

Participation of CSOs in the Implementation of Education Sector Programmes

Presentation at the Civil Society Annual Forum and
Exhibition 2006, Karimjee Hall, 17-18 August 2006

Joseph Kisanji
TEN/MET

Outline

- Introduction
- Stated Roles of Civil Society in Tanzania
- Roles of Civil Society and Governance
- TEN/MET Roles and Related Activities
- Effective Policy Engagement
- Challenges in the Education Sector in Tanzania
- Way Forward

What is TEN/MET?

- Formed as a national network at a meeting of 39 national and international NGOs in 1999
- Housed by one of the founder members in Arusha (Maarifa ni Ufunguo) for three years
- Moved to Dar es Salaam in 2002 to establish its own office and secretariat
- Registered in September 2005
- Guided by the principle that it is the members who implement activities; small secretariat coordinates and facilitates a few, limited strategic activities
- Works closely with other networks and coalitions, e.g., Policy Forum

Vision and Mission

- Vision
 - TEN/MET envisions a Tanzania in which all people, especially children, enjoy access to participatory, meaningful, learning opportunities in order to realise their fullest potential and to enhance social inclusion
- Mission
 - TEN/MET seeks to work with NGOs, CBOs and their networks and coalitions
 - To influence education policies and practices
 - To promote accountability to communities
 - To ensure that meaningful learning is enhanced in all people
 - Without discrimination

Roles of CSOs in PEDP

- To participate effectively in planning, implementing and monitoring activities at all levels
- To participate as a joint stakeholder in the annual ESDP process of reviewing the education sector
- To contribute their experience and knowledge ... to the improvement and provision of education
- To share information and facilitate meaningful community participation in education
- To effectively collect and disseminate educational information from and to schools, communities, government and other stakeholders
- To conduct education policy analysis and advocacy (p. 22)

Roles of CSOs in MKUKUTA

- To build local capacity and empowering communities
- To participate in monitoring and evaluation at national and community level
- To mobilise and enhance community participation as well as community resources for poverty reduction
- To advocate for accountability of its members and government to the people
- To ensure that cross-cutting issues are included and implemented in the sectoral and district plans (p. 55)

Governance

- Rules, processes and behaviour that affect the way powers are exercised
- **Transparency** (openness, demand for public access to information and documents, greater involvement in decision-making process and more easily readable, simplified or popularised texts)
- **Participation**
- **Accountability**
- **Effectiveness**
- **Coherence**

Governance in Education

- **Responsive, participatory and accountable systems;**
- **Autonomy or authority of schools** and other learning centres to identify and solve their own problems and make improvements;
- **Ownership** of schools by the community;
- **Accountability** from schools to the community;
- **Engagement and participation** of civil society in the formulation, implementation and monitoring of strategies for educational development

Governance in MKUKUTA

- **Effective, transparent and accountable use of resources** in a fair and corruption free system; ;
- **Participation in decision making** (local govt reform process, school committees, etc.)
- **Representative** and accountable
- **Human rights**, a functioning and **fair justice system** and **war against corruption**
- Public access to **information is a human right** and a key means to facilitating effective policy implementation, monitoring and accountability
- Systems of **government to be managed openly** in the interest of the people they serve
- Civil society will be expected to demonstrate accountability to the people (p. 30)

Roles of CSOs in Governance

- Representation of the interests of specific groups in relation to government and to other sectors of society;
- Mobilisation of social actors to increase their consciousness and impact;
- Regulation and monitoring of state performance and the behaviour and actions of public officials;
- Developmental or social action to improve the well-being of their own or other constituencies (IDS, Univ. of Sussex, 2001)

TEN/MET Roles (Cont'd)

- Representation of the interests of specific groups in relation to government and to other sectors of society
 - Influencing pro-poor policies through broad-based consultations and sector dialogue structures, e.g. ESR, EAC, BEDC, DEBs
- Mobilisation of social actors to increase their consciousness and impact
 - Effective communication and information sharing
 - Building the capacity of members to engage with government
 - Creating awareness of policies and critical issues in education among members and the general public at all levels
 - Advocacy on the right of every citizen to education, especially the poor and marginalised, through local and national campaigns (e.g., use of the media)

TEN/MET Roles (Cont'd)

- Regulation and monitoring of state performance and the behaviour and actions of public officials
 - Monitoring and documentation of impact of education and related policies at local level
 - Local and national level campaigns, e.g., use of the media
 - Articulating policy positions and advocacy
 - Budget tracking studies/ PETS

TEN/MET Roles (Cont'd)

- Developmental or social action to improve the well-being of their own or other constituencies
 - Development of analytical and advocacy skills
 - Capacity development on effective communication, policy engagement, programme design, fund raising and reporting
 - Initiating innovative programmes that can be mainstreamed
 - Participation in programme reviews, e.g., PEDP, SEDP

Effective Policy Engagement

- Principles of Sector Dialogue
 - Sector dialogue - informed by perspectives of the people *on the ground*;
 - Move towards dialogue between government and civil society because citizens are a more important constituency than donors and donor confidence should come from robustness of government/civil society dialogue;
 - Civil society should be treated as an equal partner and there should be mutual respect; and
 - Engagement should be simple, transparent and predictable.

Effective Policy Engagement (Cont'd)

- Rules of the Game
 - Access to information (open and available in a timely manner to all stakeholders);
 - Background documents should be circulated at least one week before the meeting;
 - Notice of meetings should be sent out to ALL participants;
 - Minutes should be comprehensive and accurate reflecting to the discussion;
 - Decisions/ Actions should be specified as to who is responsible and when is the due date for implementing.

Challenges in Education Sector Dialogue in Tanzania

- Space for civil society's full participation still limited
 - TEN/MET with 84 active/voting members concentrated in only three out of seven education zones cannot effectively represent over 400 education CSOs; government invites TEN/MET to represent CSOs
 - Poor negotiating position to resolve issues with government
 - Most education CSOs are small entities with limited capacity in knowledge and skills
 - The voices from the grassroots still not strong – representation from the grassroots is weak and unfair

Challenges in Education Sector Dialogue in Tanzania

- Space for civil society's full participation still limited
 - Active CSOs are still urban based, dominated by Dar-based members
 - Limited availability of information and jargon-free documents
 - Recognised by government, but not facilitated
 - Censorship – violation of right to collect and disseminate information and right to choose own representatives

Challenges in Education Sector Dialogue in Tanzania

- Sector dialogue structures are not working effectively
 - Basic principles and rules for a participatory, effective sector dialogue are being violated
 - Treated as an unequal partner; no mutual respect
 - Accorded a low status in a tripartite relationship (government – donor – civil society)
 - Notice of meetings and related documents not received, received late or through the DPG
 - Minutes silent on issues raised by civil society representatives

Personal Way Forward

- Demand for fair and equal representation as provided for in the Education Sector Review (ESR) Aide Memoire approved by the High Level Meeting on 7 June 2006
- Support organisations to form local networks throughout the country
- TEN/MET to embark on a recruitment drive to expand its membership to all zones
- Developing more effective strategies for influencing policy and practice

Discussion Questions

- How can CSOs strengthen their participation in the education sector?
- What strategies do we need to put in place to bring about positive change in access, equity and quality of education?
- Who are our target audience?
- Who should we work with?

**THANK YOU FOR YOUR
ATTENTION**

Asanteni sana