TANZANIA EDUCATION NETWORK

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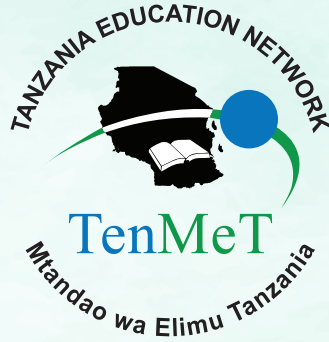
Mtandao wa Elimu Tanzania

Education: access · equity · quality

Collective Accountability for Financing Quality Education: Re-Imagining Quality Education

The 1st International Quality Education Conference, Dar es Salaam, Tanzania

May 18th – 20th 2021

Kisenga LAPF International Conference Centre

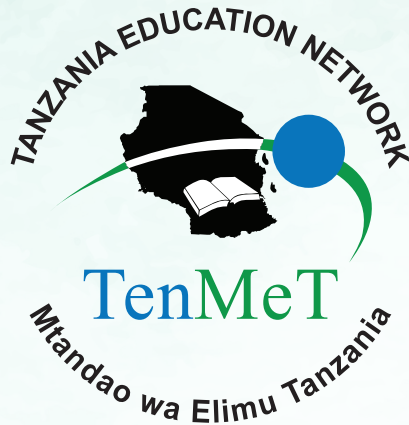# CONFERENCE REPORT

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WORD FROM THE TEN/MET BOARD CHAIR

Dear Participants and Distinguished Guests, I want to welcome and Thank you for your support and participation in the 12th Quality Education Conference(QEC), with the theme of **" Collective Accountability for Financing Quality Education: Re-Imagining Quality Education."**

In striving to improve the quality of education, TEN/MET has been organising annual Conferences to discuss and deliberate on many aspects of quality education. This is the **12th such Conference** in the series and is the **1st International Education Conference** organised by TEN/MET. This Conference involves participants from across Africa and beyond. This year's participants are government officials, ministries responsible for education, professionals, education administrators, fund managers from various international universities, higher education financial agencies, financial and telecommunications sectors, entrepreneurs, researchers, Development Partners, international and civil society organisations, and students from African countries and beyond.

The International Education Conference comes when the world is undergoing multiple challenges. We have seen over 1.5 billion children in the world were locked at home to control the spread of COVID-19 in the past year. It is estimated that about 9.7 million children may never return to school post-COVID-19 adding to 258.4 million children, adolescents, and youths out of school in 2018, representing one-sixth of the global population this age group. In Sub Saharan Africa alone, out of school children rates for boys and girls is about 18.8 %, with girls dominating (UNESCO Institute of Statistics Database 2019/ED/ FS/ 56). Globally, across 148 countries school completion rates have reached 84% in 2018, up from 70% in 2000. Lower and upper secondary school completion stands at 72% and 48%, respectively, in 2018.

There may be many definitions of **Quality Education,** depending on the context. We are here to redefine Quality Education in the 21st Century. Our discussions will focus on the teaching and learning environment, education digitisation, education financing models, the role of stakeholders in education, education in emergencies and most importantly, the education we want in the 21st Century.

Quality education has many important supply-side factors; relevant curriculum, quality teaching and learning materials, conducive learning environment, safety and security for girls and boys, and adequate financing. These go hand in hand with qualified teachers of eminence, knowledge, pedagogical and technical skills.

Quality education cannot be achieved if teaching and non-teaching support staff

do not receive continuous professional development and support. Quality education requires that the mode of instruction and learning processes meet the needs of learners and the labour market; besides, access and proper assessment of learning outcomes are also crucial for an accessible, acceptable and adoptable quality education.

To attain quality education, adequate financing of the education sector and ensuring accountability in the management of public financial resources are quite important. We need to ask ourselves the following question, *" How can we sustainably finance quality education? What do we see as the main challenge for financing quality education?" "What potential solutions will this Conference identify?"* It is my plea that this Conference will come up with ideas that will contribute to answering these questions and many others.

Finally, I want to encourage and challenge all participants to seek the best option and definition of Quality Education that meets the global education needs and the global demands. Let us work together and take home to our respective countries the best practices that we can replicate. Let us share the opportunities to expand our network and continue collaboration as we strive to address the challenges emanating from the speed of global development whose solutions, among many, will be the provision of quality education.

Ahsanteni na Karibuni sana Tanzania.

John Kalage

TEN/MET Board Chair.

INTRODUCTION

International Quality Education Conference (IQEC) came at an opportune time where the world has experienced devastation in education sector of a cosmic proportion as learning was instantly subjected to a standstill due to COVID-19. Over 1.5 billion children were locked at home to control the spread of COVID-19. A disruption on the way we work, interact and socialize changed due to COVID-19. It is estimated that about 9.7 million children may never return to school post-COVID-19 adding to 258. 4 million children, adolescents and youths who were out of school in 2018, which represents one-sixth of the global population of this age group. In Sub Saharan Africa alone, out of school children rates for both gender is about 18.8 % where male is 16.3% (UNESCO Institute of Statistics Database 2019/ED/FS/ 56). Bringing children into school is not enough, SDG4 also calls for all children to complete their schooling. Globally, across 148 countries with estimates, the primary school completion rates have reached 84% in 2018, up from 70% in 2000. Lower and upper secondary school completion stand at 72% and 48% respectively, in 2018.

TEN/MET's first International Quality Education Conference (IQEC) sought to bring together different education stakeholders to discuss and deliberate on issues affecting the quality of education in the country and across Africa. Unlike any platform, IQEC attempted to redefine Quality Education in the 21st century context.

The discussion went beyond conventional understanding of quality education by focusing on teaching and learning environment, education digitization, education financing models, education in emergencies and finally the education we want in 21st century. After redefining quality, the IQEC examined how collective accountability for financing quality education could be a solution for improving the quality of education in Tanzania and in Africa in achieving Sustainable Development Goal 4 (SDG4).

The conference draw participants from policy makers across Africa and beyond, professionals, educational administrators and fund managers from various international Institutions, National Coalitions, Higher Education Financing agencies, government ministries and its institutions with mandate on education, Financial sector, telecommunication sector, entrepreneurs, Science and technology sector, Development Partners, education officers, teachers, media, international organizations and representatives of students across Africa and beyond.

Objectives of the Conference

The conference had the following objectives:

- To enlighten stakeholders on-on going trends in education sector and share experiences on emerging education issues (9 years left to SDGs).

- To produce additional evidence on viable opportunities in achieving quality education for all in Tanzania and Africa at large.

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- To enlighten stakeholders on-on going trends in education sector and share experiences on emerging education issues (9 years left to SDGs).
- To produce additional evidence on viable opportunities in achieving quality education for all in Tanzania and Africa at large.
- To provide recommendations for improving the provision of basic education in the country; to ensure that every Tanzanian child gets the right to access, inclusive quality education.
- To assess whether attainment of SDGs4 &5 by 2030, are we on the right track
- To assess gender disparities and inequalities in education.
- To explore and share experience on innovative approaches to education financing – International/ and local perspective.
- To share best practices in Early Childhood Education (and professionalization of Teachers and Educators).

- To Assess the plight of out of school children, adolescents and youth.

- To assess the role of Aid into education sector 59 years after independence.

- To assess the strength of policy commitments to quality education in creating effective learning environment for all (Tanzania).

- To expand the use of ICT in teaching and learning at all levels.

- To revisit the role of Technical Education and Vocational Training in job creation

- To provide opportunity for education stakeholders to showcase their initiatives/interventions/ work in the sector.

- Plausible solutions to address the issue of quality and relevance of education.

Conference background

The International Quality Education Conference (IQEC): Collective Accountability for financing quality education – Re - Imagining Quality Education was hosted by the Tanzania Education Network / Mtandao wa Elimu Tanzania (TEN/MET) from 18th -20th May, 2021. Participants came from Eastern, Southern and Western Africa (Zimbabwe, Malawi, Kenya, Nigeria, Lesotho, Senegal and Uganda). In this conference education was recognized as a human right and a prerequisite for gender equality, social, economic and sustainable development

The IQEC Sponsors
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- INNOVATION WEEK TANZANIA
- PESTALOZZI CHILDRENS FUNDATION
- TEN/MET MEMBERS
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[1]*TEN/MET is a network of non-governmental organizations established in 1999. And currently, has 140 members across the country, these include international organizations, national organizations and community-based organization. For 22 years, the network has strived to ensure every Tanzanian child has the opportunity to engage and access equitable, quality and inclusive education.*

DAY: 1
Session 1: Welcome, Opening and Keynote Address: Collective Accountability for Financing Quality Education: Re - Imagining Quality Education
Moderator: Ochola Wayoga – National Coordinator, TEN/MET
Panelists: H.E. Dr. Jakaya Kikwete – Former URT President and Chairperson GPE
Anders Sjöberg - Ambassador, SIDA
Dr. John Kalage – Board Chairperson, TEN/MET

The welcome remarks from Civil Society Organization (CSOs) was made by TEN/MET Board Chair, Dr. John Kalage who highlighted the importance of redefining quality education in the 21st century. He encouraged participants to reflect on the importance of teaching and learning environment, education digitalization, education financing models, the role of stakeholders in education, education during emergencies and most importantly, education we want in the 21st century.

The remarks highlighted the many aspects of quality education both at demand and supply side such as relevant curriculum, quality teaching, and learning materials, conducive learning environment, safety and security for girls and boys and adequate financing, qualified teachers, pedagogical, and technical skills.

> " *When I became president, only 6% of all young men and women, young boys and girls from primary school could transit to secondary school, that's why we embarked on that massive project of building secondary schools. We cannot remain a country of primary school leavers." Dr. Jakaya Kikwete*

"Former president Jakaya Kikwete speaks on collective accountability for financing quality education during International Quality Education Conference in Dar es Salaam"

Also, the criticality of proper assessment of learning outcomes and calling upon the

government to embark into revising the education training policy 2014, the Education Act 1978 and the curriculum in order to ensure that our children get the best education.

The session was graced by the former President of the United Republic of Tanzania, Chancellor of the University of Dar es Salaam, a Member of the Commission on Financing Global Education Opportunities and currently Chairperson of the GPE Board of Directors, His Excellency Dr. Jakaya Mrisho Kikwete. Dr. Kikwete is recognized by his contribution to the education sector in Tanzania. In 2016, his government came up with a bold decision to increase enrollment of students who had passed national primary school examinations to continue with their secondary schools. More than 40% who were eligible to continue secondary education didn't get a chance to pursue secondary education, thus a decision to construct 3,000 schools in each ward. In 2016, only 5% of young adults could access tertiary education, in 2020 the number is close to 10%.
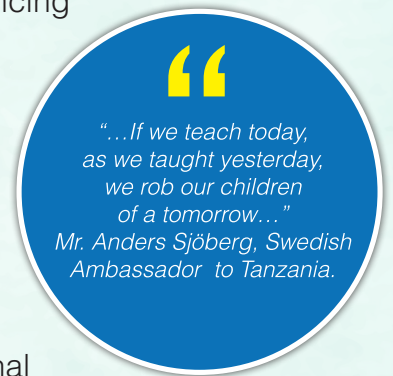
Due to advances in technology half of the jobs today will be lost to automation by 2050, so there is a need to equip young generation with higher levels of skills to be employable or employ themselves. It is recommended that:

i. Invest in improving management and the performance of the education system, ensuring efficiency, to ensure better education outcomes.

ii. Leverage science and technology to bridge innovation gap and devise innovative ways

to learning, teaching and delivery of education.

iii. Inclusiveness is very key to ensure no one is left behind.

iv. Financing for quality education needs to be innovative., i.e., education concessional loans from multilateral financial institutions, and through International Financing Facility for Education Mechanisms).

Participants from development partners represented by the Swedish Embassy Ambassador Anders Sjöberg, UNICEF Chief for Education and Chairperson of Education Development Partners' Group Dr. Daniel Baheta, Swedish Embassy Grant Manager, Education Out Loud Regional Office (Richard Olong Regional Manager and David Kobia Regional Education Specialist. The Government was represented by the Deputy Permanent Secretary in the President's Office, Regional Administration and Local Government (PO-RALG), Mr. Gerald Mweli and the Commissioner of Education from the Ministry of Education Science and Technology (MOEST) Dr. Lyabwene Mtahabwa were all recognized for their contribution, collaboration and support to civil society stakeholders in the country and particularly in supporting quality education agenda.

> "…If we teach today, as we taught yesterday, we rob our children of a tomorrow…"
> Mr. Anders Sjöberg, Swedish Ambassador to Tanzania.

Key recommendations from the Keynote address Panelists

- Education is more than a national agenda, and it should be approached globally in its holistic ways. The level of education advancement in one country can have positive or negative impact on their neighboring countries and beyond.

- Notable recent progress the country made from low-income country to lower middle income country and its implication on investment in educational sector.

- The approval of the MOEST budget 2021/2022 (TZS.1.387tril) and financing quality education. Overall PO-RALG TZS. 7.68 Tri (Covering education sector and other sectors)

- Government allocation of funding to fee free education (Only TZS. 312 bil. 2021/2022) vis-a-vis number of students (1.3mil pre-primary, 10.9 mil primary schools, and 2.4 form 1-6) secondary students, (BEST data 2020).

- The commitment by the Swedish Government to continue supporting education, empower and coordinate grassroots organizations to work on self-realization and value creation.

- Right to education is not only a human right, it has been proven to be directly related to social and economic development, and prosperity. It generates and promotes economic, social and cultural creativity. It empowers economic and political life.

- The importance of inclusive, quality education and support to girls and boys to unlock their full potential.

- Tanzania was commended for its commitment to implement fee free education policy of 2014 in 2016 as an inspiration for other countries, its impact for increasing the number of enrolled children by 32%.

- Education sector budget accounts for about 17% of the total budget and 3.9% of the Gross Domestic Product falling short of the target identified by the Global Partnership for Education (GPE) of 20% of the national budget.

- The great improvement by Tanzania on girls' transition rates from primary to lower secondary education, as well improvement on school outcomes for both boys and girls.

- The majority of children in Tanzania are enrolled in schools but rates of literacy and numeracy are below expectations.

- Swedish government is committed to support Tanzania in achieving education goals by aligning its support to the national Education Sector Development Plan (ESDP).
- Commended Government commitment to continue working with CSOs.
- The role of the fee free basic education in removing access barriers among children from low-income backgrounds and especially girls who drop out of school for several reasons including early pregnancies.
- The role of the development partners is critical to support developing countries in financing quality education.
- Fight corruption to allow the resources achieve the intended results.
- Private foundations can contribute financial resources to complement the efforts of government.
- By 2040 the least developing countries should be at the same level with the developed countries in terms of technological advancement.

Issues that emerged from plenary discussion of the Key Note Address

- Follow closely indicators to monitor financing for quality education.
- Increase the number of qualified teachers, classrooms and schools, which poses a great challenge to the whole education sector.
- Respond to the strong political commitment on quality education to advocate for financial resources. Commitment by the government to finance education is going to be the game changer.
- Financing quality education needs government to take leadership role and control.
- Multi-stakeholders' engagement is needed to address quality education (parents, loan board, private companies, civil society, religious institutions, exchange programs and the media).
- Appreciate the value of technology in advancing knowledge.
- Cross country experience sharing among children (through digital platforms) has potential to improving quality of education.
- The government to continue creating education pathways to support girls who drop out of school for multiple reasons.
- Review of ETP 2014 should engage stakeholders and open possibilities for the government to address some of the emerging challenges in the sector.
- Invest in improving teacher pupils' ratio.
- The government to strengthen its human capital to maintaining its newly achieved position as a lower middle-income country.
- Education outcomes to be measured by numbers of children transitioning from one grade to the next level as well as the right skills achieved.

Session 2: Special panel discussion: Response to the Keynote Address
Moderator: Ochola Wayoga
Panelists: Hon. Ms. Judith Kapinga (MP)
Dr. Sempeho Siafu – National Coordinator of IPOSA program (IAE)
Dr. Theodora Bali - Lecturer (UDOM)

TEN/MET's National Coordinator, Mr. Ochola Wayoga moderating a special panel discussion on the response to the keynote address, on the left is one of the panelist, Dr. T. Bali and on the right is the other panelist Dr. S. Siafu.

Issues that emerged from special panel discussion

- The 2030 Agenda requires countries to ensure that no one is left behind, but 3.7% of children in Africa are out of school. Those who have missed the chance to be in school should be brought back and absorbed in education systems.

- Tanzania has set ways to improve education sector by committing to elementary education and bringing back to school those who dropped out, those who missed opportunity for formal schooling and a complimentary education pathway.

- Education budget reached 17% in 2015/2016, the highest budget education sector reached for the past 5 years. But still, this falls short of the 20% of the National Budget as. Stipulated in the Dakar EFA agreement and UNESCO Global Education Forum.

- Challenges in education are too broad to be addressed in a single annual budget.

- There is a good progress in enrollment but challenges remain on quality.

- The country will not dodge science, technology and innovation, the rest of the world is going there.

- The time spent in schools is too long but can't be equated with the outcome obtained by youth.

- Current education doesn't provide employable skills to young people.

- Government capacity to absorb graduates is limited.
- Unfriendly business environment and tough regulatory environment for self-employment among youth.
- University education is planned to help student acquire knowledge and skills both at theoretical and practical levels. At this level, minds should be trained so they can be innovative and inquisitive.
- Challenges exist in the identification system and funding criteria by the Higher Education Students Loan Board.
- Financing the quality of education should consider teaching modality, the delivery of the content and the content itself, starting at pre -primary to tertiary level, to bridge theory and practical gaps.
- The current curriculum doesn't address skills development of the learners, but rather the content and passing examinations.

Recommendations from special panel discussion

- Curriculum should consider addressing digital innovations, entrepreneurship and financial literacy at a very young age, providing competency-based skills and providing access to digital materials.

- High level dialogue will help countries to understand conditionality of international financing facilities for education and lobbying for rescheduling or cancellation of debts.

- Clarity needed on what we are financing in the education sector, quality or quantity.

- The role of loan board in prioritizing funding for Science and Technology.

- The education curriculum should be prepared through stakeholders' consultations.

- Balancing resources and learning infrastructure with the increased number of children in schools.

- Collaboration between government, private sector and development partners will narrow the education financing gap.

- Ensure leaving no one behind by bring back to school those out of school, and empower them with job related skills.

- Accelerate investment in Education Sector Development Plan (ESDP).

- Mobilize community efforts to complement government efforts on financing education.

- Adopt public private partnerships (PPP) models that seem to work within the health sector.

- The government to honor its commitment for the allocation to the sector to 20% and more other investments such as increased capitation grants to match the new enrollment rate.

- Investment in Science, Technology, Innovation and mathematics (as a subject).

- Build on the commitment and willingness of the President to revamp the country's education system, making curriculum skill based.

- Piloting workable NGOs models, and scale government models that are proven to work to support out of school children to enter job market.

- Need integrated and progressive approach between government academia, private sector and citizens at large.

- Financing models through Higher Education Loans Board (HELB) of Tanzania should help prepare students to compete in the national and global economy.

- Basic education is about literacy, but we can create more flexibility pathways, i.e., education that integrates skills for livelihoods.

- At every level of education, there should be options for those who won't manage to climb up to the next level.

- Cross country partnerships, peer learning for innovation and technological transfer i.e., Nigeria.

- Diversification of funding sources – Strategically engage with multilateral financial institutions, GPE and Global Fund (GP).

- Universities should take responsibility to diversify their curricula to make them more employability focused.

- Education research should reflect the demands of modern technology.

Sessions 3: Panel Discussion: Re- inventing Education Strategy- The Role of Government in Building resilience and preparedness in Education - Reflection on Covid-19 Pandemic
Moderator: Dr. Charles Sokile – Country Director, Oxford Policy Management
Panelists: Ms. Pauline Mkonongwa – Director of Primary Education, (MoEST)
Dr. Lyabwene Mutahaba – Education Commissioner, (MoEST)

Issues that emerged from presentations, panel and plenary discussion

- Due to the effects of COVID-19 pandemic, 1.5 billion students have been out of school.
- Case study
  - Sierra Leone out of 2.5 million children at various levels of primary and secondary school, over 90% were out of school for more than six months). The worst impacted were children, especially girl child, and those from the poorest families.

    Below 50% of all pupils, adopted learning programs that were made available by the government, 30% listened to radio programs by the government. There is a disparity between boy children and girl children. 32% boys and 25% girls were able to access these programme. Rich families, 10% had access to those programs, while in poorer families 15% had access. Boys performed better than girls in English and Mathematics. Inclusion that built into sierra Leone was very quickly eroded by the pandemic.

- All non-state actors, or development partners, government departments and ministries, united to form a very strong unity, to address the challenge.
- School reopened after massive information dissemination on prevention reached the community.
- Guiding documents were issued to schools after opening as well as guidance on psychological counseling.
- To recover the lost time, the government increased learning time - after school reopening to avoid extension of school calendar/timetable (this was achieved within 6 months).
- National Education Sector Preparedness Strategy was prepared in consultation with stakeholders addressing other emergencies such as floods and earthquakes.
- No follow up study is done on how families/parents and teachers coped with the new learning.
- In Tanzania rural – urban inequality was witnessed with the introduction of TV and radio learning programme because of coverage problem.
- Some school girls got pregnant during the closing time, (who are responsible and what is their situation).
- A lot of challenges that were accounted during that moment, range from lack of proper content to the channels of deliveries, income security to households. For those in lowest income quintile, had no access to even radio or any kind of avenues to access the online and distance learning.
- Government insisted on covering the syllabus, teachers were not prepared, thus rushing to meet government deadlines, and not necessarily on the quality of the delivery.
- A consultant is on board to get stakeholders views concerning the implementation of the Emergency Strategy

Recommendations

- Need to understand the cost of 'learning loss' in case the pandemic continues, (the cost of school closure and the cost of bringing children back into speed again).

- Emergency preparedness plans that address continuity of out of school children need to integrate technology aspects.

- An assessment on teachers' experience during the pandemic.

- Government to learn from private education institutions on how they accommodated the challenges, and address those issues in the broader National Emergency Plan.

- A National Education in Emergency Evaluation to know what went well and what didn't with online learning initiatives, as well as lesson learnt to be integrated in the future emergency plans.

- Strategic engagement with NGOs /CSOs in emergency preparedness and response.

- Continuity of education should be the all-time issue involving parents, teachers and guardians.

- There should be an improved interaction among parents and teachers in public schools taking advantage of the new technology (mobile).

- Learn from Sierra Leone Assessment.

- The National Examination Council to use expert teachers to prepare online learning materials – for radio learning programme since they are accessible by the majority rural learners.

- The government to work with NGOs to support e-learning studios that could be useful during emergencies.

- Budget allocation to implement the National Education Sector Preparedness for Emergency Strategy.

- A plan to assess the impact of the COVID-19 in terms of quality of education during school closure, disaggregated by sex.

- Inclusion of children with disability and their access to WASH facilities need to be clearly addressed in the strategy.

- Stakeholders who have done the study on COVID19 to share with the government

Issues that emerged from presentations, panel and plenary discussion

- The imagination that civil society for it to be practical, it must be confrontational, and cause a lot of disruption, is changing.

- CSO is building synergies and complement government in delivering quality services. In that process, CSO should remain a critical friend, not drum beaters.

- Civil society should participate from the beginning of development of Education Sector Plan.

- Access to information and data for meaningful education sector engagement is key.

- Work with independent researchers or government departments such as National Bureau of Statistics, on Education Management Information System (EMIS), to have reliable data and enhance CSO roles on strengthening the conventional accountability mechanisms, structures and systems of governance.

- Elements that we need to consider when building the process of accountability and monitoring within the education sector.

  - Understand values and concepts that drive us.

  - The understanding that social life and social values must be upheld (charity and community welfare), CSO holds a duty to uphold social values, and the social life. These are the underlying values guiding CSOs programme and policy interventions including pushing towards accountability and public service delivery.

- Empirical studies demonstrate that civil society engagement can improve service delivery by influencing from inside.

  - In Zambia, the Zambia National Education Coalition pushed for equal access to quality education for vulnerable children in the COVID-19 context through a joint countrywide assessment resulted into the joint education sector review and school reopening.

  - In Somalia, a policy on production of Braille materials under the textbook programme was advocated for during the curriculum review process, by getting into the committee dealing with the textbook programme.

  - In Zimbabwe civil society lobbied for increased budget allocation to education sector, through a coalition that worked with the parliamentary portfolio committee on education, to convene meetings with stakeholders and analyze the budget, resulting into recommendations to the parliament by the parliamentary portfolio committee on education, and acceptance by the Minister for Finance, and economic development.

  - In Kenya – a grassroots campaign that eventually became National in the COVID-19 National Emergency Committee.

  - In South Sudan – CSOs worked with parents to bring back girls who had dropped out of school because of early pregnancies and early marriages and pursue justice for the victims.

- - In Kenya and Uganda social audits and community scorecards have proven that they can influence policy processes.
- Nine years to go to fulfill the SDGs 4, civil society need be active and hold governments accountable and fulfilling this obligation.
- When the civic space is shrinking and not friendly, how can CSO remain relevant.
- There is no one rule about civil society engagement, different jurisdictions, political economy and their historical backgrounds shape the way CSO engage i.e., the socialist communist political economies have less space for civil societies than liberal democracies.
- To make education relevant in Africa we have to go back to the foundations on which the current education system or the curriculum are based on, such as knowledge needs, socio - cultural and political needs, philosophical needs etc.
- The structured and formal engagement with government delivers much more meaningful results and progress than when it is unstructured and non-formal.
- Structured systems, formal processes and excellent relationships with government will enable civil society achieve results and be able to seek funds, invest funds, and ensure funds are traced throughout the expenditure tracking.

Issues that emerged from presentations, panel and plenary discussion

- Improve education service delivery, budget transparency and freedom of information ensuring that information about budget is available and accessible, at all levels by all stakeholders.
- CSOs to use evidence and data to influence policy processes.
- CSOs need to be proactive and not passive participants.
- Budget monitoring focusing on Public Expenditure Tracking (PET) approaches are useful tools in monitoring public finances to ensure transparency and efficiency in education sector and enhance CSOs legitimacy.
- The Open Budget Partnership Initiative has proven to enhance efficiency and accountability as public expenditure tracking systems in education sector - a case of Uganda in 2006.
- CSOs need to review and monitor government commitments on quality education by comparing with realities on the ground/ real situation.
- CSOs needs to report what they find out through monitoring governments.
- CSOs need to secure justice for those excluded from education, and strive for better coordination and partnership across disciplines.
- CSOs to engage government as a facilitator and supporter of data and evidence rather than a regulator.
- CSOs not to do ad hoc engagements, but institutionalize engagement processes with the government through terms of references (TORs) or Memorandum of Understanding (MOUs), this will help to get acceptance of evidence and ownership by government.
- A formal working relationship between civil society and the government, should not allow compromises but be of mutual respect and building consensus.

Session 5: Panel Discussion – Raising Quality Education and Strengthening Equity: Why Governance in Education Matters?
Moderator: Zaida Mgalla – Execute Director, UWEZO Tanzania
Panelists: Dr. Lyabwene Mutahaba – Education Commissioner (MoEST)
Richard Olong – Regional Education Manager EOL, Oxfam IBIS

Issues that emerged from presentations, panel and plenary discussion

- Education is a fundamental human right, a basic human right that enables and paves the way to enjoy other human rights. Education can be oppressive, or liberating. When liberating, it can be life transforming.

- Transformative education enables children to begin to understand their rights.

- Quality of education develops an aspect of critical thinking and understanding of rights, so they can be able to challenge certain norms and injustices in the society. It enables them to begin to question the provision of services by governments and duty bearers.

- The connection between transformative education and governance is that transformative education is able to build civically competent societies and citizens who are able to hold duty bearers accountable for the delivery of public services, including education services.

- There is a cyclical kind of relationship between transformative education, civically competent citizenry and accountable governance.

- Education enhances ones' ability and capacity to engage in productive enterprises.

- Studies show that one year of study or one year of education enables one to increase chances of improving earnings by 10%

- Inequality exists in terms of education between men, and women, boys and girls.

- There is high return on investment on equity. If girls are able to access the same level of education as boys, Tanzania will improve its GDPs about $90 million in a year.

- Quality education has a huge potential to uplift the standard of living for the poor girl and other vulnerable groups in the society.

- Political will is a driver for equity in education sector. For example, a government which believes that early childhood development (ECD) is an important, and that all vulnerable children must have equal access to quality education, lays a strong foundation for future learning, and overall participation in the socio-economic life of the child.

- In Tanzania there is progress in ensuring equality by providing education access to those in remote areas through satellite schools.

- The government is active in ensuring that no child is left behind because of learning disability – The Ministry has a department working on this area, the government is working together with stakeholders to make sure that no single girl will be left in terms of accessing quality education.

- The government has pronounced to embark on a review of Education and Training Policy (ETP 2014) and education curricula, and looking forward to engaging every stakeholder in that process to ensure the policy reflects actual needs in the country.

- Effectiveness of any school is heavily influenced by the commitment, competency and performance of teachers.

- Teaching as a professional should be a passion not last option career choice for those who didn't perform well. Passion is where you get the true values and the best out of teaching.

- Love and a passion for teachers are more important than state of the art lab, well equipped sports grounds and state of the art infrastructure.

- Reviving Teacher Resource Centers (TRCs) across the country, rebuilding and refurbishing them, so that they are utilized alongside schools to ensure that teachers have opportunity to update their skills.

- Class expansions should accommodate emergency strategies and standards.

- When policies are not legally binding, or legally enforceable, a lot of resources are invested in making policies rather than in implementation for example; ETP 2014

- CSOs do push for better policy formulation, but at the end, a number of policies do not have an implementation strategy.

- Let us think towards more of a transformative leadership in relation to transformative education rather than just the governance, because transformative leadership allows for, creating enabling environment for education ecosystem, adaptation, according to the changing situations to response to the evolving learning and job skills needs.

- Satellite centers in Southern Tanzania involves bringing together community to establish classrooms, and contribute meals and monthly allowances for volunteer teachers.

- Policy implementation depends largely on the political will and interest. Usually if a policy fails to be implemented, there's a room to legislate it, in order to enable its implementation.

- Government is doing all it can to ensure that children with learning disabilities have opportunities to access quality education.

- The government is constructing state of the art school for special needs education with friendly infrastructure for students' special learning needs.

- Governance is not an abstract concept; it is something that affects the lives of people.

- Teachers are key to the implementation of quality of education.

- Better investment is the one that helps us to achieve the desired results.

- Education systems and governance can be strengthened to contribute to raise the quality of education, achieve quality learning outcomes for children and achieve the desired Sustainable Development Goal 4.

Recommendations

- Partnership with CSOs in developing learning or teaching materials to ensure that the knowledge and the experience of the CSOs can benefit the process.

- CSOs need a purpose statement in the new education sector policy.

- Policy implementation has financial implications. It is critical for the government to think about financial implications of implementing these policies, and allocate budget to that.

- Government to put an enabling and safe environment for policy implementation both at the school and at home, to ensure that the children benefit from the policies.

- Governments and stakeholders in education make teaching or teachers an appealing professional, influence and motivate teachers to deliver quality work to achieve the desired results.

- Give teachers a lot of competence, the need to continuously seek knowledge, join in-service training programme and continued professional development.

- Teachers should be supported and engaged to embrace technology and manage emerging needs of quality education.

- Create a teaching and learning climate that is enabling for students to engage meaningfully in learning processes.

- A good teacher should strive to be magnetic in a class, an affectionate teacher attracts students in class. Create warm and social environment that attract students to engage in the teaching and learning sessions very effectively.

- Teachers should be trained on inclusive teaching and management of inclusive classroom.

- A very good political will by the government should go with financial commitment.

- Expansion in enrollment should go with expansion of learning infrastructure such as classrooms.

- Find a way to ensure that policies that are made using a lot of resources can be legally binding and enforceable.

- Move into a more preventive rather than response for crisis, taking into account the likely crises in the next 10 to 20 years, develop mechanisms to respond.

- Satellite centers need to meet the required quality standards by the government (proposal to minimize the required standards and get registered or officially recognized, and integrated into the education ecosystem.

- Policies should be prepared in such a way that they are proactive and not reactive, they should prevent crisis.

- Provide teachers with knowledge on how to teach and manage large classes.

- Financial and human resources should be embedded within governance framework.

- Consistency in language of instruction from pre-primary to tertiary levels.

- Understand and address mental health among teachers.

- Government to put mechanisms to identify and recruit teachers who have teaching passion.

DAY 2:
Session 1: The Role of Development partners in improving quality Education in Tanzania-The good, the bad and hopeful interventions
Moderator: Edson Nyingi – Resource Mobilization, Consultant
Panelists: Dr. Daniel Baheta - Education DPG and Chief of Education UNICEF
True Schedvin - Head of Development Cooperation (SIDA)

Issues that emerged from presentations, panel and plenary discussion

- After the Paris Declaration, development partners (DPs) organized themselves to support government by providing support through budgetary financial support, technical and other support.

- Development partners group (DPG) for education aims at improving the quality of learning in Tanzania by applying two principles: access and quality and engage in a very constructive dialogue with government both in Zanzibar and Mainland.

- The overall objective is to support education and contribute towards poverty reduction and improve living conditions.

- The group supports education sector through budget support, and encourages enabling environment for partnership, facilitates dialogues and forums like this, which is funded by Swedish government.

- DPG supports civil society to hold government accountable, by bringing them in and provide the platform to participate.

- DPG advocates results and evidence-based planning and policy making.

- It provides information and capacity building to government, so they are able to make informed decisions using evidence-based planning, coordinates development partners' intervention in policy dialogue, convenes regular meetings with CSOs.

- The government has recognized ECD as a very critical aspect, and the foundation for better success.

- Globally, 263 million children are out of school, 100 million of them are in Africa, in Tanzania out of school data is not up to date, but 2016 data indicates that 3.5 million children are out of school in Tanzania.

- Out of 23,295 schools in Tanzania, 18,152 are primary school, 5,000 are secondary schools. This tells the transition gap from primary to secondary. We need to do more to have more secondary education access.

- Key challenges in education, is a serious shortage of school infrastructure, and shortage of qualified teachers at all levels.

- It is estimated that there are about 40,000 teachers' shortage for primary education, government is willing to review the curriculum and hire 6,000 teachers. There will be a shortage of 34,000 teachers.

- We can learn from health sector, as we have health volunteers to have volunteer teachers.

- There is huge idle youth with skills, who can help to offer learning.

- Educating a girl has an incredible, huge impact on the life of the girl. To start her family, then her society, then the country.

- Keeping children in classroom for 8,10, 15 hours, trying to memorize everything that has happened in the last 50 years is not giving us the best result for education.

- Donors are supporting education programme for results, current preparing a new support to the education sector with about 75 million US dollars for the next five years, also there is a grant by the Global Partnership for Education, of more than 100 million US dollars for the next five years.

- Efficient financing of the education sector, requires effective partnership to ensure sustainability of results.

- Development effectiveness principles are extremely important to understanding financing for education. They are about respecting and expecting ownership, supporting and facilitating partnerships, facilitating and supporting alignment to partner priorities, ensuring efficient harmonization and coordination among development partners, and supporting mutual accountability with a focus on strategic results.

- Financing to the government aims at strengthening ownership and alignment to the priorities of the government and the Ministry of Education. We focus on big and strategic results, as well as the reform dialogue.

- Support is aligned to the ESDP which is in its final stage of development.

- It is important that the process of developing the plan, is inclusive and participatory.

- Our support aims at sustaining enrollment results the country has achieved over years.

- The education strategy has identified seven priority interventional areas. The strategy document is available from the Institute of Adult Education website.

- Children in school are in school but not learning.

- Tremendous achievement in bringing children to schools, 2001 – to today out of schools is decreasing.

- Education for all people: adult education is being considered (UNESCO works in this area) – some form of training is being provided.

- Integrated Program for Out of School Youths – IPOSA is being implemented in 8 Regions targeting over 10,000 youth and adults,

- Management of education system is very important.

- Civil Society (CSO), development partners (DPs) and government convene – quarterly and once a year for joint sector review.

- The most critical investment is early learning to get the best experience in adulthood.

- Lifelong learning is being supported through Folk Development Colleges (FDC).

- Focus on the underprivileged boy child, donors aren't putting much support on this. This group is in the non-formal sector which is not supported. It affects the achievement of leaving no one behind.

- Higher enrollment rate is an opportunity for education access.

- DPs are capturing gender - based indicators in financing.

Recommendations

- Need to improve in Math and Science.

- Improve children's ability to learn to do things- keep them learning, make learning practical.

- The curriculum needs to be updated to reflect the 21st century skills.

- Tanzania curriculum is competency based, but there is inadequate incentive and financing. The highest education budget that Tanzania allocated was 17% in 2015/16. Yet, this was the highest budget of the small national budget. The country needs to be innovative about education financing.

- Learning outcome assessment mechanisms should not be exam focused, but what children are able to do, not what they are have memorized.

> "…we want children to memorize a lot of information…and when they don't do that, we call them failures. But some of these kids are very talented. They could be great carpenters, they could be great electrician, they could be many, many other things..."
> Dr. Daniel Baheta,
> Chair DGP - Education

- Need to look at the digital learning, address digital gap and make it equitable in terms of digital access.

- Need to work on the joint transparency and effective dialogue structure to enhance collaborative efforts.

- Civil society voice is needed more to dialogue with government, and hold everybody accountable.

- Education sector review is an opportunity for civil society to plan together with government. Need more use of real time data.

- Boldly talk about girls' education and gender inequality in education sector, continues to ensure that girls have access, are empowered and have opportunity to come back to school, whether they're pregnant or they have delivered their babies.

- Need to be innovative, engage the private sector, work with foundations to find an innovative way to finance education.

- Prioritize adolescent health and hygiene, as is critical for successful education.

- The Five-Year Development Plan (FYDPIII) is a great opportunity to bring in the priorities of education and ensure COVID-19 integration.

- Gender interventions need to include boys drop out – pay attention to the underlying causes.

- Address skills mismatch.

- COVID-19 consequences related to school closure, the implication for closing or new ways.

- Education is an investment in economic growth. Children are in school (enrollment) is a fantastic achievement, but need to connect the value, by linking education content, curriculum and FYDPIII plan.

- Need to assess adult education.
- Need experts to integrate cross-cutting issues such as gender, entrepreneurship, disability in the review of the new curriculum.
- The local dialogue between DPG, CSOs and government happen, but in isolation – need to be strengthened.
- Leverage the capacity of innovative initiatives by youth, tap their skills that are not yet accommodated into the formal education systems.
- Need gender-based data on girls and boys and their challenges (disaggregated).

Participants closely following the presentations during the 2021 IQEC

Session 2: Enriching Learning Experience- Education begins with innovation - Harnessing technology for learning and teaching

Moderator: Faraja Nyalandu – Executive Director, Shule Direct
Presenter: Lucian Ngezi – Lecturer, University of Dodoma

Issues that emerged from presentations, panel and plenary discussion

- Teacher professional development on the use of Education Technology (Ed tech).
- The effects of pandemic made 1.5 bil children to stay home.
- Government put strategies for online learning.
- National strategies for COVID19 prevention and response were adopted through stakeholders' engagement.
- There is mixed results, some children did well than others during the pandemic.
- Learning from home initiatives were supported.
- Teachers and parents' roles changed.
- Over 700 teachers (Tanzania, Ghana Rwanda, Nigeria, Liberia) were reached on EdTech experience. Many of the teachers were using tech tools in their environment to propagate learning (WhatsApp, zoom).
- Some stayed home doing other things, some prepared materials for later when schools re-open.
- The possession of smart phones was very high, some teachers who were aware of technology used it.
- Online course – online education for the better world can help teachers' development and help them to develop or co-create and deliver content, can help skills transfers easily.
- Where there was connectivity problem – there was options to go to other places and connect Public Private Partnerships (PPP) arrangement is key to improve connectivity.
- There challenges of smart use by students if not regulated.
- Cost of data – limits affordability. Tanzania Communication Regulatory Authority (TCRA) is working on the reform. Tanzania cost is cheaper in East Africa but not affordable. During COVID-19 ICT companies zero rated various platforms and increased subscriptions.
- ICT is believed to improve students' performance and emotion and behaviors as kids enjoy being in class after watching visuals, get motivated and demand for more sessions
- With tech the same teacher can participate, co facilitator, co-create and generate content.
- Face to face teachers training will reach few teachers at once as compared to online. One course can be re-offered many times.
- Online learning helps to build learning community of teacher – community of practices and cross-country learning.
- Technology is not an end but a means to an end, it's a vessel to achieving learning outcomes.

- Teachers role is changing, with technology, teacher roles change to knowledge and information transfer facilitator as opposed to an instructor.
- Students are no longer consumers but creators of education content.
- There is a significant appetite in ICT learning among students.
- Parents have roles to actively engage in academic development of kids, tech can facilitate.
- Technology can be discriminative - i.e. those with some form of physical disabilities and accessibility – for those without smart phones.
- Tech can't replace teachers, parent or school roles.
- Tech should simulate rather than explain – simplify content as opposed to provide delivery of channels of the content.
- In technology delivery is one level, and improving content is another level.
- Introducing tech in education has steps:
    - Substitution – changing the traditional role.
    - Augmentation – simulation to enhance learning experience.
    - Modification.
    - Redefinition – advanced function of learning and teaching.
- Developing countries are at stage one or two.
- Each step need investment (system, infrastructure, regulations, money, tools)
- While we have tech and we can use them, embrace them and devise tech, engage students in many ways, improve students experience, are we prepared to keep learning when another pandemic happened?

Recommendations

- Innovation stakeholders and corporates can advocate for social development and support education goals – by leveraging what they are good, by designing learning solutions that are affordable and accessible.
- Government can integrate and use technology as a content
- Innovation has many aspects, we need to continue supporting and setting structures, regulations and good arrangement for the children to learn.
- To consider people with disability to participate, and inclusiveness of those in the remote areas.
- Technology needs moderation and regulation, coordinated structure and related environment – as well as supervisory strategy.
- Service delivery and advocacy is key to ensure that government is influenced to allocate resources for ICT infrastructures in schools.
- Data disaggregated is important in technology researches.
- There are over 6,000 teachers resource centers – how they be a platform for EdTech.
- Mwalimu Hub can be adapted/piloted as a model for teachers' professional development in the country.

Issues that emerged from presentations, panel and plenary discussion

- Beijing Conference in 1995 highlighted critical areas of concern regarding women rights, and empowerment.
- Critical areas of concern
  - women and poverty, education and training for women, women and the economy, women and media, women in decision making positions, and the girl child.
- In Africa, patriarchy system marginalizes girls and women in various ways
  - accessing various opportunities, including education, resources, and bearing the burden of domestic work.
- There are specific forms of violence against girl child and harmful practices, like female genital mutilation, child marriage, teen pregnancy and also child sex abuse. That's why girl child should be at the center of every development processes.
- The policy and legal framework on advancing gender equality and social justice have inadequacies.
- School closure during COVID19 pandemic have increased risk of violence against women and children, teen pregnancies, child marriage, holding back the gender equality progress that has been made over the past 25 year.
- When you educate a boy, you educated individual and but when you educate the girl, you educate an entire community.
- More than 130 million children have gained access to school since government signed the Beijing Declaration, and a lot of countries have introduced free primary school and other approaches to ensure both girls and boys attend school.
- Pre COVID19, the gap between the number of boys and girls out of school had almost closed.
- Before the pandemic, there were 9 million girls who were already unlikely to be in school, compared to 3 million boys. These statistics have also been made worse by the COVID-19 outbreak to children with disability.
- Looking at the economic impact of COVID-19 on girl's education;
  - One the key proxy indicators are child labor. It's clear that children have lost their connection to education due to schools being closed. While boys engaged in child labor; working in mines which is paid and sanctioned by either the individual or their families to support their community, girls are likely to be working in unpaid care work and household chores.
- Close to 2.5 million children are at risk of child marriage within the next five years and this is purely due to the COVID pandemic.
- There will be 1 million additional pregnant adolescents due to COVID19 related poverty in 2020 alone.

- In Eastern Southern Africa, countries like Namibia had the highest GBV rate, followed by Zimbabwe, Uganda, Tanzania and Zambia. Tanzania and Zambia reporting at 30%.
- Girls are particularly vulnerable to online sexual exploitation and abuse making up 90% of children in online films, photos and materials that feature sexual content.
- Funding to GBV in COVID-19, responses does not match these commitments from the government. At national level, governments have not fulfilled their commitments, only 6.84% of the commitment have been funded.

Recommendations

- Advocate for the girls right to safety, inclusive and meaningful participation in COVID response recovery and beyond.
- Address immediate and ongoing risks of GBV exacerbated by COVID-19.
- End child marriage and support, already married girls realize their rights.
- To invest in girls to prevent the worst outcomes of COVID-19 for girls and to enable sustainable progress.
- Improved data collection (disaggregation), particularly in humanitarian contexts.
- Speed up online platforms for learning
- Manage System-Wide Approach in education sector, build resilient systems and mechanisms to ensure continuity of learning in the future - ensure that no one is left behind and achieve gender equality, equity and inclusion.
- Invest in community gender-based program initiatives, for marginalized communities and households.
- Design interventions on how to deal with online gender-based violence.
- Finance gender-based violence programme through budget allocation

Session 4: Reflection on – The Global Monitoring Report – Inclusion and Education: All means all.
Moderator: Rose Tesha – Country Director, ADD International Tanzana
Presenter: Tirso Santos - Country Representative, UNESCO

Issues that emerged from presentations, panel and plenary discussion

- Identity, background and ability still dictate education opportunities.
- Few poor rural young women complete secondary school.
- Half of children with albinism complete primary school.
- Refugees are more likely to be out of secondary school.
- Children with disabilities are more likely to never go to school, the virtually impaired are seriously at risk and likely to be left behind.
- Education inequalities was heightened in the COVID-19 crisis
- Poor countries did not target learners at risk in their education response.
- Not all countries with a definition of Inclusive Education, including Tanzania
- There is no inclusion while millions lack access to education
- Inclusion cannot be enforced from the top
- Inclusion progress in Tanzania is much better than the previous, there is much more to do
- The concept of inclusion to emphasize both access and quality.
- There should be universal design, meaning that all universal concepts on inclusion should be used when designing the programme or policies.

Recommendations

- Widen the understanding of inclusive education.
- Target financing to those left behind.
- General funding should follow an inclusive system.
- Target funding towards those furthest behind – the most marginalized.
- Share expertise and resources, the only way to transition to inclusion.
- Government to use technical experts and specialist resources available to design policies and programme.
- Engage in meaningful consultation with stakeholders.
- Government should encourage communities' inputs into policies.
- Communities are key education stakeholders. Inclusive education should contribute to increase school interactions with communities.
- Ensure cooperation across government, identify needs and exchange information, give local government authorities clear and funded mandates.
- Make space for CSOs to challenge and fill gaps, create enabling conditions for CSOs and maintain dialogue to make sure inclusion aligns with the policy.
- Apply Universal deigns to ensure inclusive system and to fulfill each learners' potential.
- Empower education workforce to enable them prepare all students with necessary skills.
- Ensure cooperation across government departments and sectors.
- There is a need to collect adequate data with attention and respect to inclusion.
- Setup inclusive school infrastructure

Session 5: Panel Discussion: The Future of Higher Education, are we financing the right courses? What went wrong in Higher Education Sub-Sector: Why graduates are not employable?

Moderator: Ochola Wayoga – National Coordinator, TEN/MET
Panelists: Dr. Aggrey Mlimuka – Executive Director, Association of Tanzania Employers
Mr. Benedicto Chakaza - (HESLB)

Issues that emerged from presentations, panel and plenary discussion

- Higher learning education contributes highly and heavily in terms of human capital.
- The government provided over TZS. 464 billion in 2020 to finance higher learning. scholarships, bursaries and an additional of TZS. 36 billion in 2021 - 2022.
- Since 2005, Tanzania Higher Education Loan Board (HESLB) provided about TZS. 5 trillion to various students and beneficiaries, with an annual repayment of TZS. 280 billion.
- There are challenges in identifying the real needy students
- Giving loans is a positive move, challenges remains in repaying these loans since they do not have employment, or can't employ themselves.
- What the real market require is still a challenge, as there is mismatch between supply of skills and the demand. Graduates have skills but the skills do not match with labor market demand.
- HESLB supports and finances the National Priorities of which would address the demand and supply issue on the mismatch between the national priorities
- National priorities tend to change but for the past three years they were clustered into
    - Very high demanded programme such as Oil and Gas, Science and Mathematics teachers, Agro Science and issues related to Health, particularly Medicine, Medical and Pharmacy.
    - Cluster 2: Engineering and Natural Sciences.
    - Cluster 3: Social Science and Arts.
- Number of student graduating does not match the rate of jobs creation in the country, almost 60% of graduates (more than two thirds) are not employed.
- They are not employable partly because employers have regard for Scientific and Technological Knowledge.
- Most graduates lack competence in English proficiency, communication skills, problem solving ability, creativity, as well as positive attitude towards work, including willingness to learn, these are skills being demanded by modern employers.
- Altitude, ethics and trust is not something taught. It is something that is acquired, how do we encourage it among graduates.
- Honest and integrity among graduates when employed disappoint employers and inhibit business growth.

Recommendations

- HESLBs need to strike the balance between funding and employment creation.
- There is need to have connection between the markets (the consumers who are the employers and the producers who are the institutions).
- We have to encourage, positive attitude from our own homes. Society can contribute a lot to shape the attitudes of their children.
- To create synergies by establishment partnership in student financing ecosystem - as a collective accountability.
- Design repayment strategies and plans with students before enrolling them into the scheme.
- HESLB to create the synergy and partnership with Universities and train students on the 21st century employability skills.
- CSOs push for a curriculum review process that will address the dichotomy between school supply and industry demand.
- Improve identification mechanism - link loan database with (National Identification Agency (NIDA).
- Improve language learning, problem solving, teamwork skills, enterprises skills, change altitude towards work, ethics and trust.
- Provide financial literacy to student applying for higher education loans.

Session 6: The role of Private Sector and Corporate in Enhancing Quality Education.
Moderator: Dr. Chris Mauki – Lecturer, UDSM
Panelists: Caroline Kavishe - HR Director, TIGO
Juma Kimori - Chief Operating Officer, NMB

Issues that emerged from presentations, panel and plenary discussion

- Private sector plays a great role in employment creation and capacity development, and hold the vision to lead the digitalization and transformation of the economy.

- Private sector works in partnership with the Universities in providing better networks so that people are empowered to be able to use different platforms offered by the private sector.

- Private sector launches various products within the educational sector that support development, and use of digital networks.

- Through Corporate Social Responsibility policies, a percent of profit made after tax support community programme including education in terms of providing desks, teaching materials and lighting in some of the boarding school.

- The quality education entails other things that are not directly taught at school, like financial literacy.

- Private sector is positioned to sponsor the needy students, disadvantaged students, so that they are able to progress with their schools.

- The level of readiness among graduates to engage in the private sector not quite huge.

- Educational transformation and preparedness of the candidates should be done while they are still in schools – to give them job-ready skills.

- Financial institutions are capable of financing initiatives for home learning for children and working from by parents in times of crisis and public emergencies.

- The education system is focused on specific technical studies, not the holistic educational experience that builds strength in the entire competency framework, such as behavior requirement for that role, the skill base for that role (i.e. presentation & negotiating skills, critical thinking to and quick decision making).

- Graduates can have minimum experience, but have knowledge.

- Technology is moving so fast, need to moving the same way, to remain relevant. Graduates will become the best and succeed if they have the soft skills.

- Digitalization goes in hand with stable and cheap internet connection.

- Corporate Social Responsibility is provided with marketing purposes, rather than service delivery and social development.

- Private sector can support programmes to address gaps that exists between the skills needed in various sectors in Tanzania.

Recommendations

- Partnership between private sector the educational sector is very crucial to improve quality of the graduates.
- Private sector needs to support sustainable community projects, by driving partnerships that are scalable and inclusive.
- Sustainable Development Goal 4, is a framework for all partners to contribute resources and support to education sector.
- Partnering with the Universities to develop practical training programs that will attract candidates from the University.
- Public Private Partnership is instrumental in redefining quality education, and making sure right skills are developed in education sector.
- The national priority sectors such as Oil and Gas sector need to be proactive in identifying the skilled, unskilled, the semi-skilled to be involved in the sector and start getting them ready now.
- Education system to accommodate other capacities apart from capacity for employment.
- Address the gaps between the number of jobs created and number of people to employ.
- Make curriculum very flexible and relevant.

DAY 3:
Session 1: The Education We Want: Tanzania
Moderator: Prof. Bernadetha Killian (UDSM)
Presenters: Dr. John Kalage – Executive Director, HakiElimu
Dr. Wilberforce Meena - HakiElimu
Dr. Kayombo – Lecturer, DUCE

Issues that emerged from presentations, panel and plenary discussion

- Education should prepare learners to meet the demands of the 21st century.

- The education we want should be the one that is preparing citizens to adapt, engage with the dynamic world, as the world is changing very fast.

- Our education system is not changing at the pace of the changes of the world.

- Quality of education depends on the quality of the policy.

- The 2014 Education and Training Policy is not robust enough to address key concerns of education systems.

- Annual joint education sector review meeting is an opportunity to air concerns on the quality of education, and create demand for policy changes

- Leaning from successful countries with similar contexts in the Regions is important.

- The policy does not offer education flexibility, it offers alternative pathways, but unclear on how to those pathways can be followed through from non-formal to mainstream education and vice-versa.

- Doesn't consider multi sectoral coordination framework on different sub sectors or even different institution that are responsible for governing and managing the education sector.

- Education and Training policy 2014, has a weak implementation framework and lacks legal support. ETP policy and National Education Act contradicts on the age of child admission to primary school (7 vs 6year).

- In terms of pedagogical structure for formal education, the linear structure of formal education does not depict an alternative pathway.

- The use of both Kiswahili as a language of instructions in Primary school and English as subject and vice versa in Secondary schools allows for inconsistency, lack of continuity and proficiency in either language.

- The policy lacks clarity on the role of parents and the guidance on national and family values as well as moral development. Countries like Somalia, Canada, have curriculum guide for the parents, the parents know clearly their roles in the education of their children.

- The education system does not effectively promote our culture; the policy is silent on religion.

- Although religion is a subject, the national values in general are not emphasized at all levels.

- The policy does not clearly identify the roadmap for curriculum development.

- The mismatch between policy statement and practices: The policy talks about the competency-based curriculum but schools doesn't not offer those specific required competencies to students.

- Teaching and learning materials, school textbooks are not aligned with a competency-based curriculum.
- ICT is not extensively applied in the education system. The reasons being either we are ignorant on the value of ICT in learning, or we are not ready to invest in it. Some policy makers and policy implementers still view mobile phones (e.g.) as a device that be used to destroy children behaviors instead of building their intellects.
- The current assessment system encourages stressful competition.
- There is a contradiction between administration of examinations and assessment.
- The grading system does not reflect the learners' actual competencies.
- Teachers have limited capacity in conducting competency-based assessments.
- Preferential treatment of students and streaming of students.
- There's no single sustainable model for financing the whole education sector.
- There is no equity in higher education student loan provision.
- Private sector is at a crossroad between business and service delivery. They expect tax relief because they are complimenting government roles in service provision.
- Private sectors roles are not addressed in the national education implementation guidelines.
- Quality assurance in the ultimate meaning of quality education is not well defined.
- Policy does not provide a clear career guidance and counseling.

Recommendations

- CSOs need to take a proactive step to engage in the policy process.
- It is important to review education and training policy 2014, or also the curriculum to reflect the strong political commitment by the government to ensure that our children's, the learners have the skills and competencies to meet the demand of the 21st century.
- A policy without the legal framework, can't be adequately implemented.
- Need to decentralized education decisions.
- Establish a National Board of Education or the National Education Commission to oversee the entire education system.
- Design accreditation system that reflects the actual student performance.
- Monitor the quality of quality assurers.
- Need to establish an autonomous quality assurance that is independent of the Ministry at all levels.
- Separate the financing for education sector by sector - lower, middle, upper, formal, non-formal education and so forth.
- Harmonize language of instruction across the board.
- Students abilities cannot be measures by a certain language competency
- Experts on cross cutting issues such as gender, entrepreneurship, inclusive and disability should be engaged in curriculum reviews.
- Assessment should look into learners' skills, problem solving skills, resilience etc.

- Policy review go hand in hand with review of the National Qualification Framework
- Centralize and localize the curriculum content for learners to understand their environment
- English should not be recognized as a second language, but as a foreign language, so that it can be taught from a technical rather than communicative perspective.
- Teachers should be properly trained in English so that they can teach and train students to be conversant with English language.

Issues that emerged from presentations, panel and plenary discussion

The session moderator and Shule Direct's Executive Director,
Ms. F. Nyalandu introducing her session

- Leaving no one behind in education commitment was set in 2000 by the international community, but still about 258 million children and more than 59million primary school learners are estimated to be out of school globally.

- Tanzania has made a significant achievement in enrollment among the African countries South of the Sahara, with significant achievement in enrollment in the last three decades, one of them is to ensure that basic education becomes free.

- In TZ 2mil. primary school and 1.5 secondary children supposed to be in school are out of school.

- This affects negatively on the achievement of the Sustainable Development Goal 4 and Agenda 2030 on inclusive education, equitable quality education and lifelong learning.

- Research only shows that girls are more likely to get out of schools for some many reasons, including early pregnancies, forced marriages and other factors.

- In Tanzania over 55,000 adolescent girls, aged between 13 to 18 years were expelled from primary and secondary school due to pregnancy between (2003-2011). From 2010-2016 teen pregnancy increased by 4% with over 70,000 girls were expelled from school.

- Circumstances surrounding girls' pregnancy aren't considered.

- Existing initiatives to give opportunity to access education for out of school such as

(Mpango wa Elimu kwa waliokosa (MEMKWA), Open Learning Schools (QT centres), Folk Development Colleges (FDC), Vocational Training Centres (VETA), life skills programme.

- Other initiatives for out of school girls and teen mothers in Tanzania mainland, are run mostly by NGOs.

- At school level, data on girls who drop out due to pregnancy are available, since reasons for drop out are not known or communicated back to schools by parents/guardians.

- Supports being provided include tuition fees uniforms, books, meals, accommodation, transport, guidance and cancelling services.

- Alternative education pathways were easily available in urban centers such as vocational training (the majority of them testified that they were now employing themselves using the skills from these centers and earning a living).

- Limited capacity of existing initiatives for out of school girls and teens (OOSGTs), limited capacity to find support services, 70% OOSGTs lack financial support to cover cost of education, long distance, unsupportive socio cultural beliefs (we sent her to school to bring certificates not a grandchild) - discrimination /stigma, burden of domestic chores, long time distance from home to school.

- Best practices included initiatives for guidance and counseling.

- No single initiative could cater for all of out of school girls.

- SDG 4 can't be fully realized, if policy can't allow these girls to re- enter schools.
- We don't take time and interest to understand what was the reason for drop out, no one makes efforts to understand the underlying factor- which is poverty.
- Research confirms there is need and appetite for girls to come back to school.
- Girls are the bearers of the outcome of disasters.
- Some girls are ready to start afresh but they lack support.
- Leaving girls behind raises a question whether Tanzania is going to transition to another level of middle-income country.
- Financing for alternative pathways and other support come from the government and CSOs, the demand is still higher than the supply.

Recommendations

- Ensure that girls who become pregnant are given the opportunity to continue their studies. Provide financial support and material support for them to continue with their studies.
- Identify and tailor alternative education pathways to skills, which is very important for them to earn a living.
- Alternative pathways should consider different needs of different groups of people i.e., girls with disabilities (consider different types of disabilities).
- Need a model that integrates psychosocial support, guidance and scaled it in the country.
- Government to set models for alternative education pathways in rural areas, and collaborate with stakeholders such as private sector to support existing initiatives.
- Address negative attitude and discrimination around pregnancy (girls are victims, they need support), develop positive attitude towards these people and to support them.
- Revamping curriculum should focus on enabling girls to earn an income.
- Need to redefine alternative education pathways (…when you are hungry, you need food. You don't need alternative to food). Some girls get pregnant before completing their basic education… so they need basic education not an alternative.
- Alternative models should be accessible to poor girls who cannot pay otherwise they will be useless.
- Harmonize services provision for out of school provided by partners.
- Consider Regional variations for out of school models.
- Scale models that the government and CSOs are already piloting.
- Implement the National Adult Literacy and Numeracy Education Strategy.
- Learn from Kenya, on re-entry strategy for OOSGTs.
- Develop financing mechanism for out of OOSGTs.
- Parents should be compelled to send these kids back to school – if environment is ready to receive them.

- Educate communities, family members and individuals to acknowledge the importance of education.
- Improve OOSGTs data and evidence.
- Invest in understanding the circumstances that help to keep them in school rather than bring them back – *"they don't drop out but they are pushed out by circumstances."*
- Institutions, communities, families and individual adults need to take accountability to make sure systems and structures are supportive.
- Government to make sure that there is a shared accountability.
- Come back is not enough, because not everyone will come back, coordination is important for other support that may be needed.

Issues that emerged from presentations, panel and plenary discussion

- As the level of education goes up, she becomes more assured of getting a better income, improve children's health, better social amenities for the children, their children will be more educated than children of illiterate mothers.

- There are gender inequalities in the social institution in Tanzania.

- Challenges of legal framework and cultural norms i.e., disparities on the age of marriage, for girls and boys, a girl being married at the age of 14 or 15, for boys at 18.

- Inequalities in the education system: although enrolment improved for both boys and girls, girls are lost in transitions from one level to the other than boys.

- Regional disparities in some areas like Katavi, girls are not transitioning like they are in Kilimanjaro and Manyara where girls outnumber boys.

- Truancy is the main reason for drop out with some other favors such as social - cultural factors in Regions such as Mara.

- School infrastructure are more discouraging for girls from attending school: Adolescent girls, lose an average of seven days every month due to menstruation and other school practices such as pregnancy testing. Differential access to resources between households, costs of education such as uniforms, learning materials, and other resources that are needed for school.

- Perpetuated gender inequality within the schools and around.

- Child preference for boys and girls in terms of access to education.

- Home – school distance expose girls to sexual predators.

- No encouragement for girls' self-esteem, girls are not encouraged to be assertive especially in school with male teachers.

- Girls with disability are more victimized and fall prey to sexual predators, because they cannot report the abuse. The parents do not take them to schools for protecting them, teachers do not know how to treat them, learning infrastructure is not very friendly, given the nature of their disabilities.

- Inclusive education is not possible with highly congested classrooms. Teacher pupil ratio become critical in this situation.

- Need urban and rural subsidy plan – where there is the greatest need.

- Pregnancy test are highly practiced in public schools than in private schools - it infringes privacy of girls. Compulsory pregnancy testing is not the government policy. Not allowing pregnancy girls, to be in school was the directive given by the President.

- Policy can be a written document, or anything government decides to do or not to do. Education Act provides for local government authorities (LGAs) to design certain school restrictions, termed as the social punishment rather than a legal provision to keep the girls out of school because of pregnancy. These may not necessarily apply to private sector education services providers.

- Alternative pathway is designed to provide another route for this girl to come back in education system again.

- Tanzania mainland adopted protective measures to make sure that we are helping girls not to drop out i.e., construction of more than 500 hostels, protecting girls not to drop out. Those dropping out - a system is in place to help them to progress in the mainstream system after completing a certain level of education.

- In the East Africa Community Countries (EAC), there is evidence that those who are dropping out they are not rejoining the schooling system, even though the laws allow them.

- A preventive strategy helps to protect them not to drop out, it ensures that they are enrolled in school, are in dormitories and finish schooling.

Recommendations

- Focus on the tracking both at enrollment and transitioning outcomes

- Track how many graduates and prosper in life (impact).

- CSOs to pay more attention on girls living with disabilities especially creating awareness in protecting them and creating an environment that will protect abuse.

- Capitation grants to be expanded to include infrastructure expansion.

- Need to make sure that distance to schooling is reduced.

- Need multi-stakeholders dialogues to discussion options for keeping girls in school, deal with the reasons for dropping out.

Session 4: Professionalism of Educators and Teachers in Early Childhood Education
Moderator: Lilian Chovenye – Education Specialist, Right to Play Tanzania
Paper Presenters: Davis Gisuka & Frank Samson – ECD specialists, Children in Crossfire

Issues that emerged from presentations, panel and plenary discussion

- Workforce development for achievement of quality pre-primary goals
- There are policy inconsistencies
- Teachers pupil ratio is 1:25, current stands at 1:193
- Affected Regions are Dodoma & Mara.
- Tanzania Institute of Education (TIE) responsible for teacher training, 16, 129 teachers were teacher oriented on preprimary curriculum in 2017.
- Most teachers hold primary certificates. 9 out of 144 primary teachers are pre-primary teachers.
- Learning through play model seems relevant for pre-primary.
- Government is taking retired teachers to handle Early Childhood Development (ECD).
- Overcrowded classrooms such that the teachers have no skills to handle the situation.
- Unsupportive infrastructure for ECD.
- The impact of child missing ECD and those getting it, the difference is huge.
- Overdosing children with study materials is a big problem.
- ECD lays a foundation for human learning.
- There is a conceptual misunderstanding of ECD.
- Attaching pre -primary classes in primary classroom isn't appropriate.

Recommendations

- Government should accelerate the ECD policy process that will provide guidance on pre - primary entry age.
- Preprimary qualified teachers to be trained.
- Orientation and continuous professional development to be strengthened.
- Health issues: Separate toilets and other infrastructure for ECDs.
- In rural areas anyone can handle preschool children - need government policy guidance.
- Do comparative analysis between public and private.
- Need ECD awareness and advocacy.
- Use models to address the curriculum for ECD teachers.
- Need holistic conceptualizing of a child.
- Prioritize budget allocation for ECD.
- Outdoor environment for ECD should be conducive and age appropriate.
- Use the political will to advance ECD agenda in the country.

Session 5: Available option to fund recruitment, training support and monitoring of the secondary and primary school teachers in Tanzania.
Moderator: Dr. Joel Kayombo – Lecturer, DUCE
Paper Presenter: Dr. Deogratius Mahangila – Lecturer and Consultant, UDSM

Issues that emerged from presentations, panel and plenary discussion

- Funding needed for recruitment, training support and monitoring of the secondary and primary school teachers in Tanzania,
  - Training covers professional development programme and continuous learning,
  - Recruitment needs salaries for teachers, workers' compensation 0.5%, National insurance, Tax to the government, Transport.
  - Support and monitoring needs, 322mill – monitoring and support per year, at least 25% of the school budget per year.
- The government may need to allocate TZS. 27 billion for teacher training per year.
- The government is losing almost TZS. 3.4 trillion from various sources.
- These taxes need to be managed effectively by the government.
- There are several taxes loses.
  - Illicit capital flow (how we move money from here to other countries illegally)
  - We also have lost much flow from the informal sector.
  - Tax evasion - the estimate is almost USD. 250 million including VAT and Mining Sector.
  - Corruption practices.
  - Tax incentives – USD.413 million through tax exemption.
  - Property Tax System.
  - Pay As You Earn.
- The role of the government and other stakeholders in teacher training and development: Technology can reach more teachers, make use of mobile technology for teachers to access online learning options.
- High tax to wealth people will reduce productivity.

Recommendations

- Government to look for the various way of reducing tax exemption.
- Property tax reform.
- High Net Worth Individuals (HNWIs) to pay the income tax.
- Stop corruption.
- Strengthen monitoring system.
- Increase education budget to 20% from 17%.
- Carry out Property evaluation, to increase revenues which could ultimately add to social sector budget
- Hire qualified teacher to avoid spending money on training.
- Continuous professional development programmes are very essential to teachers, due to changes happening in the education sector.
- Review the whole system of tax losses to identify avenues for funding to education sector.

Session 6: The Role of Telecommunication in Improving Quality Education in Tanzania
Vodacom Tanzania

- Around 103 million users worldwide lack basic literacy skills, and more than 60% of them are women. Programme aimed at providing increased and improved access to quality education through mobile and other digital platforms are essential to the growth and development.

- Telecommunication companies in Tanzania offer technology as a solution to issues facing communities. The sector brings on board innovative ideas and solutions in order to make quality education accessible to children in the marginalized communities, with a focus to achieve Sustainable Development Goals (SDGs) to improve quality of life, access to inclusive education and develop innovative solution to the world's greatest problems.

- Telecoms foundations are instrument of implementation, and execution of companies' social contracts, as basis of social and philanthropic activities.

- The power of technology to transform lives is seen by addressing some of the country's most pressing humanitarian challenges, such as issues related to education, health and environment.

- The exceptional technological power and resources within the sector are helpful to mobilize social change and improve people's lives today, tomorrow, in the future.

- Recently, there is an increasing attention on the digitization as a means of building strong economies and ensuring that everyone has a chance to participate fully in economy. It is evident that this participation can only happen if everyone has equal access to quality education. Otherwise, they will be unable to compete in the emerging digital landscape.

- ICT support interventions around education is centered in providing digital connection, to equip students with adequate skills so that they can keep pace with the rapidly changing global environment.

- In Tanzania companies offer digital education portal that offers free, interactive global learning materials to primary and secondary schools and offers local content through a partnership with the Tanzania Institute of Education.

- During emergencies collaborations are developed to offer innovative digital learning platform, and offer zero rates on all educational learning portals in Tanzania.

- Enabling pupils and students to benefit from the distance learning.

- Telecom sector is committed to support the government in bringing about meaningful and beneficial change for citizen in areas of education by being part of the solution ensuring that no one is left behind.

The Guest of Honour, Deputy PS, PO RALG, Mr. Gerald Mweri , delivering his closing remarks on behalf of the Minster of State

After three days of dialogue participants;

- Reaffirmed their commitment to United Nations 2030 Agenda for Sustainable Development in particular SDG 4 and committed to education as a fundamental human rights and life transformational tool.

- Recognized the need and urgency to provide inclusive and equitable quality education for all from early childhood through compulsory schooling.

- Reaffirmed the importance of teacher education, and lifelong learning.

- Shared the definition of quality education in its holistic form that embodies a number of workable concepts to ensure access and participation in quality learning opportunities for all children and learners.

- Committed to embrace leaving no one behind and respect rights.

- Agreed that financing quality of education requires a concerted and a joint effort by governments and all stakeholders.

- Recognized the strong political will to support quality education in the country.

- Became aware of slow progress and inadequate financing, increasing inequality in

access, especially during emergency times, leading to multiple exclusion.

- Discussed that curriculum is not addressing the demanded skills in the labor market.

- Noted the challenges associated with the rapid growth of technology and innovation, which bring a lot of digital divide.

- Noted that education system does not match with the pace through which the technology is changing.

- Recognized ongoing political will to make education relevant for young boys, girls and youths in Tanzania.

- Called for a major transformation of the education sector by calling for a bold reform of Education and Training Policy to ensure the realization of a world where all children, youth are empowered with relevant knowledge, skills and competence to become productive citizens and compete in the global labor market.

- Called upon the government to give priority to the most vulnerable and marginalized groups to access quality education and lifelong learning opportunities, to offer education opportunities that are accessible, safe and free from discrimination, and stigmatization and address all forms of violence, teenage pregnancy, as well as gender and school-based violence, and take actions to support children and teachers in crisis times.

- Agreed to invest in early childhood development.

- Appreciated the commitment to offer fee free education, but concerned with the quality of teaching and learning environment and education outcomes

- Urged the government to increase commitment on budget spending and allocation to quality education and ECD.

- Agreed on key action to strengthen quality of education from preprimary to tertiary level.
- Called upon the government as the duty bearer to strengthen collaboration and recognize the critical role of civil society, in ensuring that the right to education for all implies putting in place institutional mechanisms for meaningful civil society participation and engagement at all levels of education.
- Noted that leveraging commitment of donors, private sector, communities, and families to take action will help with additional resources for quality education.
- Called upon the government and stakeholders to embark on a robust initiative for innovative and sustainable financing mechanisms.
- Agreed that managing and minimizing waste in education spending will help to meet SDG4 targets.
- Private sector can be catalyst for scaling up innovative interventions, by sustainably investing their corporate social investments to deliver and achieve impactful social programmes.
- Agreed to build on donors' commitment, and explore more multilateral financing facilities, be mindful of conditions attached to these international financing facilities.
- Reminded stakeholders and the government to invest in addressing the needs of those who are likely to be left behind by promoting alternative skills for children living with disabilities, scale up the government initiative for back-to-school mechanisms for girls and boys who are victims of gender-based violence (GBV), child labor, abuse and exploitation, teen pregnancy, and ensure inclusive learning environment.
- Insisted that alternative education for out of school need a focused budgeting.
- Called upon government and stakeholders to review and implement the competency-based curriculum that will enable school knowledge to match demands of the jobs of tomorrow, addressing the languages of instruction, review assessments to become competence based.
- Call upon the government and stakeholders to invest in science and technology, ensure school connectivity and access, ensuring continued learning among children and address the digital divide among rural schools.
- Called for coordinated efforts around education in emergency and put in place framework for planning, preparedness, response and resilience to promote continued learning and support WASH investments in schools.
- Called upon the government and stakeholders to embrace, support and embody innovation and creativity. Job automation is likely to affect the world of work, talent and skills development should be a focus training and e-learning.
- Asked the government to invest in teachers training and development, develop motivational packages for teachers, and build the capacity of teachers on competency-based teaching and ICT literacy.
- Called upon the government and stakeholders to collaborate around the question of policy review by bringing all key stakeholders, collect evidence to inform policy making process.

- Agreed to harmonize and align the 1999 and 2014 education policies, Education Act to the national plans and priorities including the Country Five Year Development Plan (FYDPIII).

- Agreed to invest and collaborate to support soft skills and the job readiness programs for graduates, promotes after school alternative learning and employment pathways, tailored and contextualize apprenticeships, volunteer opportunities, and entrepreneurship skills, financial literacy and communication skills to all learners.

- Called upon the government and stakeholders/donors to strength sector dialogues through mutual understanding and collaboration with Technical Working Groups Educational Sector Committees, together with Joint Educational Sector Review dialogues.

Closing remarks by the Guest of Honour on behalf of the Minister of State – PORALG

The 1st International Quality Education Conference (IQEC): **Collective Accountability for Financing Quality Education: Re-Imagining Quality Education,** concluded with a closing remarks delivered by the Deputy Permanent Secretary, PORALG, Mr. Gerald Mweli on behalf of the Minister of State, President Office Regional Administration and Local Government (PO-RALG).

- Agree to all deliberations from the conference and reaffirmed continued collaboration with CSOs to improve education delivery in Tanzania.

- Recognized the commonality of principles in all issues around quality education but recognized different approaches in delivering those results.

- Agree to the need to create a conducive environment and opportunities for girls and boys to attend schools.

- Informed participants on ongoing discussions on the available options for boys and girls to be in school.

- Recognized that education system doesn't not match with the labor market demands.

- Called upon employers to be accountable in creating a pool of skilled manpower in future, insisted on employers' readiness to allocate enough spaces for apprenticeship or internship to prepare youth for the job markets.

- Recognized quality of education as a very broad term, we should be clear on what should be improved.

- Accepted the need to review curriculum, but to have a practical and evidence-based inputs from the researchers.

- Recognized the huge difference between the curriculum, the content, the document, and curriculum implementation. Called upon members of academia and CSOs to do analysis on this.

- Noted that the problem is not necessarily curriculum but inadequate resources (teachers, books, and good school environment), those with resources and use the same curriculum get better outcomes. Thus, curriculum requires a detailed analysis.

- The review of ETP 2014 needs an analysis. Government will have an organized and coordinated inputs from the stakeholders. Urged stakeholders to use these coordinated mechanisms to give input on the new policy.

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