



## LEARNING BRIEF

# Education Financing Observatory: Pilot Results - Tanzania

This Learning Brief was compiled by the Global Campaign for Education (GCE) to share with members and education partners the critical findings identified in the Education Financing Observatory pilot project and the lessons learnt for the future rollout of the observatory. The content presented in this Learning Brief is the summary and recommendations that were generated from the presentations made by panellists and inputs from participants.

**MARCH  
2023**

## About the webinar

On the 28<sup>th</sup> of February 2023, the GCE convened a webinar entitled ‘Education Financing Observatory: Pilot Results’. The webinar engaged GCE national and regional members, partners and other stakeholders on the findings and key lessons learnt from the implementation of the pilot project. Drawing on empirical evidence from four countries that participated in the pilot phase, namely Honduras, Georgia, Somalia and Tanzania; the webinar addressed the question of whether and how governments are investing the maximum of resources available to protect and fulfil everyone’s right to education effectively.

### The webinar aimed to achieve the following specific objectives:

1. Engage GCE members with its Education Financing Observatory and share lessons and experiences from four countries where the pilot was conducted.
2. Provide evidence of the multiple ways in which the lack of adequate and sustainable financing compromises the right to education for all in general, and those traditionally excluded and marginalised from education systems.
3. Provide evidence of how the lack of investment in education concedes countries of the Global South’s possibility to achieve SDG4.
4. Provide evidence and share good practices of how GCE, specialists in the fields of education and financing, and university students can collaborate to better understand the gaps in education financing and provide recommendations for policy and advocacy work aiming to protect everyone’s right to education.

Audience: GCE national, regional, and international members, partners and other stakeholders with a common interest, expertise and passion for issues related to education financing.

## Background

In early 2021, the Global Campaign for Education (GCE) launched the Education Financing Observatory (EFO). The overall objective of the EFO is to provide a multi-stakeholder platform to support the GCE movement with generating evidence and strategically guide the use of the evidence and knowledge to inform policy and advocacy on education financing in strengthening and delivering strong public education systems and the implementation of Education 2030 Agenda/SDG4.

In order to test the methodology detailed in the [Research Protocol](#), a pilot exercise was planned and put in place in 2022 in four countries: [Honduras](#), [Georgia](#), [Somalia](#) and [Tanzania](#). By the end of 2022, the pilot countries produced the final research report following the guide and structure provided in the [Research Protocol](#) designed by GCE. All the reports addressed the same question: *whether and how governments are investing the maximum of resources available to effectively protect and fulfil everyone’s right to education.*

The pilot project was conducted bringing together three conceptual frameworks: the right to education 4A scheme, SDG4 and the 4S framework which frame the processes of data gathering and analysis focusing on the Share of national budgets that governments invests on education; the Size of budgets; the Sensitivity of public investment on education, in particular considering equity and inclusion criteria; and the Scrutiny of education budgets. This approach provides a structure for national initiatives to improve education through gathering and using strategic information; developing evidence-informed policies; scaling-up provision and use of education services; and strengthening linkages with other sectors such as academia, civil society, international donors, NGOs and other government departments. These intervention strategies all come together to try and address SD4 indicators such as the completion rate (primary education, lower secondary education, upper secondary education), participation rate of youth and adults in formal and non-formal education and training-by sex, and parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated.

Two overarching empirical findings can be found in the reports: (i) Tanzania is not investing the maximum of resources available to make progress towards SDG4 and secure the right to education for all; and (ii) Tanzania is not fulfilling the 4 to 6% benchmark of government expenditure on education as a % of GDP and none of them are accomplishing at least 20% of investment on education as a % of government social investment either.

In subsequent pages, **the learning brief provides the contextual analysis, findings of the pilot project**, challenges, lessons and recommendations from the pilot undertaken in Tanzania in collaboration with the Tanzania Education Network/Mtandao wa Elimu Tanzania. TENMET and GCE commissioned a local researcher to support this exercise in Tanzania.

**Name of Coalition:** Tanzania Education Network/Mtandao Wa Elimu Tanzania (TEN/MET)

**Title of project:** Education Financing Observatory

**Contextual/problem analysis:**

- Tanzania, just like most African countries, is struggling to finance its public services, including education. In 2015, Tanzania signed the SDGs, the global development agenda 2030, so as to show some level of commitment in the promotion of the right to education.
- SDG4 seeks to ensure inclusive and equitable education for all.
- Adequate financing to the education sector is needed to realise education goals.
- This study monitored the Tanzanian government’s effort to finance education financing from the internal and external budget.

**Methodology used to collect data**

The Tanzania Education Network implemented the methodological approach described below:

Data collection:



- The researcher collected data from budget speeches, the Ministry of Education's reports and other reports/studies related to the study for the period 2016/17 and 2020/21.

#### Data processing:

- Financing data expressed in Tanzanian shillings was converted into USD by using the prevailing exchange rates for the end of each year.
- Budget allocations across genders at all education levels were estimated based on percentages and databases of student enrolments.

#### Data analysis:

- The coalition implemented a descriptive approach to deduce meaning from figures, percentages, frequency tables and histograms.

### **National budget education allocation findings**

Through the research, it was discovered that:

- In the financial year 2016/17, the government met the required budget allocations (> 15 percent of total budget), but it has diminished gradually over time and sharply between 2019/20 and 2020/21 due to COVID-19 related closures of all educational institutions.
- There was a notable lack of foreign funding in 2017/18 and 2018/19 due to the country's disconformity with international development policy agreements. Foreign inflows in the education sector, across all levels, have recorded a sharp decrease in 2018 and 2019 due to banning pregnant school girls, among other fallouts with international donors.
- Primary education financing generally recorded the largest share of total education budget over the entire period of observation, showing the government's commitment to promoting access to basic education. Across gender groups, allocation is equal in the primary and secondary level, but at tertiary level, the gender gap still exists.
- Generally, findings indicated that the government of Tanzania does not allocate enough funds to the education sector. This is because less than 15% of the public expenditure was allocated to the education sector in the past five years, a figure which is below the international benchmark set by the Education 2030 framework for Action.

### **Challenges/limitations that were identified through the research project**

In carrying the research, TEN/MET found out that data was missing or not accessible for:

- Monetary allocations across genders: both foreign and national budget.
- Gender percentage enrolments were used as indicators of share allocations.
- Monetary allocations for early childhood and adult education.
- Data was available only for 2020/21.
- Foreign funding for children/students with disabilities.
- Education financing from foreign debt relief.
- Enrolment data across levels for all years (which affected reported findings).

#### **Implications of data limitations:**

- Due to the lack of consistent data throughout the research, it affected/made the precision or accuracy and effectiveness of public education policy (s) questionable.

### **Learning aspects/best practices of the project**

From the presentation and the pilot exercise, other National Education Coalitions can learn that:

- TEN/MET supported its members to engage in advocacy campaigns by making sure education becomes one of the Local Government Authorities' (LGA) priorities. The National Education Coalition was able to influence decisions of three LGA's from Tabora, Mwanza and Mara.
- TEN/MET engaged the Permanent Parliamentary Budget Committee and presented network education key priority areas that they should take into consideration when reviewing Ministries' education budgets for increased education financing.
- TEN/MET organised training workshops and developed Member of Parliament's (MPs) capacity on gender responsive budget so as to ensure that issues such as gender equality, Persons with Disabilities (PWDs), sexual and reproductive health, and Gender-Based Violence (GBV) are funded and supported through government initiatives.

### **Way forward**

To ensure that Education Financing remains topical and on the government's agenda, TEN/MET has committed to:

- Engage with MPs in March 2023 for the purposes of following up on commitments that were made at the Transforming Education Summit with regards to budgetary allocations.
- Attend the budget reading session in May 2023 so as to hear it first-hand, if budgetary allocations fulfil the 4 to 6 percent benchmark of government expenditure on education as % of GDP and if it is accomplishing at least 20% of investment in education as % of government expenditure.
- Conduct a pre-budget review in May 2023 and identify any gaps and areas which will contribute to failure or fulfilment of benchmarks and investment in education in Tanzania.
- Attend the post-budget review in July and submit comments on budgetary allocations/present findings of the EFO report.

### **Recommendations**

- There is a need for Tanzania to diversify sources of education funding, both in terms of domestic and external resource mobilisation.
- In light of the inadequate education financing, only 2016/17 met the 15% target, the government should step-up its efforts to allocate more funding towards education.
- Families and communities need to engage in budget processes so that their needs and concerns are incorporated in decision-making processes.
- The findings of this research should be used beyond this pilot exercise to influence and call for more funding towards the promotion of education to share the resource and engage with universities, government departments, and other stakeholders showing where there are gaps in terms of PWDs, gender, children, lifelong learning, teacher's welfare, among other things in relation to the research.

### **In conclusion:**

- The GCE looks forward to the development of similar strategies and rolling-out of the EFO project in other countries so as to promote data collection and evidence-based interventions on Education Financing.

- GCE members should use such tools for advocating for the right to education and engagement with other stakeholders to utilise other tools to secure more funding for education.

**Resources:**

You can access the webinar recording: [here](#).

You can access the project presentation: [here](#) and [here](#).

You can access the detailed pilot report: [here](#).