didn't have an EPforR." The complex challenging process of deciding on the foundational DLIs and mistakenly relying on the 20% trigger release of funds which

were not received: “we didn’t eat happily -we swallowed it bitterly”. Stakeholder responses seem to reflect some confusion and misunderstanding around the top-up triggers. This lesson has already been recognized by GPE, with the board approving the decision to allow countries the option to program 100% of top-up funding up front at application stage as of July 2023.¹⁴

5. Gender equality

What is the status of gender equality in Tanzania?

Ensuring gender parity in enrolment, participation in learning processes, and completion at various levels of education is key to inclusive and equitable quality education. While Tanzania has largely achieved gender parity in school enrolment, especially at lower levels of education, gender disparity continues to remain a challenge across the country. While on national average, there is gender parity (with almost 50% enrolment for boys and girls) at the basic education levels, in some regions this is not the case. For example, in the three regions of Geita, Kigoma, and Mara the proportion of girls enrolled in secondary education is 49.1%, 47.3%, and 48%¹⁵ respectively, while the national average shows higher proportion of girls (52.3%)¹⁶ enrolled in secondary education.

Gender disparity is also evident in learning outcomes. For example, the 2021 pass rates in the Primary School Leaving Examinations (PSLE) were relatively higher for boys (82.56%) compared to girls (81.43%).¹⁷ The gender disparity in learning outcomes is more evident in some geographical locations than others. Poor transition rates from secondary to tertiary, and completion rates in primary schools for girls are exacerbated by girls dropping out of school before completing secondary school. There are also new trends of boys dropping out before completing primary school, particularly in pastoralist and mining communities. The teaching profession is male dominated, with more than two thirds (66.6%) of secondary school teachers being male, and the ESA Report (2021) reported that male trainees (69%) dominated teacher training colleges. Gender disparity is further evident in school leadership positions, with only 20 percent of primary school head teachers in Tanzania being female.

Cultural practices and social norms can prevent both boys and girls from advancing in education. Economic constraints which particularly affect low-income families from sending boys and girls to school and act as catalysts pushing them into either transactional sex or child labor. One interviewee stated that “parents do not want to invest a lot as they feel they may not get back their investment from such schooling. This attitude is present for both children with and without disabilities, many parents do not want to invest in girls – they believe that girls will marry and go and help the husband's family, therefore they will not see the benefit of their investment in education.” A key challenge identified by respondents from the government of Tanzania and development partners is the opportunity costs related to schooling: “children with a secondary education certificate can’t contribute to the family income but drop-outs do.” Government stakeholders raised the concern of flexible schooling opportunities for boys; for instance, “there are issues with the dropout rates of boys especially in mining areas and in herding and pastoralist communities.” Similarly, for several development partner-supported programs, the focus is on the lowest performing quartile, including but not limited to girls from low-income households, and the principle of ‘leave no one behind.’ The priority reform includes plans to recruit more teachers and improve the representation of females in the profession, including in leadership positions, which may be a crucial step towards providing girls with positive role models (if teachers are provided with adequate support and conditions to achieve this). However, beyond this, there were limited examples of these challenges being directly addressed by the priority reforms.

Several policies such as the legal marriage age, school return policies, and enforcement of laws around female genital mutilation (FGM) have inadvertently worked against gender equality. The National Education Act (URT, 1978, and its amendment Act) authorized the expulsion of pregnant girls, preventing pregnant schoolgirls and mothers from accessing government formal schools and compulsory pregnancy tests. This policy was reversed as of November 2021, and there is now an

¹⁴ GPE (2023) GPE Board Meeting: Decision on adaptation to the operating Model, July 2023.

¹⁵ Inusah Salifu, & Joseph Seyram Agbenyega. (2013). Teacher motivation and identity formation: Issues affecting professional practice. *Mier Journal of Educational Studies Trends and Practices*, 3(1), 58–74.

¹⁶ Tanzania Partnership Compact, 2022

¹⁷ Ibid

opportunity to deepen the policy dialogue on gender equality and ensure barriers are fully removed for girls to continue their education. However, a school re-entry policy has been drafted but not yet implemented. Laws protect girls against sexual harassment such as the Sexual Offences (Special Provisions) Act 1998, however, girls remain exposed to sexual harassment by teachers and by bus/motorbike taxi drivers, impacting their ability to complete their education. According to reports by Human Rights Watch, there is no recourse for female students facing sexual harassment by teachers.¹⁸ Children between the age of 10 and 17 are vulnerable to child prostitution.¹⁹ The government has ratified the Optional Protocol to the Convention on the Rights of the Child (CRC) on the sale of children, child pornography, and prostitution. However, poverty and economic constraints can compel girls to engage in transactional sex with men to obtain sanitary items, school supplies, and food. As such, there is need to support girls economically, or with the provision of sanitary items or school feeding policies.

The successful implementation of certain policy reviews such as the school re-entry policy and the implementation of the national policy on inclusive education will address some issues. Despite these reforms, there remains a need to identify and tackle gender norms and cultural beliefs that hinder gender equality. While challenges can be assisted through political will, gender sensitive budgeting and prioritizing, underlying attitudes around gender may affect gender equality in the classroom. For example, through blind/unaware language and perpetuation of gender stereotypes.

Do the gender equality-related policy actions have the potential to support the enabling conditions for transformation?

Gender equality and inclusion in the compact incorporates multiple and interrelated dimensions of disadvantage, including gender, Out of School Children and Youth (OOSCY), children with special needs, and geographically marginalized and remote populations. Data and research in Tanzania indicate the largest predictors of disadvantage is location, with significant variance in education performance by region. The compact outlines outcomes, interventions and actions primarily linked to outcome 2: Improved Gender Equality and Inclusion. This includes: improving girls' transition rates to secondary school and survival rate in education; implementing a safe schools program; developing gender focused career guidance system; establishing a female student teachers' scholarship fund for STEM subjects; and promoting the representation of women on school boards/committees.

Gender is integrated into the expectations for the teacher forecasting framework. Women's participation in teaching at secondary level, especially in STEM, is an identified gap. Medium-Term Expenditure Framework (MTEF) activities such as the teacher incentivization activity of constructing teacher houses in hard-to-reach schools contributes to reducing one of the barriers which may inhibit female teachers from posts at remote schools. The GPE TSP activities will be informed by the situational analysis for gender mainstreaming which is taking place through the SCG. In addition to these specific interventions, the program's overall emphasis improving the equitable distribution of teachers, materials and improved learning environments is expected to improve the quality of education for girls and boys in vulnerable schools. Interventions on teacher internships, volunteer teachers, and development of virtual teaching and learning programs for secondary education are being developed with considerations made to different challenges facing boys/girls. Inclusion is captured in the STG application, including interventions supporting children with disabilities such as the procurement of assisting devices, scholarships for training teachers in special educational needs, and development of guidelines on supporting students with special needs and disabilities.

During the compact process, development partners/CSOs pushed for a development of a gender strategy in education in addition to inclusive education (this was brought about by CSOs pushing for gender indicators, and also marginalized children in remote and underserved communities). The development of the gender strategy, which was planned to be funded through the SCG, will be essential to support the achievement of gender transformation in education.

Gender has historically been mainstreamed into policies and sector plans, and this remains integral in the priority reform, but several systemic bottlenecks are not addressed. For example, the National Education Act of 1978, which guides policy reform and planning, has not been enacted and there is a

¹⁸ Ibid

¹⁹ <https://www2.ohchr.org/english/bodies/CRC/docs/study/responses/URTanzania.pdf>

lack of clarity in policy and planning documents on the scope and coverage of ‘compulsory and free basic education’. Importantly, education policy targets and the core objectives of the MTEF are not in line and a cash rationing system undermines the strategic allocation of resources to the education sector at both national and regional/district levels. The EPforR program seems to have replaced the ESDP as the policy framework for alignment of external support. Alignment and coordination of gender and key ministries that are relevant to gender in education is needed. For instance, there is a need to strengthen the coordination between the MoEST and other relevant ministries which deal with gender and inclusion issues in education - such as Ministry of Community development, Ministry of Health. This will provide a comprehensive approach to gender and inclusion issues in education (including sexual harassment and gender-based violence in schools) – this issue is not clearly addressed in the compact.

While gender issues have been identified, including efforts to address inclusivity issues with the development of inclusive education strategy, there has not been an in-depth interrogation of systematic root causes of gender inequality. Such identification and resolution of the root causes is one of the pathways to gender transformation.

To what extent did the GPE operating model help and incentivize Tanzania to identify and address challenges in gender equality and hardwire gender equality into its priority reform?

The GPE model supported Tanzania to identify and address gender equality challenges through its priority reform. The compact development process identified gender equality and inclusion as one of the three core components of the priority reform. The ITAP assessment highlighted that programming in gender inclusion has historically been well established in the education sector; and stakeholders also point out that “we have focused on girls’ education for 20 years now”. Given this, it is likely that promising interventions are known to partners (e.g., FCDO’s Shule Bora, UNICEF’s Education Analysis and Global Learning and Equity (EAGL) and Secondary Education Quality Improvement Project (SEQIP)) and can be drawn on during program development. CSOs draw attention to the success of advocacy efforts to remove various clauses in the Re-Entry Policy, opening up opportunities for teen mothers to return to school. In addition, opportunities to integrate a gender lens into teacher workforce planning and management, specifically by mainstreaming gender equity into the teacher allocation protocol (TAP), may be taken up during early implementation.

The STG grant will fund activities to address gaps in gender equality. Just under ten percent of STG funding is intended to support gender equality and inclusion. Gender equality is also mainstreamed across the outcomes. Student assessment data is planned to be disaggregated by gender and a gender analysis encouraged, to identify gaps between girls’ and boys’ performance in early learning and addressed by teachers. The STG includes DLIs linked to gender equality, including ensuring local government authorities are incentivized to identify and address the context-specific barriers impeding girls’ and boys’ survival rates and transition to secondary education; and ensuring that barriers to keeping girls and/or boys in school in these communities are identified and addressed; and addressing exclusion of students at scale, including students with disabilities.

While the operating model has effectively incentivized partners to identify gender equality and inclusion as a priority issue, there was a mixed understanding of the concept of gender hardwiring, and there was some push-back around the use of the term ‘gender’ from the Ministry of Education Taskforce team. This stems from the strong belief that the term ‘inclusion’ should be utilized to incorporate all children, reflecting a perception that ‘gender’ equates to ‘girls,’ while ‘inclusion’ is an umbrella term under which gender is encompassed. While the term of inclusion remains a good means of incorporating many other categories of learners that may be marginalized or excluded, the term ‘inclusion’ is broad and can be misunderstood due to different interpretations.

The concept of ‘hardwiring’ gender equality into the priority reforms was described as a “tricky area,” one which spotlights country ownership and the alignment of priority reforms to national policy priorities. As participants in a focus group discussion with the Government Task Force asserted: “this is our country and it’s our program.” While GPE may have “locked on gender as an area of compliance,” partners in the compact development process across the board underline the need for a more “nuanced approach,” viewing gender, like disability, as “a sub-set of inclusion.” Such an approach would be in line with the National Strategy for Inclusive Education. However, in part, attitudes towards gender can be a challenge to the identification and resolution of gender equality issues in the education system. The perceived relevance of gender versus inclusion may be part of

the attitude problem, stemming from underlying patriarchal attitudes about the importance of gender within society. It is important that a clear conceptualization of gender and inclusion is developed and adopted to ensure the identification of underlying root causes of gender inequality and appropriate solutions.

Annex 1. Summary background tables

What is the priority reform that Tanzania is planning to undertake? ²⁰

Summary description the priority reform in Tanzania	
Focus area and strategic parameters for GPE funding	<p>The overall vision or goal of the compact is to ensure that “all children are enrolled at the appropriate education levels and are achieving the knowledge and basic skills” needed for further learning in order to contribute to national socio-economic development.</p> <p>Improved teacher workforce planning and management as the main focus of the reform, with the potential to unlock two further reform areas of improved gender equality and inclusion and improved teaching and learning environment.</p>
Levels targeted	Primary and Secondary
Thematic areas covered	Learning, Quality Teaching, Gender Equality, Domestic Finance
Description	<ul style="list-style-type: none"> Tanzania’s partnership compact outlines a framework aimed at transforming the basic education system in the country. The compact outlines three reform areas: teacher workforce planning and management, gender equality and inclusion, and the teaching and learning environment. Teacher workforce planning and management is seen as the main vehicle for system transformation, as it has the potential to unlock the other two areas.
Priority reform intended outcomes	<p>The intended impact outlined of the priority reform is progress “towards improved inclusive student-based teaching for quality learning,” which is intended to contribute to the sector’s goal: This final impact is expected to be achieved through the following outcomes.</p> <ul style="list-style-type: none"> Outcome 1 - improved teacher workforce planning and management, as a result of: <ul style="list-style-type: none"> strengthened teacher workforce planning; teacher recruitment and deployment strategies; improved teacher education curricula at all levels; sustained Teacher Continuous Professional Development (TCPD) processes; improved teacher motivation and accountability. Outcome 2 - strengthened gender equality and inclusion, resulting from: <ul style="list-style-type: none"> improved student gender equality in education, improved female participation in education support for students and teachers with special needs. Outcome 3 - strengthened school teaching and learning environments, through: <ul style="list-style-type: none"> improved education sector budget allocation improved availability of teaching and learning materials and facilities.
Priority reform main activities and pathways of change	<p>To achieve the intended outcomes and impact, the priority reform sets out interventions:</p> <p>Interventions linked to outcome 1:</p>

²⁰ The source for this table is the partnership compact.

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- Establishing an institutional entity that manages teacher services and professional matters under one roof
 - Establishing a national education data center (including a consolidated teacher statistical database)
 - Developing and implementing a teacher forecasting framework to ensure the right number and type of teachers are being produced by teacher education institutions
 - Engaging 40,000 new teachers annually through (with direct employment of 10,000; teachers)
 - Operationalizing a teacher deployment strategy in basic education
 - Developing a strategy for replacement of teachers exiting from the system
 - Establishing a framework for institutionalization of TCPD
 - Rolling out implementation of the National TCDP plan, which includes transformative measures to address the coordination of CPD and consistent access to evidence-based, relevant CPD for all teachers
 - Developing and implementing a career path framework for Teachers and school managers
 - Promoting/advocating for community participation, including youth, in school development and management programs
 - Establishing a Teacher incentivization system
 - Strengthening the teacher accountability system

Interventions linked to outcome 2:

- Implementing the safe schools program;
- Developing a gender focused career guidance system for students;
- Establishing female student teachers' scholarship fund for STEM subjects at all levels;
- Promoting representation of women on school boards/committees.
- Improving availability of teaching and learning materials for teachers with special needs; and
- Developing and implement a guide for supporting students and teachers with special needs.

Interventions linked to outcome 3:

- Establishing a sustainable system for financing infrastructure development and maintenance to ensure that schools meet minimum infrastructure requirements based on needs and in accordance with approved school construction standards;
 - Ensuring that the public budget allocated to the education sector is maintained or improved;
 - Supporting equitable distribution of teaching and learning materials; and
 - Leveraging the use of ICT to enhance quality teaching and learning.
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Box 1: Lessons to be learned from GPE Literacy and Numeracy Education Support Phase 1 (GPE-LANES I)

The GPE-financed Literacy and Numeracy Education Support program, 2014-2018 (GPE-LANES I) was envisaged as an opportunity to mobilize additional funds for under-resourced sub-sector programs within ESDP II, and as a complement to the Big Results Now (BRN) Presidential initiative (2013), which evolved into EPforR (2014). It aimed to improve the acquisition of reading, writing and numeracy skills (3Rs) among children (5 to 11 years) in school and children (9-13 years) out of school, paying special attention to marginalized children and those in hard to reach and hard to serve areas. The program was implemented by the Ministry of Education, Science and Technology (MoEST) and the President's Office, Regional Administration and Local Government (PO-RALG), overseen by the ESDC, with Sida as grant agent and a rotation coordinating agency role (USAID, Canada, and DFID (now FDCO)). GPE-LANES I was followed by a second program cycle, GPE-LANES II (2019-2022). Lessons learned in terms of the relevance, effectiveness, efficiency, and sustainability of GPE-LANES.

- An uneasy relationship between planning and decision-making arguably results in a wavering strategic vision for the sector and fractured Government ownership of this vision.
- The coordination of multiple implementers for GPE-LANES relied on current sector dialogue structures; the program was built on rocky terrain.
- Effective collaboration between education MDAs, and with other ministries, is a prerequisite and collaboration, coordination and communication are likely to become even more important as the Government increasingly engages with results-based financing.
- The extent to which the program was embedded in local institutional structures was limited by, among other things, a partial understanding of those institutional structures and how they work.

Source: Sida, 2018

What GPE support has Tanzania received to identify transformative priority reforms and align partners and resources to them?²¹

GPE engagement		
Year joined GPE	2013	
Coordinating Agency	UNICEF and UNESCO (Co-chairs)	
Total grant support	US\$220.8 million	
Key GPE 2025 timelines and grants		
Cohort	Cohort 2 (October 2021)	
<div><div><div><div><div></div><div>Cohort start date (Oct 2021)</div></div><div>Oct-21</div></div><div><div><div></div><div>Submission of Enabling Factors Analysis (Mar 2022)</div></div><div>Jan-22</div></div><div><div><div></div><div>ITAP assessment finalized (May 2022)</div></div><div>Apr-22</div></div><div><div><div></div><div>Compact finalized (Oct 2022)</div></div><div>Jul-22</div></div><div><div><div></div><div>GPE Board approval of strategic parameters (Nov 2022)</div></div><div>Oct-22</div></div><div><div></div><div>Jan-23</div></div><div><div></div><div>Apr-23</div></div><div><div></div><div>Jul-23</div></div><div><div></div><div>Oct-23</div></div></div></div>		
Eligible grants	System Transformation, System Capacity, Multiplier	
Priority ratings from the enabling factors analysis		
Enabling factor type	Self-analysis	ITAP
Data and evidence	High	Medium
Gender responsive sector planning, policy, and monitoring	High	High
Sector coordination	Medium	Low
Domestic financing	High	High
Other GPE programs and support		
Knowledge and Innovation Exchange (KIX)	Tanzania (Mainland and Zanzibar) is part of the KIX Africa 19 hub. KIX is supporting three global projects in Tanzania. These projects target teacher capacity building, testing, and scaling the proven summer pre-primary model, and assessment of early and fundamental math learning.	

²¹ The sources for this table are: GPE Secretariat Operating Model Pipeline for key GPE 2025 information and timelines (updated February 2024), GPE website on Tanzania: [Education in Tanzania | Global Partnership for Education](#)

Education Out Loud (EOL)	GPE provides CSOs with support through three projects finance by EOL. Pamodzi for Inclusive Education in South-East Africa (PIESEA) (November 2021-April 2024); Kuyenda Collective: Addressing the Learning Crisis through System Strengthening (November 2021-April 2024); Strengthened engagement in education planning, policy dialogue and monitoring (April 2022-December 2023) ²²
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Status of GPE grants to support the priority reform

GPE grants	Grant agent	Maximum allocation	Current status	Start date	Duration
System Transformation Grant	SIDA	\$ 84,664,800	Active	Dec 1, 2023	4 years, 2023 – 2027
System Capacity Grant	UNICEF	\$ 3,899,000	Active	May 30, 2023	2 years, 2023 – 2025
Multiplier Grant	Eligible for \$50 million				


Source: GPE Secretariat Operating Model Pipeline for key GPE 2025 information and timelines, GPE grants database (last updated Feb 2024) and GPE website on Tanzania.²³

²² <https://educationoutloud.org/project/pamodzi-inclusive-education-south-east-africa-piesea>; <https://educationoutloud.org/project/addressing-learning-crisis-through-system-strengthening>; and <https://educationoutloud.org/project/strengthen-engagement-education-planning-policy-dialogue-and-monitoring>

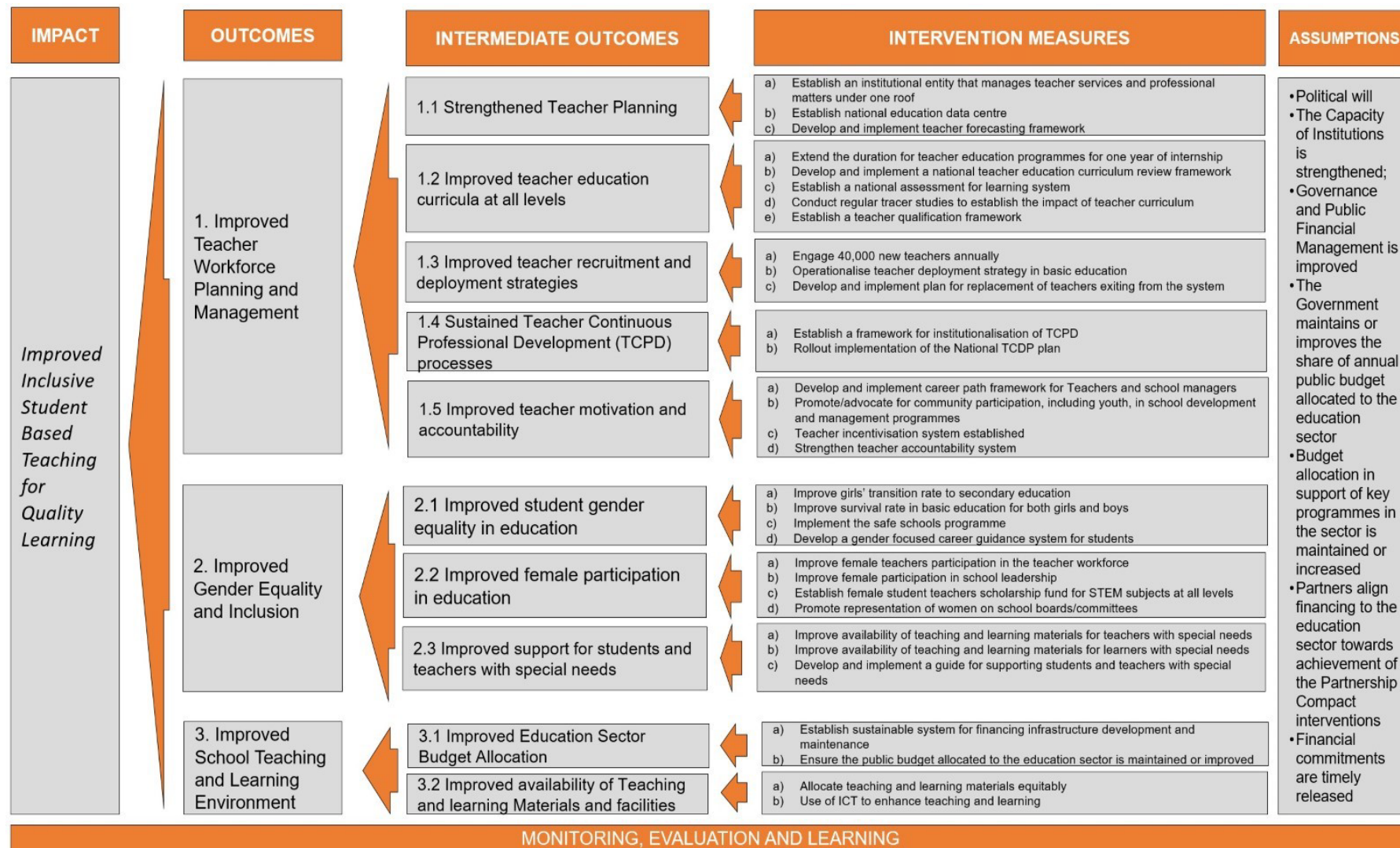
²³ See: <https://www.globalpartnership.org/where-we-work/tanzania>

Annex 2. Strength of evidence ratings for the Tanzania case study

Question	Rating	Description of sources of evidence
1. Did the GPE model help with policy dialog, identification of system bottlenecks, and solutions to address these bottlenecks for better education outcomes?	 High	Sources include interviews and focus group discussions with MoEST, PO-RALG, Tanzania Institute of Education (TIE), development partners, CSOs. Documents reviewed include the partnership compact, country analytics, ITAP report, EFA Package, country engagement memo, Secretariate assessment of strategic parameters in partnership compact, partnership compact guidelines (2023), MoEST, 2018a. MoEST & PO-RALG, 2019; Sida, 2020; World Bank, 2021; and MoEST, 2022b.
2. Do the priority reforms demonstrate potential for transformation?	 High	<p>Sources include stakeholder interviews with the MoEST, PO-RALG, development partners, CSOs, NECTA, GPE Technical Experts, and a focus group discussion with the Government Task Force. Documents analyzed include of the partnership compact, draft ESDP, 2022, ITAP report, Partnership Compact Guidelines (2023); Sida, 2018; Sida, 2020; World Bank, 2021; MoEST & PO-RALG, 2018; MoEST & PO-RALG, 2019; MoEST, 2022b.</p> <p>Evidence for this question is mostly complete and includes multiple, credible sources to answer this sub-question. However, we were unable to locate a document that outlines the LEG minutes of the meeting during which the selection of policy priorities took place, which the requirements analysis template suggests should accompany the submission of the EFA to GPE, and there was limited discussion around the effectiveness of the prioritization process itself.</p>
3. What is Tanzania's readiness to implement its priority reform?	 High-Moderate	Sources include stakeholders' interviews with government officials, Teaching Service Commission (TSC), donor partners, INGOs and NGOs, CSOs and the review of key documents such as the partnership compact. Secondary documents include the Education Sector Plan 2022-2026, the partnership compact, ITAP report, Enabling Factors package, MoEST, 2018a; Sida, 2020; MoEST, 2022a, World Bank, 2021, EOL website. We were not able to secure interviews with UNICEF or with identified education financing experts, which may have shed further light on costed implementation plans, therefore this is rated as high-moderate.
4. Domestic financing	 Moderate	Evidence primarily draws upon relevant documents including GPE Results Framework-Tanzania, 2022; Country Requirement Analysis; the partnership compact; EFA documents; ITAP Report, GPE Initial Allocation and Strategic Parameters for System Transformation Grant to Tanzania Mainland, 2022; GPE Secretariat Assessment of Strategic Parameters in Partnership Compact, 2022; GPE/Education Out Loud Website; the UN/UNESCO Transforming Education Summit Website, 2022; Report on the 2022 Transforming Education Summit Convened by the UN Secretary-General, 2023; and the Tanzania National Statement of Commitment, 2022.

	Education financing experts identified by the evaluation team were unavailable for interview, therefore limiting the analysis to a desk review only.
5. Gender equality <div data-bbox="620 315 783 477">  </div>	Sources include interviews and focus group discussions with MoEST, the Government Task Force, Development Partners, and CSOs. Documents reviewed include the ITAP report, STG program Document, STG application, EFA and ITAP documents, and the partnership compact.

Annex 3. Depiction of Tanzania's priority reform theory of change



Annex 4. Summary of Tanzania's enabling factors

Enabling Factor	Priority Level	Identified bottlenecks	Planned activities to address bottlenecks in the partnership compact	Remaining gaps
Data and evidence	Medium	<ul style="list-style-type: none"> Improved mechanisms to support evidence-based planning needed. Improvements needed in data quality on: progression in learning performance for children with disabilities; data disaggregation; and data on out of school children Inconsistencies across sources of data and gaps relating to urban/rural locations; birth registrations; and data relating to repetition, drop out and completion rates for learners with disabilities. Limited human capacity and equipment 	<ul style="list-style-type: none"> Complete Education Sector Management Information System (ESMIS) to integrate all sub systems data linking with establishment of the National Education Data centre. Funded through SCG and STG grants, and EMIS strengthened through support from various partners. Undertake Teacher Workforce Survey (planning and management gap analysis) and conduct regular tracer studies to establish the impact of teacher curriculum. Develop capacities MOEST and PO-RALG to manage, use and regulate education data and information systems (funded through SCG). Utilizing funds from the EPforR program to implement interventions to unlock some of data/ systems challenges. 	<ul style="list-style-type: none"> Identified measures do not appear to clearly address the complex and competitive institutional arrangements for data management across MoEST and PO-RALG which underpin challenges in effective use of data for decision making.
Volume, Equity, and efficiency of domestic public expenditure on education	High	<ul style="list-style-type: none"> Volume of domestic financing for education historically reached 20% target, but reduced due to COVID-19 Domestic resources heavily weighted in favor of wealthier and urban populations. Share of budget for primary education declined and capitation grants to schools are not weighted for equity. 	<ul style="list-style-type: none"> SCG funded activities include: i) Expand on the ongoing student unit cost study to include household contribution to such costs; ii) Review the ESDP Simulation Model and update the ESDP; iii) Conduct a study on the coordination, management, and governance of EPforR II. STG funding to support the establishment of a sustainable system for financing infrastructure development and maintenance, and to support the maintenance or improvement of public budget allocations. STG funding linked to: Development of a revised ESDP based on robust data and financial 	<ul style="list-style-type: none"> Key issues such as the lack of recent financing diagnostics to verify conflicting budget figures have not been clearly addressed by proposed interventions under the SCG. No specific action to address the inequitable weighting of domestic resources in favor of

		<ul style="list-style-type: none"> Completion, transition, retention and drop out data indicates efficiency challenges. Inefficiencies in resource flows, with development expenditure which is channeled through MOEST despite PO-RALG overseeing the implementation of basic education Inefficiencies in teacher allocations which are not based on enrolment rates, and exacerbated by teacher shortages. 	<p>projections; institutionalization and annual implementation of nationwide equitable primary teacher posting policy; Institutionalization and annual implementation of nationwide equitable primary teaching and learning materials policy.</p> <ul style="list-style-type: none"> The ESDC will ensure that the final ESDP III explicitly mentions strategic interventions to address shortage of classrooms as well as teachers and ensure teacher deployment and classroom shortage is given high priority in the ESDP III operational plans. 	wealthier and urban populations.
Sector coordination (coordinated financing and funding)	Low	<ul style="list-style-type: none"> Overall strong coordination mechanisms exist to support effective inclusive dialogue Strengthening and streamlining of processes needed and better reflection of development partner contributions in plans and reports 	<ul style="list-style-type: none"> Support finalization of the Wadau Portal to ensure all partner information is incorporated Establish a mapping and follow-up mechanism of education stakeholders (including financial contributions) Conduct analysis of the sector coordination (including sub national) and LEG effectiveness and Update the ESDC/LEG TOR 	<ul style="list-style-type: none"> Dwindling EPforR program, the main vehicle for pooled funding for the sector, has raised challenges. While these may be addressed via a review of EPforR coordination, a systemic constraint is the double-headed management structure of MoEST and PO-RALG that undermines collaborative decision-making.

Gender-responsive sector planning, policy, and monitoring	High	<ul style="list-style-type: none"> Teacher supply unable to meet the increased demand for education at pre-primary to lower secondary levels. Pupil teacher ratios affect quality learning outcomes. Teacher shortages are further exacerbated by the unequal distribution of teachers. Capitation grants based on enrolment numbers do not account for location specific cost differences. ESDP budgeted simulations and allocations misaligned with policy priorities, with financial scenarios unlikely to achieve stated goals. Inadequate M&E frameworks to measure impacts of development, i.e., monitoring teacher recruitment, deployment, development, and management. 	<p>The priority reform focus on Teacher Workforce Planning and Management is also a strategic move to ensure policy, systems and structures are enhanced to produce quality teachers and equitably distribute them.</p> <p>SCG activities:</p> <ul style="list-style-type: none"> Strengthen Gender Mainstreaming in Education by: Conducting a study on the State of gender mainstreaming in education; Developing Gender Strategy for the Education Sector. Support review/development of key policy and legal frameworks: Support review of the Education and Training Policy of 2014; Support review of the Education Act of 1978 and its amendment of 1995; Harmonization of laws related to teachers <p>STG activities:</p> <ul style="list-style-type: none"> Establish an institutional entity that manages teacher services and professional matters under one roof to improve teacher management efficiency. Develop and implement teacher forecasting framework to ensure the right number and type of teachers are being produced by teacher educations institutions prepared Establish unified / coordinated database capturing teacher workforce Operationalize teacher deployment strategy in basic education Develop and implement plan for replacement of teachers exiting from the system 	<ul style="list-style-type: none"> National Education Act of 1978 which guides policy reform and planning has not been enacted
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Annex 5. Stakeholder map and list of respondents

Table 1. Stakeholder map

Table 2. Stakeholder map

Type/ group of stakeholders	Stakeholder (names, specific titles, and roles)	Role played in system (including role played in the compact development process, if applicable)
Government	Ministry of Education, Science and Technology (MoEST) President's Office, Regional Administration and Local Government (PO-RALG)	The two ministries responsible for education are the Ministry of Education, Science and Technology (MoEST) and President's Office, Regional Administration and Local Government (PO-RALG). MoEST mandate: policy formulation, planning, setting rules and regulations, issuing circulars; undertaking monitoring and evaluation; quality assurance through school registration processes and overall supervision and inspection; TVET, teacher education, higher education and non-formal education provided through the Institute of Adult Education. PO-RALG mandate: delivery and attainment of targets set for pre-primary, primary education and AENFE; coordinated nationally under the Department for Education Administration; implemented through local governments.
	Joint Steering Committee (JSC)	MoEST PS PO-RALG PS, MoEST DPP in charge of assigning specific implementation responsibilities to departments and individuals.
	National Examinations Council of Tanzania, The (NECTA)	Responsible for administration of examinations
	Tanzania Institute of Education (TIE)	Ensures the quality of education in Tanzania at the pre-school, primary, secondary and teacher training levels.
	Agency for the Development of Educational Management	Provides regular and systematized educational management and administration training for all categories of educational management and administration personnel in the education service.
	Ministry of Finance and Planning (MoFP)	Responsible for budget allocations to the education sector and for the financial management of pooled government and donor funds
	Local Governments Authorities (LGAs)	Responsible for implementing pre-primary, primary and secondary education under a decentralized structure. There are 185 LGAs in the 26 administrative regions in the Tanzania Mainland.

	Teachers Services Commission (TSC)	Role includes: Registering trained teachers, recruiting, and employing registered teachers, assigning teachers employed by the commission for service in any public school or institution.
	School Management Committees	<p>Oversees: (a) readiness of the budget plan supported through government awards and school pay, and its endorsement and execution; (b) asset age including pay age exercises; (c) instructor the board including recruiting of instructors; (d) grant dissemination; (e) arranging and execution of scholastic schedule; (f) leading school assessments; and (g) intermittent answering to guardians' get together.</p> <p>Responsible for activities such as (i) school improvement planning, maintenance, and rehabilitation of school infrastructure and</p> <p>Construction of new infrastructure; (ii) addition of higher grades; and (iii) teachers' training.</p> <p>Reports to the parents' assembly.</p>
Local Education Group	Local Education Group / The Education Sector Development Committee (ESDC)	<p>The Education Sector Development Committee (ESDC) plays an advisory role on issues which have policy implications, and which require higher level decisions. It also acts as a decision-making body in matters that do not need higher level policy decisions.</p> <p>It is co-chaired by 4 - Permanent secretary MoEST, Permanent secretary PO-RALG, the chairpersons of development partners, and TEN/MET. Among its key functions are:</p> <p>Ensure that education sector plans are in line with Government policy.</p> <p>Identify needs for technical and financial resources to support education programs across the sector.</p> <p>Review program targets annually in order to assess progress and set priorities and targets for the following year.</p> <p>Review policy and programmatic recommendations from technical working groups and provide decisions or guidance to the Ministries' senior management for decision making and setting of strategies.</p> <p>Collect and communicate education information among education stakeholders.</p>
Grant Agent	The Swedish International Development Cooperation (SIDA)	Key role in ensuring that GPE support is adequately managed and aligned with broader education sector developments .
Coordinating Agency	UNICEF, UNESCO	Key role in facilitating and ensuring harmonized support in the education sector .

Other Development Partners	<ul style="list-style-type: none"> • World Bank • FCDO • USAID • TEN/MET • CAMFED • HakiElimu • PESTALOZZI • Maarifa ni Ufunguo 	<p>Participate and contribute to LEG/ESDC meetings .</p> <p>Implement GPE-funded or other activities in the education sector, in alignment with ESP priorities.</p>
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Table 3. List of respondents

#	First Name / Last Name	Role / Division	Organization
Government			
1.	Prof. Carolyn Nombo	Permanent Secretary	MoEST
2.	Prof. James Mdoe	Deputy Permanent Secretary- Higher Education	MoEST
3.	Dr. Franklyn Rwezimula	Deputy Permanent Secretary- Basic Education	MoEST
4.	Atuepele Mwambene	Director of Policy & Planning	MoEST
5.	Dr. Lyabwene Mutahabwa	Commissioner of Education	MoEST
6.	Dkt. Watende Nyoni	GPE LANES Coordinator	MoEST
7.	Dkt. Nicholas Gati	GPE LANES M&E Officer	MoEST
8.	Hilda Mkandawire	M&E Officer	MoEST
9.	Lawrence Sanga	M&E Officer	MoEST
10.	Marco Mhambo	Economist	MoEST
11.	Dr. Gladness Kirei	Gender Specialist	MoEST
12.	Dr. Wakuru Manini	SNE Specialist	MoEST
13.	Dr. Johanness Balige	Asst. GPE LANES Coordinator	MoEST
14.	Maxmillian Modest	Statistician	MoEST
15.	Ester Rajab	Manager Examinations	National Examination Council of Tanzania (NECTA)
16.	Angela Kitali	Head of Exam Design Dept	National Examination Council of Tanzania (NECTA)
17.	Dr. Fika B. Mwakabungu	Director, Curriculum Training	Tanzania Institute of Education (TIE)
18.	Evodia Pangani	Principal Economist	Teacher Service Commission (TSC)

#	First Name / Last Name	Role / Division	Organization
GPE Secretariat			
19.	Lucinda Ramos	Country Team Lead	GPE Country Team
Development Partners			
20.	Faith Shayo	Coordinator STG/SCG	UNESCO (CA)
21.	Stella Mayenje	Programme Officer	SIDA (GA: STG/MG)
22.	Joan Minja	EPforR Technical Assistant	EPforR
23.	Gemma Todd	Education Specialist	World Bank: BOOST
24.	John Lusingu	Education Specialist	FCD0: Shule Bora
25.	Jamie Proctor	EdTech Hub	FCD0/ Ed Tech Hub
26.	Dorice Ndibalema	GE Technical Specialist	Canada Global Affairs (CAGA)
27.	Laura Kikuli	Education Program Specialist	USAID: Jifunze Uelewe
CSOs / INGOs / Associations			
28.	John Kalage		HakiElimu
29.	Separia Minja		PESTALOZZI
30.	Nicodemus Shauri		Maarifa ni Ufunguo
31.	Ochola Wayoga		TEN/MET Secretariat
32.	Martha Makala		TEN/MET Secretariat
33.	Lydia Wilbold		CAMFED
34.	Faraja		Shule Direct

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